

Catholic Schools Inspectorate inspection report for St Clare Catholic Primary School, Bradford

URN: 148477

Carried out on behalf of the Right Rev. Marcus Stock, Bishop of Leeds on:

Date: 12-13 July 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The vibrant physical environment of the school clearly puts Christ at the centre and celebrates the Catholic life of the school.
- Pupil behaviour is outstanding; the pupils' attitude to learning and relationships with staff and each other is of a very high standard.
- Religious education lessons are creative and consistently enable high standards of oracy.
- The school is fully inclusive, ensuring all pupils and families are made to feel welcome regardless of their faith background.

What the school needs to improve:

- Develop consistent assessment systems to enable clear and accurate tracking of attainment and progress;
- Ensure pupils have an understanding of how well they are doing in religious education and what they need to do to improve;
- Involve all pupils in the self and peer evaluation of child-led worship.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



Pupils embrace the distinctive Catholic identity of their school. All pupils, regardless of their faith background, are respected, valued and cared for. As one pupil remarked, 'We are all part of the family of God'. The school is fully inclusive. Everyone at St Clare's demonstrate a deep sense of respect for those of other faiths, religions or none. Pupils feel safe, happy and confident and understand that they are valued and cared for. The high-quality teaching of virtues ensures that pupils can articulate their meaning and how they can influence their lives. Pupils actively support charities and are beginning to take a leading role in organising charity events. This was evident when members of the school council suggested raising money to support the Pakistan Flood Appeal, leading to a number of fundraising activities. Pupils have only a basic understanding of Catholic Social Teaching, and the theology underpinning this is under developed. The behaviour of pupils is exemplary both in lessons and in other areas of school. Pupils are polite, welcoming, co-operative and kind. Pupils understand that they are unique and made in the image of God.

The quality of provision for the life and mission of the school is outstanding. The mission statement is a clear expression of the educational mission of the church. The Word of God informs and shapes the school's life and mission. Throughout the school, inspirational Bible passages and quotes are displayed, reflecting the school's clear identity. Staff are committed to the life and mission of the school. They actively and enthusiastically participate in activities to promote the school's mission and are proud to be members of the school community. Staff are excellent role models for pupils. Through their care and love for pupils, they bear witness to the school's Catholic life and mission. Staff members' deep commitment to the most vulnerable pupils is evident through their excellent

pastoral services, including the use of the Rainbow Room to support the inclusion of vulnerable pupils and those with special needs. There is a great deal of care and attention given to the quality of the school environment. Liturgical and religious education displays are vibrant and celebrate the faith of the school. The environment is well-cared for and maintained by the school's dedicated caretaker. The provision for relationships and health education meets both statutory and diocesan requirements. When moving to a new scheme, the school has worked closely and proactively with parents to ensure they are well-informed and comfortable with the content. This is appreciated by parents.

The Catholic life of the school is prioritised by the leadership team in school. Regular meetings take place between the academy council, parish priest and school leaders with the development of the Catholic life and mission being a consistent focus. Policies and structures are in place to provide pastoral care for staff. Induction and support for all staff, including new staff, is excellent. All staff report that they can speak to the subject leader for religious education for support and guidance. New staff feel comfortable to approach a range of staff for support and advice. They have found the induction process very positive due to the 'kind and caring' staff. The partnership between school and parish is strong. The parish priest is a regular visitor to school and enhances the Catholic life of the school. The parish sister provides spiritual and moral support to staff and pupils; regular meditation and prayer sessions with staff are valued. Pupils' involvement in the evaluation of the Catholic life and mission of the school is currently limited.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the *Religious Education Curriculum Directory (2012)*. Lessons and books evidence that the pupils are making good progress against the planned curriculum. The school's clear strategy on improving the oracy of pupils is effective in ensuring that, relative to their age and capacity, pupils are religiously literate. Pupils speak confidently about their learning in religious education and the varied learning opportunities they experience in their lessons. Regular opportunities to share ideas during lessons develop the pupils' ability to speak about their work and enables them to ask good questions of adults and peers. Pupils are very focused and are able to concentrate well during lessons, showing good independence skills. Pupils enjoy their learning in religious education and show high levels of engagement and pride in their work. Pupils currently have little involvement in assessing their own learning and a limited understanding of how to improve their work. Pupils achieve at least average attainment when compared with other core curriculum subjects.

Teachers have excellent subject knowledge; their depth of understanding enables them to respond expertly to questions that emerge during lessons. They are fully committed to the teaching of religious education and communicate this effectively. Throughout the school, teaching of religious education is at least good and inspectors viewed outstanding teaching during the inspection. Positive verbal praise is given regularly. As assessment systems are at an early stage of development, planning is not currently always linked to pupils' assessment. Teachers use questioning effectively and provide pupils with regular, creative opportunities to express their learning, for example role play, performance and art. Assessment of pupils' learning is inconsistent; year groups apply the age related expectations differently and formal feedback does not consistently allow pupils to know how well they are doing and how they can improve their work. Teachers provide pupils with opportunities to present their learning in a wide variety of ways. Pupils

routinely work collaboratively and demonstrate high standards of teamwork and co-operation. Other adults are used effectively throughout school; they positively and directly impact the learning of the pupils. The school's high-quality resources are used effectively to support and enhance learning.

Leaders and governors ensure that the religious education curriculum is a faithful expression of the *Religious Education Curriculum Directory*. Leaders have used religious education programmes creatively and imaginatively to enhance the delivery of the directory. Compared to other subjects, religious education is at least comparable with respect to professional development, resourcing, timetabling and accommodation. The marking and feedback in religious education, however, is less effective than other subjects in enabling pupils to make progress. Leaders ensure the curriculum is well-planned and meets the needs of the pupils across school. Evaluation of religious education takes place through lesson observations, book scrutinies and learning walks but currently lacks the rigour to consistently enable effective improvements to be made. The subject leader for religious education has a clear vision for how to develop the teaching, learning and assessment of the subject in the future. He is valued by all staff and has outlined appropriate priorities in improving practice.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

The experiences of prayer and liturgy provided by the school engages pupils and leads to a full, active and conscious participation. Regardless of their faith background, all pupils enjoy the opportunity to reflect and develop spiritually. During a Key Stage 2 hymn practice, all pupils sang with passion and enthusiasm creating a beautiful and uplifting sound. One child commented that, 'Singing is a great way for us to think about God'. Pupils are respectful and reverent during prayer and liturgy sessions. They appreciate these sessions as times to be at peace. Pupils are able to recognise and articulate how prayer and liturgy are a key part of their school experience. Pupils work effectively with teachers and other staff to prepare thoughtful and appropriate prayer and liturgy. As they progress through school, they deepen their understanding of the impact of prayer and increase their skills in planning and delivering liturgy independently. Currently there are limited opportunities for the pupils to be involved in the evaluation of prayer and liturgy.

A wide range of planned prayer opportunities, linked to the liturgical calendar, are afforded to the pupils. This includes opportunity for meditation, singing and quiet reflection. Prayer and liturgy is at the centre of the school. Leaders exemplify good practice and all staff are knowledgeable and experienced in delivering this. Scripture passages are carefully and skilfully selected to link with the liturgical season and the focus of the session. Effective staff training has upskilled staff in planning and leading creative worship. The school engages well with parents and the parish; the school welcomes and encourages them to play an active role in the prayer life of the school. Pupil-led worship throughout the school is of a high standard. All pupils have the opportunity to regularly lead class worship, and they confidently lead worship. The school follows a child-led worship progression document effectively to ensure that as pupils progress through school they have the opportunity for a wider range of experience and increasing independence. Pupils currently have

limited opportunities for spontaneous prayer within their prayer and liturgy sessions. The school works well with families to include them in the prayer life of the school; they are invited to attend a range of Mass and liturgies as well as class workshops.

Leaders and governors have a developed and ambitious understanding of the different levels and skills of participation that are reflective of the age and capacity of pupils. This is clearly evidenced by the confident and skilled way that pupils lead, and talk about leading, their worship sessions. The policy on prayer and liturgy is used effectively to ensure that pupils experience strong spiritual nourishment. The range of prayers that pupils know and can recall is currently limited. Leaders have worked with the parish priest to skilfully plan the school calendar to enable pupils to participate and celebrate the Eucharist regularly. The Sacrament of Reconciliation is offered to pupils at key times in the liturgical year. The views of pupils are not consistently and regularly sought though as part of the school's provision of prayer and liturgy. Professional development of staff is given the highest priority. Staff training takes place regularly and is of a high quality. Staff report that this is hugely beneficial and welcome opportunities for formal diocesan training as well as less formal support and training from the school's religious education leader and headteacher. Provision for prayer and liturgy is prioritised when setting budgets and allocating resources. This supports the consistently high-quality experiences of prayer and liturgy that take place.

Information about the school

Full name of school	St Clare's Catholic Primary School
School unique reference number (URN)	148477
Full postal address of the school	Fagley Road, Fagley, Bradford, BD2 3JD
School phone number	01274 637841
Name of head teacher or principal	Carmel Utting
Chair of governing board	Catherine Markham
School Website	www.stclares.bradford.sch.uk
Multi-academy trust or company (if applicable)	Blessed Christopher Wharton Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	Diocese of Leeds
Gender of pupils	Mixed
Date of last denominational inspection	12 th and 13 th January 2017
Previous denominational inspection grade	Good

The inspection team

Christopher Power	Lead inspector
Angela Phillips	Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement