

**SALFORD DIOCESE
INSPECTION REPORT**

**SS. OSMUND AND ANDREW
ROMAN CATHOLIC PRIMARY SCHOOL
Falkirk Drive Brightmet Bolton BL2 6NW**



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

Type of School Catholic Primary
URN 134237
Age range of pupils 3-11
Number on roll 380
Appropriate authority The governing body
Chair of Governors Mr. E. R. Hill
Headteacher Mr. J. M. Thorpe
Religious Education Co-ordinator Mrs. J. Summerton
Date of previous inspection April 2006

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	1	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	1	
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	1	
<i>The following pages provide reasons to support these judgements</i>		

CHARACTERISTICS OF THE SCHOOL

Ss.Osmund and Andrew is a voluntary-aided Roman Catholic primary school serving the parish of St.Osmund in the Brightmet area of Bolton. Some learners attend from a wider catchment area including other parishes. Housing ranges from some privately owned to property in the rented sector. The school has a wide socio-economic mix of learners whose ages range from 3 to 11 years. The admission number is 50. There are 380 pupils on roll including 52 part time in the Nursery. 260 (71%) are baptised Catholics. 76 pupils (20%) are eligible for free school meals. 53 have been identified as having special educational needs and 5 have a statutory statement of special educational need. 11 of the 16 full time and 1 of the 3 part time teachers (63%) are Catholics. 12 of the 19 full and part time teachers hold the Catholic Certificate in Religious Studies or equivalent.

OVERALL EFFECTIVENESS OF THE SCHOOL

The overall effectiveness of the school is outstanding. It is a very welcoming, happy and caring school with life clearly based on Gospel values embodied in its Mission Statement. As a new school it provides a clean, stimulating, exciting and orderly environment in which each individual is respected, cared for and loved. The school provides for the talents of all to be nurtured so that they reach their full potential. All staff work extremely well as a team, are very good role models and promote community cohesion effectively. They are dedicated, committed and hard working. They strive to maintain high standards so enabling the school to grow and develop from the amalgamation of two schools into one. The strong Catholic ethos pervades all aspects of school life and ensures outstanding provision for the pupils' spiritual, moral and social development. The headteacher works closely with the deputy head, is well supported by the governors and all staff and displays dedication and exemplary leadership. All relationships in school are very positive and the provision of Religious Education and prayer and worship is outstanding.

Improvement since the last inspection

All key issues arising from last Section 48 Inspection in April 2006 have been fully addressed. With support from the diocesan Religious Education Centre and effective management from the headteacher and curriculum co-ordinator teachers' expectations of the standards of written work in Key Stage 2 work have been raised. The consolidation of the school onto one site has also facilitated more effective monitoring. The school has adopted a common planning format which enables teachers to incorporate assessment opportunities and evaluations into lesson planning. This is used at the end of each term to inform future planning and is monitored by the Religious Education co-ordinator. She also monitors the quality of teaching and pupils' learning in Religious Education. The school is implementing *Moving the Vision On* and has increased its provision of quality resources and displays.

Capacity to improve

The headteacher has an accurate understanding of the school's strength and needs and has a very clear vision for its further development. He is strongly encouraged by the governing body and is supported by the deputy who plays a key role in the strategic development of the school. All staff work hard together to achieve the best possible outcomes for all learners. They ensure the spiritual, moral, social and cultural development of each pupil. Accurate self evaluation, together with effective monitoring and assessment arrangements, have led to secure and structured improvement in planning. Advice from the Salford Diocese and other agencies is well used. The school's capacity to improve is therefore very good.

What the school should do to improve further

- Continue to implement development plans already agreed and established.

THE LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

The leadership and management of the Catholic life of the school are outstanding. The Catholic faith is firmly at the centre of the school's life. The Mission Statement, drawn up by all staff and the governors, drives all decisions and impacts on the whole ethos of the school. The chair of governors is an extremely strong leader. He discusses school issues with the headteacher and staff each week. The school is presently aiming to appoint a link governor for Religious Education. Governors are very well informed and provide both challenge and support, working effectively in committees, individually and often in school. The high quality of the headteacher's leadership with sharing and support from the deputy head are major factors in the continuing, successful development of the Catholic life of the school. Priority is given to appointing Catholic teachers or those committed to the school's mission to ensure the spiritual and moral development of all and the promotion of community cohesion and racial awareness. Excellent systems for self evaluation and monitoring influence all improvements. Priorities are identified and accompanied by a continuous cycle of planning, action and review. Governors have a significant influence in this. Relationships throughout the school are outstanding ensuring that it is a caring community where everyone feels valued. Home-school links are very good. The parish priest visits school regularly and liaises with the school in preparation for services and celebrations in church. At present, preparation for the Sacraments is undertaken by the school. Links with the Catholic schools in the area and the associated high school are very successful.

THE QUALITY OF COLLECTIVE WORSHIP

The quality of collective worship is outstanding. It reflects the school's written policy that "staff, governors, parish priest, parents and children should work with each other to build up a Catholic community of worship" and provides a rich variety of opportunities and experiences to this end. Each Monday's whole school assembly led by the headteacher or deputy focuses on the appropriate liturgy and Friday's is led by classes in rota usually related to a current theme and includes celebrations of achievement and awards. The very good one observed during inspection related to Pentecost and confirmation and included learners' prayers, readings, art work and joyful hymn singing. Weekly assemblies for Foundation and each key stage are linked to the Religious Education programme and are agreed for the term. All assemblies are well prepared and include learners' planning and involvement, the use of artefacts, visual images, prayers and music with a high standard of hymn singing. Each class has a focal prayer point or area. Learners experience many varied methods of private, individual, meditative and reflective prayer in a peaceful environment in either a formal or informal setting. The Nursery children were observed to be celebrating God's wonderful world handling artefacts such as a pinecone, stones or seashells and thanking God. Learners are involved in preparing readings, prayers and hymns for Masses in church or school on special occasions and feast days and the younger children are taken to church in the school's minibus. Example set by all staff and governors and their obvious deep faith helps to result in sincerity and reverence in pupils' worship. It encourages respect for race and culture and supports the pupils' spiritual and moral development. Parents enjoy sharing celebrations, presentations and assemblies.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievements and standards in Religious Education are very good overall and in some areas outstanding. The Nursery and Foundation years provide an extremely stimulating, exciting and happy start to school life and learning. A number of learners arrive with a low baseline of faith experiences and knowledge. The outcomes of assessment and recording of individual children's ability and progress enable appropriate targets to be set. The school's systems for monitoring and evaluation confirm that pupils generally exceed their targets. Scrutiny shows the provision for all abilities results in the best possible outcomes. Most learners use appropriate terms and vocabulary, respond intelligently in discussion, confidently share thoughts, explore ideas and use role-play. This was evident in Year 6 when a group of learners had prepared an introduction to the lesson acting out the fears, worries and trust of the apostles after the Ascension. Very good class discussion and use of the Bible resulted in a written newspaper report. Learners enjoy their lessons especially as appropriate tasks and challenges are set to meet all abilities. All learners know and understand the Catholic beliefs, values and way of life. They are able to relate this to their own lives in following Jesus' example and they know about and respect other faiths and cultures. There is obvious very good knowledge of the Bible. Learners know the importance of the family, school and parish and of using their talents. Excellent behaviour is achieved through respect, sharing, reconciliation and the belief in the value of each individual. Staff have high expectations and recognise and reward the children's efforts. Learners show care for those in need both in school and beyond with prayer, good works and fund-raising.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The quality of teaching and learning in Religious Education is good overall with many outstanding features. Teachers have a secure knowledge of *REvision 2000* and are introducing *Moving the Vision On*. Their thorough planning using a standard format with shared ideas ensures consistency across the school. The planning provides for a two-year rolling programme as classes contain mixed age groups. This arrangement ensures continuity and progression with no child repeating work. Aims and objectives are clearly stated and activities are linked to the full ability range. The excellent use of teaching assistants also helps to ensure that the needs of all abilities are met. All staff have high expectations of pupils and share their own faith with them. Challenging tasks and creative use of resources deepen learners' knowledge and understanding. This was evident in Year 2 when children discussed the Bible as the Word of God. They looked at and compared different Christian Bibles, the Koran and the Hebrew Bible. Excellent pictures of different people reading the Bible help them to realise it must be respected and to know the importance of God's word. Learners enjoy their lessons, are co-operative and attentive and share each other's views. Interactive white boards, information technology and visual aids are available to all classes and are well used. All classrooms reflect learners' achievement through themed displays and focal points. Parents are extremely proud of their new school. They are informed of work covered in Religious Education through newsletters or the school website used to update parents and encourage their involvement. A number of parents help in school.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The quality of the Religious Education curriculum is outstanding. The school fully observes national and diocesan guidelines. Careful planning, co-ordination and hard work ensured the successful amalgamation of the two previously existing schools. All governors, staff and learners have integrated extremely well and created a stimulating environment where all are very happy. True to the written policy that "it provides a Catholic Christian setting in which children grow in understanding the faith and acquire positive attitudes and values while respecting the values of other beliefs" every child's needs are recognised. Example set by all staff, the quality of teaching, prayer and worship and curriculum content ensure outstanding spiritual, moral and cultural development. Curricular aims are clear and related largely to *REvision 2000* and *Moving the Vision On* which provide the basis for teachers' thorough planning. Prayer, worship and liturgy are closely woven into all work in Religious Education. Links with other curriculum areas enrich this provision. The assessment process tracks each child's progress in relation to attainment targets. Planning is appropriately linked to outcomes to ensure that individual needs are met and progression and continuity maintained. Very good quality resources are catalogued and used to enhance the children's experiences and learning. As part of the school's contribution to community cohesion work on other faiths and cultures is undertaken throughout the school and links have been forged with outside groups. A wide range of extra-curricular opportunities is offered to pupils to help maximise potential. School Council members are enthusiastic and keen to find ways to improve the school further.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

The leadership and management of curriculum Religious Education are outstanding and the headteacher is totally committed to its importance. The school's mission, "By recognising that we are all made in the image and likeness of God we seek to promote the growth towards wholeness of all those who share in the life of the school" is central to the school's whole life and ethos. All are committed to its importance and quality. The Religious Education co-ordinator works closely with the headteacher and deputy head whose monitoring roles are ongoing. She is totally dedicated and enthusiastic and zealously manages the subject ensuring it retains a high profile. She scrutinises teachers' planning and pupils' work to measure progress and continuity. She evaluates resource needs, observes teaching and gives constructive feedback. A successful programme for the moderation of learners' assessment tasks and the tracking and recording of their progress has been introduced. The rolling programme for classes with mixed age groups now operates to prevent any repetition of work covered. With the headteacher the co-ordinator provides help and support for staff, attends diocesan courses and keeps colleagues updated. The parish priest visits school regularly, participates in some class Religious Education lessons and liaises closely in the preparation of services and celebrations. Governors are informed of work and developments related to curriculum Religious Education, are involved in the review of policies and action plans, and are concerned to maintain high standards.