

**SALFORD DIOCESE
INSPECTION REPORT**



**ST. DUNSTAN'S ROMAN CATHOLIC
PRIMARY SCHOOL**

Bacup Street Moston Manchester M40 9HF

Inspection date June 2009
 Reporting Inspector Mrs. Mary McGrail
 Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary
 URN 105526
 Age range of pupils 3-11
 Number on roll 227
 Appropriate authority The governing body
 Chair of Governors Rev.Fr. David Featherstone
 Headteacher Mrs. Christine Morris
 Religious Education Co-ordinator Mrs. Rita Ashworth
 Date of previous inspection May 2006

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	2	
The quality of Collective Worship	2	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	1	
Leadership and management of curriculum Religious Education	2	

The following pages provide reasons to support these judgements

CHARACTERISTICS OF THE SCHOOL

St. Dunstan's is a Roman Catholic voluntary aided primary school in the Diocese of Salford. It serves the parish of St. Dunstan in Moston, Manchester. 65% of the learners live in this parish and 20% come from neighbouring parishes. The school is situated to the north east of Manchester city centre in an area with high levels of disadvantage. The learners come from a wide range of socio-economic backgrounds and housing. The age range of the learners is 3 to 11 years. The indicative admission number is 30 and there are currently 227 learners on roll of whom 193 are baptised Catholics. 23% of the learners are eligible for free school meals. 45 learners have been identified as having special educational needs. No learner has a statutory statement of special educational need. All 10 teachers (100%) are Catholics. There is an increasing number of learners who have English as an additional language. Ten different languages constitute the first language for 14% of learners. There are small numbers of refugees, travellers and asylum seekers. The school is currently over subscribed.

OVERALL EFFECTIVENESS OF THE SCHOOL

St. Dunstan's is a good Catholic school with several outstanding features. It is effective in offering its learners a traditional Catholic education in a caring and happy environment where diversity and difference is welcomed and celebrated. Learners enjoy coming to a school "where everyone is friendly". They are polite and friendly and their behaviour is good. Parish, school and home links are very strong and the school is firmly at the heart of the parish it serves. This is attributed to the outstanding support offered by the parish priest to the learners, staff and families of the school community. The parish Sacramental Programme makes a major contribution to supporting the families on their faith journeys. The dedicated and experienced headteacher, fully supported by the knowledgeable governing body, gives very good leadership to her staff. The whole leadership team shares a clear vision for the future development of the school. The school is successful in promoting the spiritual, moral, social and cultural development of its learners and provides very effective support for their social and emotional needs.

Improvement since the last inspection

Following the last Section 48 inspection in 2006 the school has addressed the issues identified and successfully resolved the majority. Assessment still needs further development. An assistant head was appointed internally in September 2006 and the deputy was appointed in January 2007. A senior leader for lower school was appointed in September 2007 and a newly qualified teacher joined the staff in September 2008. The building has been refurbished to provide two new classrooms and new entrance and administrative areas. A new staff room and facilities have been created and the hall has been decorated. The next phase of the extensions should begin shortly. 3 new governors have joined the governing body.

Capacity to improve

The school's self-evaluation is detailed, accurate and honest. A new headteacher has been appointed for September 2009 following the impending retirement of the current headteacher. The governing body and senior management team share a clear vision for the future development of the school. Therefore the capacity to improve is good.

What the school should do to improve further

- Continue to monitor and evaluate learners' written presentations in a robust manner in order to raise standards
- Fully implement a consistent approach to assessment throughout the school based on the diocesan model to ensure that all work is levelled and moderated. A file of exemplar work should be established.

LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school are good with some outstanding features. The school has a clear and precise Mission statement which is due to be reviewed in September 2009. It is on display throughout the school. It is at the forefront of all policies and permeates all aspects of the life of the school. The headteacher and her senior management team give very good leadership to the school. The parish priest, as chair of governors, makes an outstanding contribution to all aspects of the Catholic life of the school in both collective worship and Religious Education. This quality support is recognised and appreciated by teachers, learners and parents. The headteacher's detailed reports, supplemented by the reports given by the chair of governors, ensure that governors are kept well informed of the quality of the provision. With the support of the senior management team the Religious Education co-ordinator monitors the provision for teaching and learning in a systematic manner. The very well organised parish Sacramental Programme, led by the school's assistant secretary, is recognised as a successful aspect of parish life and is well supported by the school. Several governors work in the school. All teachers are Catholics and 6 hold the Catholic Certificate in Religious Studies or equivalent. The governing body is encouraged to support all teachers in acquiring this qualification. The school is continuing to develop productive links with the wider community by ensuring its learners are fully involved in a wide range of social and cultural activities.

THE QUALITY OF COLLECTIVE WORSHIP

Provision for collective worship is good with several outstanding features. The school has a policy for prayer and worship. Throughout the school year learners and their families are offered a wide range of meaningful opportunities to develop their relationship with God. The Mass is central to the life of the school. Whole school and weekly Key Stage 2 class Masses are celebrated in church or in school. Learners take a full and active role in preparing and leading these celebrations with readings, music and bidding prayers. Parents and parishioners are welcome to attend. Ethos statements are introduced at Monday assemblies, led by the headteacher, giving the learners a spiritual focus for the week. Good work and effort is acknowledged at the Friday "Golden Book" assembly and parents enjoy attending these each week. Class collective worship is a feature of the provision and learners lead class assemblies on a rota system. These reflect the liturgical year or the Religious Education curriculum. Voluntary Rosary sessions are held before school on Thursdays. During Advent and Lent the Sacrament of Reconciliation is offered to Key Stage 2 learners. Prayer has a high profile in school and the school has its own prayer book. The learners are familiar with the traditional prayers of the church and are happy to write their own spontaneous prayers. Year 6 take part in an annual retreat with the Spiritan Just Youth group. The worship attended during the inspection in Year 3 was a good example of a genuine "gathering together" in prayer. At all prayerful sessions attended learners were very reverent and respectful. The quality of the provision for collective worship reflects the dedication and commitment of the parish priest. As part of its contribution to community cohesion the school ensures that the provision for collective worship is fully inclusive and no learner is withdrawn from it.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education overall are good. The learners enter the Foundation Stage with attainment below national expectations and a significant proportion has difficulty with speaking and listening. All learners make sound progress with examples of good progress evident in some classes. By the end of Key Stage 1 learners' oral knowledge is superior to their writing skills and some learners are able to retell stories they have heard in their own words. In Key Stage 2 good progress is continued with some good examples of extended pieces of writing being produced. Presentation skills, however, do not improve in a consistent manner. The school is encouraged to continue to monitor and evaluate learners' written presentations in a robust manner in order to raise standards. Learners use good religious vocabulary when expressing their ideas and knowledge of their faith and they have a sound knowledge of other faiths and cultures. They use technology confidently to research and present their findings as seen in a Year 6 lesson on Sikhism. Learners accept responsibility willingly and are developing a good sense of citizenship through their input into school decisions in the school council, as an Eco school and through their involvement with the anti-bullying committee. All Year 6 pupils are prefects and Year 5 pupils act as playground activity leaders (PALs) for the younger learners. They give generous support to local, national and international charities.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The inspector agrees with the school that the quality of teaching and learning in Religious Education is good. All teachers plan their lessons with a clear focus. Learning objectives are explained to the learners at the beginning of the lesson. There is a good range of presentations to meet the requirement of the lesson and the age of the learners. Teachers show good questioning skills and set tasks which meet the needs of all learners. Those learners who need extra help are well supported by the teaching assistants. Extended tasks are set for the more able. Resources, including new technology, are used effectively to enhance the learning process. However there is inconsistency in how assessments are recorded. The diocesan model has been introduced but has yet to be fully implemented. The school is encouraged to prioritise its implementation. Work is well marked by the teachers with detailed comments made for how work could be improved and developed. A more rigorous marking of learners' written work should further improve standards. Planning should ensure that Attainment Target 2 is covered to the same depth as Attainment Target 1. Developing a file of exemplar work would support this. Learners have good attitudes to their learning. They are keen to be involved in discussions and show a genuine interest in their Religious Education lessons. They work co-operatively in small groups and their behaviour at all times is very good.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The Religious Education curriculum has been evaluated by the school as good. The inspector judges it to be outstanding. The school has a policy statement for curriculum Religious Education. All lessons in the Foundation Stage and Key Stage 1 are based on the Salford diocesan guidelines *Moving the Vision On*. Teachers in Key Stage 2 have attended the training to implement fully the revised curriculum. Teachers in Lower Key Stage 2 have already begun to use this new version of *REvision 2000*. The time allocated to curriculum Religious Education meets both national and diocesan requirements. In Key Stage 2 the diocesan World Faiths programme is used and during the "Culture Week" in the summer term special assemblies are held and visiting speakers are invited into school to speak about their own faiths. Visits are made by the learners to places of interest to help them develop respect for other faiths and cultures. All these activities are part of the school's ongoing commitment to the promotion of community cohesion. The timetabled visit of the parish priest to every class each week, as part of his contribution to the Religious Education curriculum, has a significant impact on the overall quality of the provision. The quality of the Sacramental Programme and the children's liturgy at Sunday Mass both impact positively on enriching the provision for Religious Education. Overall the Religious Education curriculum makes a major contribution to the learners, spiritual, moral, social and cultural development and no learner is withdrawn from curriculum Religious Education lessons.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The leadership and management of curriculum religious Education are good. Since the last inspection 3 staff have had this responsibility. The current co-ordinator has been in post since 2007. She has a good understanding of her role and has established clear priorities for the future development of this important subject. She is very well supported by the headteacher and senior management team. With a member of the senior management team she monitors teachers' planning and scrutinizes learners' work books. Her evaluations are recorded and given to the teachers. She is well aware that assessment still needs considerable development and has indicated this in her review of the current provision and included it in her priorities for the coming year. She has regular meetings with the parish priest, as chair of governors, and has an input into the headteacher's reports to the governing body. Governors are invited to attend assemblies and school Masses. The co-ordinator attends diocesan training for her professional development and leads staff meetings to keep colleagues informed of recent initiatives. Detailed records are kept of all aspects of the provision in the Religious Education co-ordinator's file. Resources are adequate and supplemented when necessary as money becomes available. All classes have a clearly defined focal area for prayer and attractive displays throughout the school clearly reflect its faith life.