

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST PATRICK'S CATHOLIC PRIMARY SCHOOL
HULLENEDGE ROAD, ELLAND, HX5 0QY

School URN	107557
School DfE Number	381/3327
E-mail address	admin@st-patricks.calderdale.sch.uk
Chair of Governors	Mrs. Debbie Palmer
Headteacher	Mrs. Linda Brown
RE Subject Leader	Mrs. Linda Brown
Date of Inspection	6 th – 7 th March 2013
Section 48 Inspector	Mrs. Marie McClelland

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.

2

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

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good Catholic school with many outstanding features

- Outcomes for pupils are outstanding because the Catholic Life of the school is embedded and all embracing. It contributes to the spiritual, moral and social development of pupils and enables them to feel safe and respected. As a result, they are caring and generous towards others locally, nationally and globally. Links with CAFOD projects & other charities, especially during the *Year of Faith*, have evinced an impressive sense of duty and urgency to recognising and responding to 'Who is my neighbour?'
- The quality of Collective Worship is outstanding. This is reflected in pupils' readiness to engage reverently and enthusiastically with prayer and liturgical events. Strong links between home, school and parish generate a confident sense of belonging to the school family.
- The quality of teaching and learning in Religious Education is mainly good. Further refinement of current assessment procedures will help to motivate pupils to aspire to higher levels of progress and attainment in RE.
- Leadership and Management are good because governors and school leaders are totally focused on developing and enhancing the provision for Catholic Education.

What the school needs to do to improve further.

- Consider extending the school's special *Year of Faith* focus on *community* as outreach to a wider audience by facilitating creative pupil-led initiatives.
- Continue to raise standards of teaching and learning in Religious Education through:
 - (a) on-going professional partnerships and focused in-service work;
 - (b) on-going effective monitoring of RE and tracking of pupil progress.

- Consider refreshment of the Mission Statement in the light of recent significant changes and improvements.

Information about this inspection

The Inspection of St Patrick's Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. 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 2012).

The inspector reviewed in detail the following aspects:

- Five sessions of Collective Worship (CW) – Whole School, Key Stage 1 & 2, Foundation Stage, and a Class 4 pupil-led session.
- Two sessions of Circle Time/PSHCE with Key Stage 2 pupils
- Four Religious Education (RE) lessons observed throughout the school: Class 4 (Yrs5 & 6); Class 3 (Yrs3 & 4); Class 2 (Yrs1 & 2); Class 1 (Nursery & Reception).
- Samples and displays of RE-related work in all classrooms, corridors, and shared areas as well as the quality of work in RE books of pupils from across the school.
- The views of staff, pupils, parents, governors, senior leaders and the Parish Priest.
- A range of RE and CW policies and documentary evidence including planning and assessment files, monitoring and evaluation records, School Improvement Plan (SIP) and RE Action Plan; Governing Body Minutes, written communications to and from parents; plus albums of photographic evidence of special projects and themed work since the last inspection.

Information about this school

- St Patrick's is a smaller than average Catholic primary, catering for 3-11 year olds. It serves the parish of St Patrick's in Elland and also draws pupils from the wider local area of Brighouse, Halifax and Huddersfield. The vast majority is of White British origin with a very small number of other ethnic origins.
- 48% of the 119 pupils on roll are baptised Catholics. All pupils are organised into four mixed-age classes. The proportion eligible for the pupil premium is just above average. A strong wrap-around provision including *Pats People* and *Catholic Care* responds to the 54% pupil population on the 'vulnerable register'. The proportion of pupils on the special educational needs (SEN) register is broadly similar to the national average.
- Staffing includes five fte teachers (2.2 RC) and seven support staff. All staff take an active part in the Catholic life of the school and all teachers teach RE.
- Since January 2 010 the school has had a number of acting headteachers, three changes of headteacher since the last inspection (October 2010) and many changes to the governing body. The current stability was established following a link with a local *outstanding* Catholic primary school for partnership support during 2011-2012. Governors appointed the current permanent headteacher in September 2012.
- St Patrick's is a member of the Calderdale Catholic Cluster of schools and the Catholic High School Pyramid of schools, whose majority of pupils transfer to All Saints Catholic High School, Huddersfield. St Patrick's also works closely with the Elland cluster of primary schools.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are outstanding

The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the school's Collective Worship.	1

- The Catholic Life is '*generationally embedded*' at St Patrick's, according to parents. Pupils speak lovingly and convincingly of their sense of belonging to school and parish and their respect for the Parish Priest. As a school, they attend in church on a regular basis e.g. for Mass on Holy Days or for other special liturgical events. During Advent and Lent penitential services are held in school and Mass is celebrated there at the beginning and end of each term. Preparations for First Sacraments are school and parish based thanks to the parish catechist who is also a member of staff.
- Pupils are proud of their school. They know why it has such a positive impact on the wider local community. Their behaviour and on-going participation in local fund-raising projects, inter-religious festivals, musical and sporting competitions, visits to the local hospice and care home for the elderly – radiate the school's values and principles. Following one such visit, they were thanked for being '*like a burst of musical sunshine*'.
- Careful refinement of a pupil-friendly *Mission Statement* could enable these highly motivated pupils to appreciate all their efforts as part of an age-appropriate vocation.
- Outcomes for pupil attainment in RE are good in relation to their capabilities and variable starting points. Records of focused assessments and tracking of individual pupil-progress have improved and are more consistent since the last inspection. As RE subject leader, the 'new' headteacher ensures that *Power Targets* in RE are known and used to motivate pupil learning. These are also communicated to parents.
- By the end of the Foundation Stage most pupils enjoy and acquire a good knowledge of simple Bible stories and prayers that helps to promote religious literacy and familiarity. Hearing a Yr2 pupil speak of *miracles*, a Reception child readily supplied the example of Jesus rubbing mud on the eyes of a blind man to restore his sight. Commenting on work done in class on 'the prayers and parts of the Mass', a Yr6 pupil appreciated how this had really helped towards 'being able to join in' at Sunday Mass.
- Enthusiasm to engage in RE is evident in every year group. Displays and written work are purposeful. Each classroom has a dedicated prayer area that is *used* interactively and reverently by staff and pupils. Regular and varied liturgies - class-based, key stage and whole school – evoke confidence in using scripture and religious symbols. Some skilled KS2 pupils plan and lead class based CW sessions and they interpreted a sacred dance for inclusion in the whole school CW during inspection.
- The *Children's Chapel* is both an island of peace and a depository for joys and woes often shared on prayer cards e.g. *Dear God, thank you for my family – I love them loads, Amen* and '*O God, I am sorry for every sin I have done, I can't fit them all on*'. There is a wealth of evidence of pupil prayers relating to everyday life and news issues.
- Pupils' experience of *Circle Time* and the *SEAL* programme led by the experienced and dedicated support staff has a positive effect on their spiritual and moral development. With such good adult role models, pupils are prompted to refer to the WWJD? house-team badge (*What Would Jesus Do?*) as a personal reminder '*to do the right thing*'. School leaders agree that a more determined and creative use of this badge could be of value.

The provision for Catholic Education is good

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	1

- Staff have a good knowledge of Religious Education, supported and improved by their use of the RE scheme '*The Way, The Truth and The Life*' and related inservice training. Continuing partnership with other Catholic schools will help to strengthen professional skills and moderate standards of pupil work within the local cluster.
- Learning objectives are shared at the start of lessons and pupils are beginning to make use of the traffic light system for self-evaluation. RE targets and success criteria are identified in the workbooks. A recently revised marking policy aims to help pupils to reflect on their work and improve their understanding. Examples of feedback in Class 3 workbooks so far augur well for the benefits of this policy. Verbal feedback to pupils during all the lessons observed was positive and encouraging.
- Pupil targets in RE are known, shared and discussed at Pupil Progress Meetings. Termly assessment data is fed into the pupil-tracking system. This is a considerable improvement since the last inspection and it has discernible impact on expectations.
- Imaginative use of technology and well-researched video clips help to maximize learning. In Foundation Stage and Circle Time sessions, for example, vicarious video encounters with aspects of unkindness, greed and resentment evoked sensible and age-appropriate understanding of the value of respect for self and others and ways of being ready to forgive and be forgiven. These reconciliatory goals are practised and promoted *for real* in the school's *Playground Buddy* and *Playground Leaders* schemes and in the *Reflection Room* activities. Pupils *and* parents articulate the impact of this holistic approach.
- In the best lessons learning and progress were good because of good classroom management and a balance of well-paced, challenging activities and time for silence and spiritual engagement. The SIP has correctly identified a need for more consistency in the quality of teaching; monitoring records show that this is being addressed.
- In most lessons pupils are keen to learn, they enjoy their work and achieve highly. The deployment and contribution of support staff is excellent throughout the school. The lively and honest discussion of opinions about some everyday moral dilemmas, for instance, in a Class 4 lesson indicates an ethos of pupil-teacher respect and trust. Adults know the importance of their own faith-sharing with pupils.
- CW is central to the life of the school and a key focus on the current RE/SIP. It is well planned, resourced and timetabled and it involves all teachers. The prayer life of the school is rich and varied – as indicated elsewhere in this report.
- Many parents attend the weekly Monday and Thursday CW sessions. They say attendance at CW together with their children's general interest in RE helps them to feel *connected to the Parish*. St Patrick's Choir leads the singing regularly at Mass in church.
- The headteacher leads by example in delivering outstanding CW. Pupils engage with her to plan their input in song and sacred dance, in selecting music, hymns or special readings and a Yr6 pupil manages the accompanying power point presentation.

The Leadership and Management are good

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- Following a prolonged period of turbulent leadership, the school boasts a stable, skilled and committed Governing Body led by a dynamic headteacher since September 2012.
- Governors have been assiduous in attending relevant training sessions e.g. on formula funding for school budgets, understanding school data, health and safety, and roles and responsibilities. They fulfil their canonical duties and responsibilities.
- A refreshment of the Mission Statement could contribute to consolidating recent improvements and to sharing understanding of them with pupils and with the wider school family.
- The headteacher, senior leaders and governors, (LG&M) supported by a dedicated staff, are committed to developing the Catholic life of the school. It features prominently in the SIP and in the discrete RE Action Plan.
- LG&M agree that the Sex and Relationship Education (SRE) policy needs review and refreshment to ensure it matches the Diocesan recommendations and is communicated to parents.
- The RE Action Plan is monitored regularly by governors and at staff meetings.
- Governors have a clear view of the day-to-day life of the school especially those with children still in attendance there. At the time of inspection, the Chair of Governors was busy contributing to ‘the secret shop’ for Mother’s Day.
- There is an RE focus in Performance Management for all classroom-based staff to ensure positive outcomes for pupils. This is a recent development.
- The wide-ranging networking with local Catholic Cluster schools provides enrichment and faith development opportunities for pupils and staff as well as a forum for governors to debate possible membership of a Multi-School Academy Trust.
- Engagement of an External Sports Coach for two days has improved PE and PSHCE in KS1 and 2 with a visible impact on happy playtimes/lunchtimes, Playground Leaders and Buddies and an increase in after-school clubs.
- Additional school-funded provision for instrumental music tuition is targeting improved self-esteem in Class 3.
- Increased and personalised ‘wrap around’ care provision, involving Catholic Care’s Education Social Work and Counselling Service, provides counselling and social support services to pupils, parents and staff. Written evidence from some parents and grandparents testify to the importance and appreciation of this level of care for vulnerable and sick children.
- The school meets its designated 10% RE curriculum time. Spending on resources for RE compares well with that for other core subjects. The new RE scheme is being used effectively for planning, guidance and assessment.
- The RE Subject Leader is well informed by current developments in RE and is able to provide direction, guidance and support for classroom staff. Monitoring of RE includes work scrutiny, planning scrutiny, learning walks to evaluate displays and prayer areas, lesson and CW observations and feedback to staff.
- Effective tracking systems in line with that for other core subjects have been developed to ensure that all pupils make good progress in RE. This augurs well for the future.