

The Diocese of Hallam
Section 48 Inspection Report

**The Catholic Life of the School, Religious Education and
Collective Worship**

Our Lady of Mount Carmel Catholic Primary School
Sandringham Road,
Intake
Doncaster
DN2 5JG

School URN	106761
Overall Effectiveness grade	1
Date of inspection	9th June 2022
Names of Chair of Governors	Mrs Angela Sharp
Name of Head teacher	Mrs Lindsay Gamble
Name of RE Subject Leaders	Mrs Jane Hayes Mrs Sharon Matthews
Date of previous inspection	7th December 2015
Previous inspection grade	1
Section 48 Inspector(s)	Mr John Cape Mr Alan Dewhurst

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good,
3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

OUTSTANDING (1)	To be judged OUTSTANDING for overall effectiveness: The three Section judgements must all be OUTSTANDING
GOOD (2)	To be judged GOOD for overall effectiveness: The three Section judgements must all be at least GOOD
REQUIRES IMPROVEMENT (3)	To be judged REQUIRES IMPROVEMENT for overall effectiveness: One or more sections will be judged to REQUIRE IMPROVEMENT with no sections judged inadequate.
INADEQUATE (4)	To be judged INADEQUATE for overall effectiveness: At least one Section will be judged inadequate.

Summary of key findings:

This is an Outstanding Catholic Primary School

- Our Lady of Mount Carmel Catholic Primary School is an example of Catholic Education at its very best.
- The Catholic Life of the school is **Outstanding**. Our Lady of Mount Carmel school is a warmly welcoming Catholic community where leaders, staff, pupils and parents live out an authentic Catholic Life firmly rooted in the teachings of Christ. Pupils are actively involved in a range of activities, which support their community, and beyond.
- The quality of Religious Education is **Outstanding** because staff know their pupils well and consistently teach lessons which enthuse and engage pupils ensuring progress and achievement is at the highest level. Leaders and managers ensure that monitoring and evaluation are accurate, timely and embedded in the work of the school. Pupils' enjoyment and achievement within their Religious Education lessons enables them to fully understand and apply the Gospel values to their everyday lives.
- The quality of Collective Worship at Our Lady of Mount Carmel is **Outstanding**. Collective Worship is outstanding because it is central to the life of the school. Pupils are deeply reverent and respectful during prayer and whole school Collective Worship. Pupils, staff and parents are uplifted by their engagement with worship.

What the school needs to do to improve further.

- Raise the expectation of pupils' response to the "Big Question" thereby giving them further opportunities to demonstrate their learning in Religious Education.
- Further enhance the school website in promoting the Catholic identity of the school.
- Continue to re-establish the role of Key Stage 2 pupils in modelling pupil led Collective Worship for those in Key Stage 1 and Early Years.

Information about this inspection

The inspection of Our Lady of Mount Carmel Catholic School was carried out under the requirements of the Education Act 2005, and in accordance with the Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Hallam. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017). While following the inspection schedule as published, inspectors acknowledged the significant impact of the Coronavirus pandemic on schools over a sustained period and took this into consideration when reaching their judgements.

Inspectors reviewed in detail the following aspects:

- Pupil voice
- Teaching and Learning in Religious Education
- Marking and feedback
- Consistency of assessment throughout school
- Pupil led liturgy
- Exploration of key school values

The inspection was carried out by 2 inspectors over one day:

- Reviewed information posted on the school website with a specific focus on the Catholic Life and Religious Education.
- Discussed the work of the school with several key stakeholders including teaching and support staff, parish priest, parishioner, parents and pupils.
- Conversation with the Religious Education link governor.
- Detailed discussion of the Catholic life and Religious Education with the [Headteacher](#), and Religious Education coordinators.
- Discussions with pupils about Our Lady of Mount Carmel school and how they enjoy their learning and being part of the school community.
- Progress reports, portfolios of work, photographic evidence, focal points and displays in and around school, provided valuable evidence and essential information during the inspection.
- Scrutinised a range of children's Religious Education work.
- Observed acts of Collective Worship.
- Met with all teaching staff.
- External tour of the school grounds including the prayer garden, wildlife area and vegetable plots.

Information about this school

Our Lady of Mount Carmel Catholic Primary School is an average sized primary school. It serves the parish of Our Lady of Mount Carmel and Mary Magdalen, taking children from the Intake and Wheatley Hills area of Doncaster. The school is situated close to the parish church. A minority of children from other local parishes also attend the school.

Most pupils come from a white British background, and most pupils' first language is English, although Polish as a first language is on the increase in the school population. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils who have special needs

and or disabilities is below the national average, while the proportion of pupils with a statement is also below the national average. The movement of pupils in and out of school, other than at normal times, is similar to what is expected nationally.

Full Report – Inspection Judgements

CATHOLIC LIFE

The quality of the Catholic Life of the school is Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding

- Pupils at Our Lady of Mount Carmel are proud of their religious identity and make an outstanding contribution to the Catholic Life and mission of the school which has very high priority across the school.
- They take full advantage of the opportunities offered to them and are happy to take a key role in those activities which promote the school's ethos within the school e.g., the School Council's involvement in planning and discussing ideas to improve the prayer garden.
- Pupils are aware of the needs of others and can articulate their views with confidence explaining the purpose of fundraising for various charities e.g., Foodbank, Operation Christmas Child, Cafod, Good Shepherd and HCPT. This is very important to the school community, demonstrating their understanding of a living faith.
- Pupils, from the youngest age, demonstrate an excellent understanding of the liturgical year and its key celebrations. A Reception pupil, on seeing a symbol of the Holy Spirit, described the 'tongues of fire' of Pentecost.
- Behaviour, in the classroom and around school, is exemplary. Pupils consistently demonstrate a warm appreciation of and care for each other as they all feel genuinely 'valued' and 'unique'.
- Pupils have a strong voice in the decision-making process; they say they are always listened to and their opinions appreciated so they are happy and secure in confidently expressing their views and feelings.
- Pupils are happy, confident and secure in their own stage of spiritual growth, demonstrating admirable attitudes and respect to all adults and visitors in school.
- They are learning to recognise and understand a loving God and can demonstrate many qualities including empathy, a willingness to listen, and celebration and forgiveness.

- There is a powerful sense of belonging and involvement from the pupils and some take responsibility for key roles e.g., 'God Squad', School Council and Prayer Group.
- They are reflective and are able to consider and discuss moral and spiritual issues including aspects of other faiths and cultures e.g., Judaism, Islam and Sikhism.
- Pupils and parents value the Catholic tradition of their school and are proud of it. Pupils throughout school are involved with both parish and diocesan celebrations and activities e.g., First Sacraments and the Good Shepherd appeal.
- Our Lady of Mount Carmel is a wonderful Catholic school. From the moment of entering the premises it is very clear that its prime purpose is Catholic education, helping children to develop their faith and to understand that God loves them. It is a most welcoming school where everyone is valued and respected and enjoys life to the full.
- Pupils take every opportunity to live out their mission with action. They are proud to be members of the 'God Squad', using these positions to shape and plan for improvements in the Catholic Life of the school.
- Pupils say that they feel very happy and safe in school, enjoy their work, have good friends and caring teachers and other adults who they can talk to and ask for help or support.
- Pupils described how the school supports them to be the best they can be and how it teaches them about virtues for life. Pupils across school reference their involvement in 'Virtues to Live By' and were able to talk about how these virtues deepened their understanding and appreciation of their essential role in education.
- The Catholic tradition of the school and its links with the parish are deeply valued and respected by the parish priest, staff and pupils. The school has worked hard to further strengthen links with the parish, each class has a link parishioner and communication through newsletter and media keeps the parish well informed about the Catholic life and education taking place in Our Lady of Mount Carmel school.
- All pupils enjoy the many benefits of high-quality care, support, encouragement and affirmation. This has resulted in all pupils, from a very early age, being confident, articulate and happy with a deep curiosity and interest in their faith and personal growth.
- Through the use of a carefully planned Relationships, Health and Sex Education policy, supported by 'Big Talk' and linked to the scheme Life to the Full programme, pupils, appropriate to their age and capability, have an excellent understanding of loving relationships and sexual development. The Ten Ten resources support the effective implementation of this programme. The school over the years have been a driver in sharing quality RSHE provision across the Diocese and the country. For example, the Headteacher delivered a talk in London on the 'Introduction of Effective Relationship and Sex Education in a Catholic Primary School' with 'Big Talk'.
- Pupils enthusiastically and confidently embrace all of the many opportunities provided to contribute to the Catholic Life of the school and benefit greatly from them.

The quality of provision for the Catholic Life of the school is Outstanding

- By having a clear and inspiring mission statement the school is focused on ensuring the mission of the Church permeates school life. All staff and pupils are fully committed to its implementation and enthusiastically participate in activities which reflect this.
- This has recently been complemented by 'The Values Tree' which is closely linked to the mission statement and to which every child has contributed. There is a high-quality presentation, appropriately displayed near the entrance to the school, colour coded and focusing on five school core values: Happy, Caring, Valued, Unique and Successful.
- These core values have been skilfully threaded into the school's 'Mission Song'.
- The Headteacher is proudly passionate of her Catholic faith and leads by example, demonstrating a strong sense of purpose and commitment to the Catholic ethos and mission of the school. She is confident in permeating this genuine commitment and ensures all staff are able to share in this.
- The experienced and skilful Religious Education coordinators work in close partnership and provide valuable bespoke professional and personal support, affirmation and encouragement to all in the school community.
- The cleverly interwoven curriculum reflects a commitment to Catholic social teaching, to care for our common home and to the dignity of every human person.
- The school environment, both inside and outside, evidences the distinctive Catholic character of the school.
- Our Lady of Mount Carmel has a vibrant and engaging learning environment apparent both in the classrooms and in and around the school. Focal points and displays linked to the Church's seasons e.g., notable Feasts in June and July, the Spirited Arts Competition and Progression board showcasing learning in Religious Education across school, provide opportunities to reflect, pray and celebrate its Catholic character. This quality presentation within school is a testimony to high expectations which value achievement and promote aspiration.
- The prayer garden, recently redeveloped by staff and pupils, provides a prayer space which pupils may use independently or spontaneously. The prayer group meets on Tuesdays. There are dedicated areas devoted to growing vegetables, wild flowers, seeds and trees which help pupils connect with nature.
- Staff are encouraged and given opportunities to develop their own faith by participating in morning prayers, liturgies, reflections and the celebration of Mass. Professional development, provided by leadership in school, the Diocese and other schools has built confidence, increased knowledge, and inspired a genuine passion for the Catholic tradition.
- A high quality of care permeates throughout the school and as a result, there is a tangible sense of team spirit and positive working relationships.
- The school has significantly invested in providing quality pastoral support for both pupils and parents and a weekly visit by a skilled counsellor provides individual counselling for the most vulnerable.
- All staff have participated in Wellbeing training as well as being offered a 1:1 session with the counsellor if required. Staff regularly check on the welfare of pupils; as a result, parents appreciate the continuity of care for all pupils at Our Lady.
- A bespoke prayer area space has been created for pupils, which provides a dedicated space to gather, worship, reflect and pray.
- Our Lady of Mount Carmel is a family centred school and support for families during the pandemic was of the highest quality. Excellent communication and daily routine adjustments were appreciated and welcomed by parents who are proud to be part of this family.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is Outstanding

- Governors discharge their statutory and canonical duties extremely well and the Religious Education Link Governor is knowledgeable and passionate about the school. They work in close partnership with the Headteacher and Religious Education co-ordinators and are committed to upholding the strong Catholic ethos that exists.
- A range of quality information is provided by the Headteacher for governor meetings about the progress and development of Religious Education and Catholic Life of the school e.g., action plans, reports, Religious Education Improvement Plan 2021-2022. Governors provide challenge and clearly demonstrate their ambition for the school.
- The Headteacher and Religious Education leaders are a source of inspiration for the whole community. Their approach has resulted in a coherent, clear vision being communicated to all and they are highly respected by staff, governors, parents, parishioners and pupils.
- School communication is very effective and uses social media to inform and engage parents. A dedicated Facebook page, text messaging and newsletters share the successful journey of the school with parents and parish keeping them well informed of the school's Catholic Life. As a result, parents feel that they are part of the mission to improve and transform the school to make it the best it can be.
- Further consideration could be given to enhancing information about the Catholic life and Religious Education on the school website so that the outstanding practice can be shared and celebrated with other schools in the Diocese and beyond.
- The school works in close partnership with the parish priest who is very proud of the school. He welcomes good communication through the school parish newsletter and quality liaison with leaders, celebrates a class Mass most weeks, supports teaching of the sacraments and praises the school's strong Catholic ethos.
- Relationships with parents are exceptional and they praise the school highly. They comment 'there is no school like this one' and 'this school is filled with love'.
- The school remains enthusiastic in its response to diocesan policies and initiatives and actively promotes the Bishop's vision for the diocese. Governors have recently resolved to join the St Francis Multi Academy Trust from September 2022.

RELIGIOUS EDUCATION

The quality of Religious Education is OUTSTANDING

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

How well pupils achieve and enjoy their learning in Religious Education is Outstanding

- The quality of Religious Education is outstanding. Pupils enjoy Religious Education; they can explain its value and are keen to do well, leading to good and better progress.
- Pupils show great interest in their learning. They listen to instructions, concentrate, know how they are doing, what they need to do to improve and can confidently talk about progress in their learning.

- The 'Come and See' Programme is embedded across school and used consistently by all staff including the effective use of the 'Big Question'. There is now an opportunity to raise the expectation of pupils' response to the Big Question thereby giving them further opportunities to demonstrate their learning in Religious Education.
- Pupils are making at least good progress in Religious Education within lessons and over time with most meeting age related expectations and some exceeding. They are all developing very well with their knowledge and understanding. Pupils with educational needs are well supported and are achieving well. The targeted support from teaching assistants and good questioning ensures the majority of pupils achieve at least good progress.
- Pupils acquire knowledge, understanding and skills appropriate to their age, as well as developing their ability to reflect on meaning. Many pupils are articulate and reflective in their responses, showing signs of them becoming increasingly religiously literate.
- Opportunities for cross curricular links between religious education and other curriculum areas were observed.
- Behaviour in lessons is outstanding because of high expectations and all pupils enjoy Religious Education so they are rarely off task even without direction from adults.

The quality of teaching, learning and assessment in Religious Education is OUTSTANDING

- Lessons that are often linked to prior learning are consistently well planned and differentiated with opportunities for some pupils to work at greater depth.
- Teachers demonstrate a clear understanding of the value of Religious Education, which is communicated effectively to their pupils. As a result, most teaching is outstanding, and teaching is never less than consistently good.
- Books evidence a better than good standard of work, are very well presented, marked in line with school policy with pupils responding to teacher marking so further improving their work.
- Consistently, teachers provide challenging tasks that extend pupils' knowledge and understanding in Religious Education and build on what they already know and can do.
- Teachers carefully observe and skilfully use questioning to assess understanding, monitor progress and reinforce the learning objective. As a result, pupils are well motivated and engaged and demonstrate very positive attitudes to their learning.
- Pupils in Reception class are proud to share their floor book which is an excellent record of learning since the beginning of the school year. They could talk confidently about Pentecost and other faiths. They are delighted that God loves them. Year 1 pupils talked confidently about making choices and demonstrated good listening skills and Year 2 were learning about sin and used scripture very effectively to support their learning.
- Some pupils learnt about the parable of the Prodigal son using art as a stimulus for learning, and others experience a deep understanding of reconciliation because of the outstanding teaching and splendid teacher subject knowledge which hooked pupils from the start of the session.
- Older pupils build on prior learning about world faiths to reorder the 10 commandments in a child friendly way. And the oldest pupils, rotating in a carousel, respond to key questions about how to show mercy to others in order to create a storyboard for making into a film clip.
- Key words displayed on vocabulary boards throughout school are used to scaffold learning and inspire learners.
- The wide range of links that the school has locally provides outstanding enrichment activities to promote pupils' learning and engagement and this has a profound impact on pupils' moral and spiritual development e.g., HCPT101, seminarians, the parish priest and members of the Islamic community.

- Teacher evaluations, assessment and feedback consistently ensure the needs of all pupils are met giving sufficient direction to lead to improvement. Pupils are often involved in evaluating how well they achieve, and this is always celebrated.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is OUTSTANDING.

- The curriculum meets the requirements of the Bishops’ Conference and contributes very effectively to the pupils’ spiritual and moral development.
- Religious Education Coordinators keep abreast of all communication from the diocese and disseminate information to staff and governors.
- Provision is monitored by the Link Governor and fed back to the governing body. She has visited school to scrutinise information provided by the Headteacher and carried out Religious Education learning walks to see first-hand evidence of progress.
- Governors give great importance to the Catholic life of the school. Consequently, they are well informed and knowledgeable about practice in school and offer outstanding support and challenge in all aspects of Religious Education and Catholic life.
- Rigorous tracking of pupil progress data ensures areas identified for development are supported at the earliest opportunity e.g., using religious words and phrases in context and with accuracy.
- Sacramental preparation, rooted in the parish, is in line with diocesan guidelines, has a high priority and is fully embedded in the Religious Education curriculum.
- Governors are highly visible around the school and are routinely involved in a range of monitoring and evaluation activities. They are extremely supportive and confident in their ability to challenge. They have great confidence in the Headteacher and Religious Education coordinators and are extremely proud of the school.

COLLECTIVE WORSHIP

The quality of Collective Worship is OUTSTANDING

How well pupils respond to and participate in the school’s Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

How well pupils respond to and participate in the school’s Collective Worship is OUTSTANDING

- The quality of Collective Worship at Our Lady of Mount Carmel is outstanding.
- This a very prayerful community where worship is a regular and meaningful part of each day. Collective Worship engages the interest of all pupils and inspires them to reflect with joy.
- From a young age, pupils are reverent and respectful during worship. They sing with great enthusiasm and pupil engagement and enjoyment is evident. A class collective worship, led by pupils, was of the highest quality with good use of scripture that touched pupils’ hearts and minds resulting in a wonderful quality of reflection especially in moments of silence.

- A Key Stage 1 assembly, led by a religious education coordinator, focused on the theme of Pentecost and the Holy Spirit. Pupils sang heartedly, read from scripture, acted through mime and understood the power of the Holy Spirit and how it helped them to shine.
- The God Squad, consisting of eight Key Stage 2 pupils, attended Mass on Ash Wednesday and afterwards led a whole school Ash Wednesday service.
- The school has a variety of artefacts and resources which the pupils use to add to the worship experience.
- Pupils enjoy worshipping individually or together in the prayer garden and treat the area with respect.
- There is a deep sense of respect for beliefs different to their own and pupils are well informed, demonstrating a good understanding of other world faiths. All of these contribute to their spiritual and moral development which is outstanding.
- The confidence of many pupils in planning, leading and participating in worship is very striking and commented on by visitors, parishioners, parents and governors. They are encouraged to pray in a range of ways and have many opportunities to write and share their own prayers e.g., the recent Lenten services.
- Pupils are able to use a variety of resources in their prayer linking scripture, liturgical music and other forms of reflection.
- Almost all pupils have a good understanding of the liturgical year appropriate to their age and ability. Pupils have opportunities to attend Mass at church which allows them to develop an understanding of the difference between Mass and liturgies.
- Worship and prayer is central to the life of the school and valued by all. Prayer is a natural part of the daily experience of all pupils and staff. Staff are skilled at guiding pupils so that they can have a deeper experience of prayer and worship.

The quality of Collective Worship provided by the school is OUTSTANDING

- There is a clear policy for Collective Worship which is central to the life of the school and makes a significant contribution to the moral and spiritual needs of the pupils.
- A range of materials reinforce the delivery of Collective Worship especially the 'Ten: Ten' resources which provide excellent support for delivering the gospel message each week as well as powerful and meaningful liturgies throughout the church's year.
- Visitors to school throughout the year complement the worship programme and further enrich the experiences of pupils e.g., Cafod, Islam workshops and McAuley Chaplaincy.
- Collective Worship is at the heart of every school celebration and is inclusive and reflective. Praying together is a natural part of the school day for all staff and pupils.
- Opportunities for worship, Masses, liturgies and other liturgical celebrations are meticulously planned and resourced and include opportunities for pupils' own spontaneous prayers.
- Pupils in Key Stage 2 are given frequent opportunities to take responsibility for leading worship in school. This good practice should now be re-modelled to pupils in Key Stage 1 and Early Years as previous practice pre-pandemic.
- The Key Stage 2 Collective Worship boxes provide a range of artefacts and liturgically appropriate materials.
- The lunchtime prayer group, which includes pupils from both key stages, gather in the prayer space within the Meeting Room.
- Pupils, governors and parents commented on how much they value the school's Collective Worship, in all its forms, which include class-based worship led by pupils, key stage worship led in turn by staff, whole school assemblies and class Masses.
- High quality focal points are evident in each class with well thought out resources and display of key words. Outstanding displays in the school hall, spaces and corridors around the school further promote an ethos of prayer and provide good encouragement for reflection.

- Parents, parishioners and governors are given further opportunities to share in the spiritual life of the school through various acts of Collective Worship, celebrations and Mass celebrated in church. Momentum is returning after Covid, and more parents are now starting to reengage.
- The Eucharistic programme is rooted in the parish and proudly supported by the school.
- Staff are highly skilled at enabling pupils to lead Collective Worship. They have a thorough understanding of the forms prayer can take and are adept at sharing this with pupils.
- In KS2 prayer journaling supports the contemporary context of responding independently to prayer life and collective worship.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is OUTSTANDING

- The Headteacher and Religious Education coordinators set a very high standard for Collective Worship in school. They lead by example, ensuring that pupils and staff develop a deepening appreciation of the Church's traditions, seasons, rites and symbols and that prayerful, reflective opportunities contribute to the spiritual formation of pupils and staff.
- Leader's and Managers have a very visible presence in school and have a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring.
- The school leaders have expert knowledge of how to plan and deliver high quality liturgy and worship. They understand the Church's liturgical year and traditions and are outstanding role models to both staff and pupils.
- Leaders regularly seek the views of parents through questionnaires, the dedicated school Facebook page and frequent discussions. Their responses are highly affirming, valued and welcomed.
- The R.E Coordinators continually offer help and support to develop staff skills in leading Collective Worship and in helping pupils to become more independent in their leadership.
- The school's life of prayer and worship is given the highest priority by the Headteacher, staff and governors and is seen as the very heart and soul of the school.
- The dedication and commitment of the senior leaders and governors in the school are instrumental in the drive to provide high quality Collective Worship and quality prayer life throughout the school.
- Governors and the leadership team provide written monitoring information of collective worship to ensure outstanding practice continues both in the classroom and whole school celebrations.