

# DIOCESE OF LEEDS



## DIOCESAN BOARD FOR INSPECTIONS

### CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

#### THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST URBANS CATHOLIC PRIMARY SCHOOL  
Tongue Lane, Leeds. LS6 4QE

School URN	107546
Date of S48 inspection and OE grade	21 <sup>st</sup> /22 <sup>nd</sup> June 2018 Outstanding
E-mail address	info@sturbans.co.uk
Chair of Governors	Clare Booth
Headteacher	Miss Tara McStay
RE Subject Leader	Mr Simon Stockdale Miss Tara McStay (Collective Worship)
Date and grade of last S48 Inspection	12 <sup>th</sup> June & 9 <sup>th</sup> July 2013 Outstanding
Section 48 Inspector/s	Mrs Kath Spillane

## 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 is the school in providing Catholic Education.

1

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

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

**COLLECTIVE WORSHIP**

1

### Summary of key findings:

#### **This is an Outstanding Catholic school**

- The Catholic Life of the school is deeply rooted in all practice, policy and routines, ensuring that all pupils can contribute to and benefit from the excellent provision. They know that the school is made special by its Catholic ethos and they have a tremendous sense of belonging, shared by parents, carers and governors.
- The school environment clearly reflects its mission with high quality display in all shared areas and classrooms. The central display in the hall states 'Living, learning and growing together in God's love,' directly beneath the crucifix. This is a powerful statement exemplifying how Christ is truly at the centre of this school.
- The dedicated leadership and management, including governors, display a deep commitment to implementing the Church's mission in education.
- The Headteacher who coordinates Collective Worship (CW) and the new Deputy Headteacher who is also the Religious Education (RE) Leader, are totally dedicated to the mission of the school. They put Christ at the centre of their decision making and ensure that a wealth of opportunities are provided to help pupils, staff and families live out the vision which is central in the school.
- The children are a delight; they are well behaved, polite and secure, and are very proud of being part of the St Urban's community. They take full responsibility for themselves and their actions, and delight in sharing their thoughts on being a pupil of the school. As one child remarked, 'This is a Christ – centred school but it allows everyone to be a part of it, difference isn't a problem'.
- Relationships within the school are very strong and reflect a community working together for the overall good. Staff and pupils treat each other with mutual respect and

parents are very appreciative of the support the school provides for them on a daily basis.

- Pupils throughout the school concentrate very well in their lessons and show respect and reverence during Collective Worship. They are supportive of each other, as witnessed in a Key Stage 2 lesson when a child couldn't think of a gift he had, another child immediately said that he had many friends, to which he added, 'and I'm imaginative!' In a Key Stage 1 Collective Worship, when a child was finding difficulty in saying something, another child moved closer to him and helped him to express himself, then told him what he needed to do.
- Almost all pupils, including those with special needs, make good progress from their starting points with some pupils achieving outstanding progress.
- Pupils are religiously literate and are able to articulate their views and opinions precisely and confidently.
- Pupils are eager to plan liturgies and several high quality Collective Worship, prepared by the children, were observed during the inspection. To build upon this, pupils should be provided with more regular opportunities to plan and lead liturgies and have a greater involvement in the planning of school masses and writing prayers.
- It is clear that the key aim of the school is to ensure that each pupil in the school has an outstanding Catholic education where every child knows that God loves them and cares about each one of them.
- Leaders and governors have a very accurate view of the school, through rigorous monitoring and evaluation and ensuring that actions are strategic and well planned. Governors provide the school leaders with challenge to ensure that the vision of outstanding Catholic education is secure.

### **What the school needs to do to improve further:**

- Continue to develop pupils' involvement in the planning and delivery of liturgies so that they have regular opportunities to develop their skills to deliver high quality liturgies and to write prayers for the masses held in the school and in the parish church.
- Develop a more systematic and rigorous process for the use of the 'I can' statements to ensure that all staff use them consistently, so that work is planned to challenge pupils and help them to meet their full potential.

### **Information about this inspection**

The Inspection of St Urban's Catholic 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 Bishop 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 2017).

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous Section 48 Inspection have been addressed.
- The extent to which children contribute to and benefit from the Catholic Life of the school.
- The quality of the teaching, marking and feedback and the responses the children make to these.
- The extent to which the RE curriculum promotes learning for individuals and groups of pupils, particularly those pupils who require extended challenges in order to ensure maximum progress.
- The quality of Collective Worship and how well the pupils respond to it.
- The quality of the leadership and management, especially in the way they promote, monitor, evaluate and develop the provision of Catholic education and plan for further improvements to outcomes for pupils at St Urban's Catholic Primary School.

The inspection was carried out by one inspector over two days.

- The inspector observed acts of CW involving the whole school and separately in three classes.
- The inspector, the head teacher and the RE coordinator completed lesson observations across the school.
- Meetings were held with the head teacher, the RE subject leader, parish priest, governors, parents, school council and Mini Vinnies.
- A very comprehensive sample of evidence covering the RE/Catholic Life of the school was made available.
- The school's assessment files showing pupil progress and attainment data and also the Catholic education file for each class were scrutinised.
- Samples of pupils' work, examples of marking and data from pupils were scrutinised along with evidence of various liturgical celebrations and school events.
- Minutes of governors' meetings and head teacher reports were scrutinised.
- Collective Worship planning, the School Development Plan and RE action plans were scrutinised.
- Displays in classrooms and around the school and photographic evidence of activities throughout the liturgical year, to show special themed work which has taken place in school and in the local community, were also submitted as evidence.

### **Information about this school**

- St Urban's is a popular and oversubscribed school with a large catchment area serving the Parish of St. Jeanne Jugan (incorporating the former St Urban's).
- It is a one-form intake school with an admission number of 30.
- There are 211 pupils on roll and of these 211 pupils, 206 are baptised Catholics (98%)
- 5.7% of pupils are currently eligible for free school meals and 25 pupils are in receipt of pupil premium funding (11.9%)
- The number of pupils from minority ethnic groups (29%) is increasing.

- 13.9% of pupils are reported to be on the Special Educational Needs (SEN) register and 2 pupils (1%) are supported with an Education or Health Care Plan (EHCP).
- Attendance is above the national average (97.1%).
- There are 8 full time teachers and 2 part time teachers. 9 of these teachers are Catholic and 2 hold the Catholic Certificate of Religious Studies.
- A new deputy headteacher was appointed in September 2017 with responsibility for curricular RE and assessment and 2 teachers returned from maternity leave in the summer term.
- The chair of the governing body, who has been chair since 2013, will be retiring in the autumn term.
- Services and Masses are held in the parish community of St Jeanne Jugan, with some services shared with the other parish school, Sacred Heart Catholic Primary.
- The school works in several partnerships including Cardinal Heenan Catholic High School and its feeder schools, the Leeds Catholic Community of Schools (LCCoS) and the Alwoodley Extended Services Cluster.

## Full report - inspection judgements

### CATHOLIC LIFE

#### The Catholic Life of the school is outstanding

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

- The school's mission statement is a clear expression of commitment and all staff, pupils, governors and parents are fully committed to its implementation in all aspects of school life.
- Relationships are all positive, as expressed during interviews with the governors and parents and as recognised in the annual parental questionnaire, which is analysed with any development points identified being acted upon.
- The school recognises the pastoral and spiritual needs of staff and provides regular training and opportunities for spiritual development and enrichment.
- Opportunities to enrich the children's faith journey are planned through the development of the annual liturgical calendar, which is the result of collaboration between the headteacher, deputy head/RE coordinator and parish priest.
- Strong links exist with the parish of St Jeanne Jugan and the parish priest; he is a regular visitor in school celebrating masses and supporting both staff and pupils formally and informally. The school works in partnership with the other school in the parish, Sacred Heart Catholic Primary School, and within the parish itself. An annual calendar of masses and liturgical services are celebrated in the school and termly

masses are held in the parish church. Sacramental preparation is based within the parish with the support of the school.

- Programmes for personal development and relationship and sex education are carefully planned, with the new diocesan programme for relationship and sex education being implemented this year.
- The dedicated leadership of the school is committed to ensuring that curriculum RE and the Catholic Life of the school are the highest priority. It is clear that the key aim of the school is to ensure that each child in school has an outstanding Catholic education where every child knows that God loves them and cares about each one of them.
- The governing body are actively involved in the evaluation of the school's mission and provide challenge and support to ensure that the Catholic life of the school is regarded with the utmost importance and considered central to its success.
- Pupils are extremely polite, helpful and welcoming to visitors and this goes hand in hand with their excellent behaviour. They are very happy to be pupils at St Urban's, as one child remarked who had transferred to the school in the previous year: 'This is a Christ-centred school, difference to us isn't a problem'.
- The pupils willingly accept responsibility for caring for each other and are very keen to seek justice for those less fortunate than themselves through organising fundraising, taking the role of Mini Vinnies and also their roles as buddies in the school. There is a weekly Good Samaritan award presented to children who have shown outstanding Christian attitudes throughout the week by putting their faith into action.
- The school's mission is reflected in its high quality display in all shared areas and classrooms. The central display in the hall states 'Living, learning and growing together in God's love' and this is obvious to all visitors to the school.
- Parents are very supportive of the school and they are given regular opportunities to express their opinions and any problems which arise are always quickly resolved. There is also an annual parental questionnaire, which is overwhelmingly positive, with the analysis published and any areas for improvement addressed.

## RELIGIOUS EDUCATION

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	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- Almost all pupils, including those with special needs, make good progress from their starting points with some pupils achieving outstanding progress.
- Pupils are religiously literate and are able to articulate their views and opinions precisely and confidently. The meeting with representatives from the School Council and the Mini Vinnies gave pupils an opportunity to express their views, which were overwhelmingly positive and very clearly articulated with the statement, 'St Urban's will make you the best person you can be'.

- Most pupils show a great depth of understanding of religious knowledge and understand how well they are doing. The 'I can' statements are used effectively in most classes and children know what they have to do to improve. However, the statements are not used consistently across all classes as a means of assessing what the pupils can do.
- Teachers communicate high expectations and most of the pupils respond positively as shown in the school's assessment data indicating improving standards for all groups of pupils. The majority of teachers are confident in their subject knowledge. This engages and inspires children in most lessons, and most pupils apply themselves well to their learning.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education and that the curriculum meets the requirements of the Bishops' Conference.
- Leaders and governors have a very accurate evaluation of the school. Through rigorous monitoring and evaluation, they ensure that actions are strategic and well planned. Governors provide the school leaders with challenge to ensure that the vision of outstanding Catholic education is secure.
- The headteacher and the deputy headteacher, who are the leaders for Collective Worship and curricular RE, have a clear vision for RE and the Catholic Life in the school and are committed to ensuring that every pupil in the school has an outstanding Catholic education.

## COLLECTIVE WORSHIP

### Collective Worship is outstanding

How well pupils respond to and participate in the school's Collective Worship	<b>2</b>
The quality of provision for Collective Worship	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	<b>1</b>

- High expectations are set by the school as soon as the children join with regard to pupils' participation in daily Collective Worship. Pupils respond to this and show their joy in participation by saying prayers and singing joyfully and with confidence.
- Prayer is central to the life of the school and forms the beginning and end of each school session. From their entry into Reception, pupils have a clear understanding of the importance of prayer. All pupils are very reverent during moments of prayer.
- Pupils learn a variety of methods of prayer, formal and informal. Their knowledge of the Church's liturgical year is very well developed, through appropriately planned celebrations and displays.
- Collective worship has a clear message and purpose and pupils act with respect and reverence. Pupils are thoughtful in their planning and preparation of liturgy and other pupils are engaged by the liturgies planned by their peers. Themes chosen for worship show an appreciation of the diversity of the pupils and respond to key issues. Both pupils and staff create an atmosphere conducive to prayer using scripture, liturgical

music and visual prompts. Pupils are eager to plan liturgies and several examples of high quality Collective Worship, which had been prepared by the pupils, were observed during the inspection. Many, but not all, pupils are provided with regular opportunities to plan and lead liturgies, and to have involvement in the planning of school masses and writing prayers.

- It is clear that the experience that pupils gain from living in a praying community has a profound effect on the pupils' personal and moral development. They are conscious and appreciative of the opportunities for living in such a community and they have a deep sense of respect for their faith and other religions. Visits to several places of worship are organised and regular planned opportunities to explore other faiths are appreciated by the pupils.
- Leaders and staff in the school have an excellent understanding of the Church's liturgical year and pupils are given a range of high quality opportunities to celebrate seasons and feasts of the Church. Liturgies and services are planned in the school and there are opportunities throughout the year for the parish to be involved with the school. In this way, the school reaches out into the parish community and shares their experience with the whole worshipping community of St Jeanne Jugan.
- The parish priest shares his expertise with staff and children to ensure that they are able to plan and access high quality Collective Worship.
- Collective Worship is evaluated and regularly reviewed and staff development is planned to ensure that all staff are models of outstanding practice. Teachers have a good knowledge of Collective Worship and the Catholic tradition and this is supported by regular consideration of Catholic themes through the 'Catholic Foundation Stones' programme.