

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

St Paul's Catholic Primary School

Buckstone Crescent

Leeds

LS17 5ES

School URN	108032
School DfE Number	3833378
E-mail address	cabryma01@leedslearning.net
Chair of Governors	Mrs Anne Marie Gribbon
Headteacher	Mrs Maria Cabry/Mrs Helen Mercer
RE Subject Leader	Mrs Maria Cabry/Mrs Lorraine Barrass
Date of Inspection	22 <sup>nd</sup> -23 <sup>rd</sup> May 2013
Section 48 Inspector	Mrs Barbara Ford

# 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:*

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

**OUTCOMES FOR PUPILS**

1

**THE PROVISION FOR CATHOLIC EDUCATION**

1

**LEADERS AND MANAGERS**

1

## Summary of key findings:

### **This is an outstanding school.**

- Pupils willingly lead and take responsibility for shaping activities with a religious character, in the school and the wider community.
- The school is very well resourced and shows dedicated and focused commitment to enhancing provision further.
- Pupils are making above average progress in knowledge and understanding of religion (AT1) and demonstrating accelerated progress in their ability to reflect on meaning (AT2) in all key stages.
- The school has developed a very effective system of collaboration with other schools and partner agencies so that it can further enhance the already innovative and creative Faith opportunities it gives pupils.
- Pupils regularly prepare and lead worship with confidence and enthusiasm, in a variety of gatherings; their involvement in the prayer and liturgy of the school is a feature of their experience from their earliest years and the adult musicians, pupil guitarists and choir greatly enhance the joyful celebrations.
- Teachers' excellent subject knowledge is applied consistently to challenge and inspire pupils and ensure they make exceptional progress as learners in Religious Education (RE).
- A significant contribution to the high quality of teaching and learning across the school is the calibre and professionalism of the support staff, all of whom are Catholics.
- Leaders have an excellent understanding of the Church's liturgical heritage, its rites and seasons and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life. They have a good understanding of where the school needs to go to improve further.
- Leaders, governors and managers are deeply committed to the Church's mission in education and the dedicated headteacher is a source of inspiration for the whole school community.

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

- To continue to develop the imaginative, creative curriculum in RE, enabling pupils to express their ideas, feelings, opinions and learning, through a greater use of new technologies, and for these best practice ideas to be shared with the Catholic Family of Schools .
- To continue to encourage pupils to seek answers to intriguing and challenging questions of faith, through a greater focus on AT 2(ii), and to embed the use of data-management to track individual progress.
- As part of the project to enhance outdoor provision, further enrich provision for dedicated 'prayer areas' by enabling the pupils to design spaces conducive to quiet reflection.

## **Information about this inspection**

The Inspection of St Paul's Alwoodley 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:

- The extent to which the key issues for action identified in the previous section 48 RE Inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in RE.
- How well pupils respond to and participate in the school's CW.
- The quality of teaching and how purposeful learning is in RE.
- The extent to which the RE Curriculum promotes pupils' learning.
- The quality of CW.
- The accuracy of the school's self evaluation system.
- The school's partnership activities – including home/school/ parish links.

The inspector visited Reception class, Y2, Y5 and Y6 to observe RE lessons. The inspector attended Mass with the Y3 class, the Priest's visit to Y1 and joined a whole school assembly led by Y5 and a class Collective Worship in Y6. Meetings were held with the deputy headteacher, RE Subject Leader, staff, Parish Priest, the school council and some parents and carers. The inspector examined a wide variety of school documentation including the RE Subject Leader's files, pupils' exercise books, planning and assessment files, monitoring and evaluation records, meeting minutes, parents' questionnaires, school improvement plans, newsletters and photograph albums. The inspection included spending time with children in the dinner hall, the nurture club and on corridors. An assessment of the physical learning environment and the school's teaching resources was also undertaken.

The school has invested regular and substantial amounts of money into improving the building and RE provision over the years. The current budget allocated to RE is £2200 for the period 2012-13.

## Information about this school

St Paul's is a one-form, over-subscribed Catholic primary school which serves the parish of St John Mary Vianney in North East Leeds. There are 208 pupils on roll, 91% of whom are Catholic. The children join the school from a wide range of pre-school settings and a higher than average proportion of pupils come from advantaged backgrounds. Most pupils are of white British heritage, with an increasing number of pupils from minority ethnic cultures who are in the early stages of learning English. An average proportion of pupils have learning difficulties and/or disabilities. The leadership and senior management team has remained the same since the last inspection and there are 10 teachers (of whom 3 possess CCRS) with 90% of them and 100% of the teaching assistants being Catholic. A new curriculum leader has recently taken on responsibility for RE.

## 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.	1
How well pupils respond to and participate in the school's Collective Worship.	1

- Pupils willingly lead and take responsibility for shaping activities with a religious character, in the school and the wider community, for example the 'Year of Faith' has provided an excellent opportunity for pupils to focus on the impact of faith in their lives. The 'Rainbows of Hope' displayed prominently throughout school are wonderful examples of individual responses.
- Following a meeting with senior leaders and pupil house leaders, pupils helped to plan the year of celebration and as a result thought about their hopes for themselves and other members of their family and communities.
- Pupils are alert to the needs of others, seeking justice for all, within and beyond the school community. They demonstrate an awareness of and care for the global, national and local communities, through a wide range of initiatives, including The Good Shepherd Fund, CAFOD, Peru Missions, sponsoring two children at Sylvia Wright's school in Tamil Nadu, St Gemma's and Martin House Hospices. Well over £3000 is raised for charities annually.
- All pupils can demonstrate how prayer can give meaning to life. Each class has an 'Intercessions prayer book' which they use at voluntary rosary, class worship and Mass: 'Life has its ups and downs, you can pray to God and it feels like He is on your side and comforts you'.
- Pupils are making above average progress in knowledge and understanding of religion (AT1) and demonstrating accelerated progress in their ability to reflect on meaning (AT2) in all key stages.
- Attainment indicators show that pupils are achieving very good progress in their RE understanding as they move through the school. They reach above average levels by the end of Y6. They know how to listen, concentrate and apply themselves appropriately for their age. They can express their opinions with confidence and older pupils generate success criteria to assess outcomes.
- They have developed an enthusiasm for tackling challenging activities. Their keenness and commitment to success and their ability to grasp opportunities to extend and improve their learning are exceptional.

- As pupils move through the school they gain an impressive knowledge of religious terminology and practice, with even the youngest children making links in their learning: “St Francis cared for the animals,” ....“That’s the new Pope’s name.”
- Reception children were holding a service in their church role-play area to baptise their toy animals and spontaneously used the instruments and sang ‘Ave Maria’, emulating the whole school celebrations they have witnessed.
- In Key Stage 1, pupils learned how the Holy Spirit affected the disciples’ behaviour at Pentecost: “They were full of courage, determined, joyful and sure what to do.”
- The oldest pupils showed understanding of how their religious beliefs shape and influence the way they react to difficult situations. Following ‘home learning’ (an example of the excellent ‘Learning Logs’ in use throughout school) on the situation in Syria, they wrote letters in the style of St Paul, to encourage a Syrian friend to stay strong and grow in faith.
- In RE lessons, pupils enjoy being in role: “It helps you understand, by becoming that person.”
- Pupils regularly prepare and lead worship with confidence and enthusiasm, in a variety of gatherings. Their involvement in the prayer and liturgy of the school is a feature of their experience from their earliest years.
- During a Y3 Mass, with the parish, Fr Tim spoke of their deeper friendship with Jesus, now they could receive the Eucharist. The adult musicians, pupil guitarists and choir greatly enhanced the joyful celebration.
- In a Y5 whole school Collective Worship, the inspector was very impressed with the enthusiastic participation levels of the children in the preparation, delivery, singing and dance. They created a spiritual movement in the style of ‘More Than Dance’ to accompany The Lord’s Prayer and the harmonies and solos from the choir and class were outstanding.
- A parent said, “The children introduced the assembly and did everything, with no visible teacher intervention. I am amazed at their confidence and assurance.”

### **The provision for Catholic Education is outstanding.**

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

- Teachers’ excellent subject knowledge is applied consistently to challenge and inspire pupils and ensure they make exceptional progress as learners in Religious Education.
- Pupils have the opportunity to be enthusiastic and highly motivated learners and benefit from excellent opportunities to develop their spiritual and moral understanding, responding well to guided meditation, using creative visualisation.
- Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality and are instrumental in maintaining pupils’ exceptional learning and progress. In the best examples, teachers’ comments and suggestions for improvement are supplemented with comments from children acknowledging the advice.
- A significant contribution to the high quality of teaching and learning across the school is the calibre and professionalism of the support staff, all of whom are Catholics. Their quiet, calm and skilled contributions to lessons and the patient, focussed encouragement they provide for children who need it is exemplary.
- SEN children receive intervention support for basic skills and within RE complete work that is differentiated to match their ability. The learning Mentor runs a popular lunch time nurture group.

- All teachers are benefitting from Leeds Diocesan CPD to improve learning and assessment opportunities for AT2.
- There are strong cross-curricular links within RE teaching, particularly with art, music and literacy. The impact on learning has made pupils more insightful to the deeper questions of faith such as ‘What does heaven look like?’ The study of Islam is used to lead a Year 6 literacy unit, impacting positively on pupils’ enthusiasm and motivation.
- The impact can be seen in the wonderful displays, including ‘The Consecration’ after the style of Elizabeth Wang; the musicianship and cathedral choir enhancing many acts of worship and ‘My writing’ and ‘Big Write’ cross-curricular folders, including the theme ‘Inspirational People’.
- The Catholic character of the school, reflected in the CCCC statement (Care, Courtesy, Concern, Christianity) supports the Sex and Relationships Education (SRE) Policy, ensuring that teaching remains faithful to Catholic beliefs on matters of human dignity, integrity, relationships and morality, enhanced by links with PSHCE, Science, SEAL and RE.
- Developing the curriculum in this constantly changing technological world is a priority and although staff are adept at using technology in their teaching, the school could further improve RE provision by providing more opportunities for pupils to access ICT, as the need arises, to enhance and support learning. This might include pupils taking responsibility for freeze-frame and filming in RE and the use of new technologies such as pod casting and greater involvement in the school’s excellent website.
- Since adopting the Optimum o-tracker, increasingly accurate tracking and evaluation of attainment data is enabling more detailed and flexible interrogation of pupil progress. The school should continue to embed the use of data management to enable teachers to identify individuals and groups that may not be achieving their potential, more easily.
- Leaders have an excellent understanding of the Church’s liturgical heritage, its rites and seasons and are passionate about ensuring that pupils have high quality experiences of the Church’s liturgical life.
- Pupils are skilled, relevant to their age, in using a variety of methods to support their private and public prayer. During the liturgical year, pupils are happy to lead voluntary rosary sessions and attend Stations of the Cross and voluntary Masses.

## **The Leadership and Management are outstanding.**

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>1</b>
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- Leaders, governors and managers are deeply committed to the Church’s mission in education. They are energised by the task and the dedicated headteacher is a source of inspiration for the whole school community.
- The governors of the school have well established systems in place to identify strengths and areas for improvement. They know the school well, visiting regularly and writing up a log. They have built a solid foundation on which to continue to drive the school forward. All canonical and statutory responsibilities are fulfilled.
- The Parish Priest is the RE governor and a regular, welcome member of St Paul’s family, who agrees the annual plan for the Liturgical year with the headteacher, and offers spiritual guidance and support. He is pleased with all the voluntary prayers and says: “Children leading the rosary at break time is building on their existing devotional practice and to be nurtured.”

- Recent implementation of Optimum o-tracker analysis has meant the management team can begin to analyse data in greater depth.
- Religious Education has a very high profile in the life of the school, is integral to initiatives within the school, having a profound impact on the moral and spiritual development of pupils.
- The parents/carers who spoke to the inspector were very positive about the school. They are especially appreciative of the headteacher, 'for her support and guidance way beyond her role as headteacher.' They report that the school is welcoming, calm, quiet and positive. They believe their children are safe and above all, cared for as individuals. One parent said, "My child understands that Jesus and His teachings are interwoven in our lives every day, in small tasks, like being kind to her younger brother. RE is not 'preached', it is an interactive process, where children draw, sing, dance and perform as they learn."
- Excellent links are made with other agencies, the wider community, parish, diocese and a unique link with the Jewish school, to provide a good range of enrichment activities and to promote learning and engagement.
- Members of the parish are a rich font of skills, knowledge and wisdom, which they share with pupils and staff. They provide regular classroom support and special input in assemblies on the work of SVP and CAFOD. The parishioners greatly appreciate the inspirational musicians and choir at Saturday evening Mass.
- The new RE Coordinator is already extremely well established in moving the school forward with regards to assessment and moderation of RE. She is an outstanding RE teacher, who is having a very positive effect on the quality of teaching and learning of RE throughout the school.