

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

IMMACULATE HEART OF MARY PRIMARY SCHOOL
292, Harrogate Road,
Leeds LS17 2SX

School URN

108035

Date of Inspection and OE
grade

4th- 5th March 2015
OE – 1 (outstanding)

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Chair of Governors

Miss Ann O'Brien

Headteacher

Mrs Angela Phillips

RE Subject Leaders

Mrs Claire Hill RE Curriculum
Miss Alex Dobson Pastoral Care

Date and grade of last S48
inspection

March 2010 Outstanding

Section 48 Inspector

Mrs Janet Hutton

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

- Immaculate Heart of Mary Catholic Primary School is an outstanding school in which the firm belief that we are created in the image and likeness of god is truly lived out through the deep rooted traditions and beliefs of the Catholic Faith.
- High quality Collective Worship (CW) is central to the life of the school and is a key part of every school celebration. It is a major strength of the school and all pupils play an active role in the preparation, delivery and development of CW.
- The deputy head teacher is extremely effective in her role as RE Co-ordinator and is given outstanding support from the Pastoral Care Co-ordinator. This well established team has been strengthened by the recently appointed, but very experienced head teacher. She has only been in post since January but has already made vast inroads into further strengthening the Catholic Life of the school.
- The Parish Priest and Assistant Priest are both members of the governing body and work closely with the dedicated and highly skilled Senior Leadership Team (SLT), teachers and teaching assistants.
- Pupils are extremely polite and helpful to visitors and this goes hand in hand with their outstanding behaviour. They willingly accept responsibility for caring for each other and know and understand the importance of their school badge emblem which is a constant reminder of, "Nil Sine Labore - Nothing Without Effort."
- Teaching is consistently good, a large majority of the lessons are outstanding and none are inadequate. Teaching support staff play an active role by giving support to ensure good quality learning for all groups of pupils, particularly in challenging the more able.
- Pupils are very enthusiastic and willing to contribute to discussions and debate within the RE lessons. They remain on task, are confident about their learning and know what they need to do to improve further.

- There is a strong sense of belonging within Immaculate Heart of Mary School. The entire school curriculum is underpinned by Christ's love for one another. Displays around the school reflect "The Way, the Truth and the Life" of Christ, particularly, during this season of Lent.
- The school promotes collaborative working with St Paul's Catholic Primary School and the North Leeds Cluster. Staff meet to create portfolios of moderated and standardised pieces of work in RE.
- Attendance is consistently higher than the national average.
- The school's RE curriculum meets Bishops' Conference requirements. All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- In order to further improve standards of teaching and learning, share the existing outstanding classroom practice across the school.
- Increase the number of pupils who attain Level 5 in RE by using challenging intervention programmes tailored to the RE levels, thus resulting, in a more significant number of pupils making more than two levels of progress.
- Make the Catholic Life of the school a set item on all full governor meeting agenda.

Information about this inspection

The Inspection of Immaculate Heart of Mary 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:

- The extent to which the key issues for action identified in the previous S48 RE Inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of teaching and the responses the children make in RE lessons.
- How well pupils achieve and enjoy their learning in RE and participate in the liturgical life of the school.
- How good outcomes are for individuals and groups of pupils in RE, particularly those pupils who require extended challenges in order to ensure maximum progress.
- The quality of CW provided by the school and how well pupils respond to and participate.
- The effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and developing Catholic Education at Immaculate Heart of Mary by establishing the accuracy of the school's self-evaluation systems.

The inspection was carried out by one inspector over one and a half days.

- A total of seven joint lesson observations took place, one in each year group.
- Three acts of CW in classes in both key stages and a whole KS2 morning assembly led by teachers and children were observed.

- Meetings were held with the head teacher, the RE subject leader, Pastoral, PSHE and SRE Co-ordinators, teaching and support staff, governors, parents (past and present), school council and pupils.
- A very comprehensive sample of evidence covering the RE/Catholic Life of the school was made available. This included:
 - the school's monitoring and tracking files to show pupil progress and attainment data;
 - RE moderated work portfolios, samples of pupil's work of excellence, examples of marking, pupil and parent evaluation sheets;
 - Governor's meeting minutes, very comprehensive head teacher reports to governors;
 - RE and monthly newsletters, CW Planners, School Council Minutes and RE action plans were also scrutinised;
 - Displays in classrooms and around the school and photographic evidence of activities throughout the liturgical calendar year to show special themed work which has taken place in school and in the local community.

Information about this school

- Immaculate Heart of Mary is an above average sized primary school on the northern outskirts of Leeds. The current school was originally built as a middle school.
- The school is heavily oversubscribed with an average of 160 applications for 60 places each year. 96% of the pupils are baptised Catholics and live within the catchment area. The school has 417 children on roll with an admission number of 60. There is no nursery facility or Before and After School child-care on the premises
- The number of pupils on the SEN register and those eligible for FSM and Pupil Premium is below the national average. The proportion of pupils for whom English is an additional language is also below average.
- There is a strong chaplaincy team made up of the Parish Priest and Assistant Priest, the Pastoral Care Co-ordinator and a parishioner who is also a former parent. Together they are working hard to further strengthen links between the church and school.
- The parish also includes the church and school of St Paul's, Alwoodley. Most pupils transfer to Cardinal Heenan High School while some choose to attend St. John Fisher, Harrogate.
- There are 16 teachers, 12 full time and 4 part time, of these, 12 are Catholics and 6 hold the CCRS. 13 teachers teach RE for a total of two hours per week.
- Pupils are taught in parallel year groups.

Significant changes since the last inspection:

- The DHT joined the school just after the last inspection in April 2010 and the HT joined the school in January 2015.
- Seven class teachers have been employed since the last inspection.
- The Governing body has been reconstituted. Six new Governors have been appointed since the last inspection, including the Parish Priest and Assistant priest. Fr. Wiley is the Governor responsible for RE and the Catholic Life of the School.
- The Way the Truth and the Life RE scheme was introduced in September 2010.

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 outcomes for pupils at Immaculate Heart of Mary School are outstanding. The staff and governors have a clear vision of the nature of a Catholic School and how important its' role is in the formation of the children.
- The entire staff is committed to providing not only the best education possible for the children, but also a safe, secure environment where they can grow to know and love God. One of the pupils commented that, "We are like one big family because we love one another just as Jesus asked us to."
- All pupils take responsibility for readings, intercessions, music, power points and the planning and design of the RE tables to enhance the religious life of the school. A group of Year 1 pupils set up their classroom focal area for Lent using the purple cloth, candle and crucifix but felt they needed to add something which would depict a journey. They added a school backpack, a pair of flip flops, a packet of skittles and a pathway made from pebbles. All classrooms created their own unique Lenten corner and fully understood the poignancy of the artefacts and were able to reflect on their meaning. Every child has a Lenten footprint displayed somewhere around the school.
- The school's comprehensive tracking system shows that progress in RE is good for all pupils, taking into account their slightly below average starting points. 95% of pupils made at least two levels progress from KS1 to KS2 and current data shows that the standards pupils achieve in RE are on an upward trend, particularly showing an increase in those predicted to make three levels progress and more. Teachers need to extend the targets of higher ability pupils by setting more challenging activities in the lesson to enable maximum progress.
- A baseline assessment is given to all pupils in the foundation stage. Data analysis shows that 73% of pupils are 'working towards' on entry and 27% are in line or above. The whole school mapping grid for RE is very rigorous and enables the RE co-ordinator to be very clear about standards throughout the school and to identify those pupils who are on track to make accelerated progress. The school recognises the need to identify and support specific groups of pupils, particularly, the high ability group.
- The quality of work in the RE books is of a high standard. Presentation and volume of work is of the same quality. The range of ways in which the teachers enthuse pupils and motivate them is very innovative. The creativity of the teacher in a Y6 lesson produced some very powerful poetry relating to the impact the Easter story has on our lives. Imagining they were the man who nailed Jesus to the cross, inspired one pupil to write, "I cried, I wish I could start this day again, I made history."
- Staff and pupils are very proud of their school. The pupils show a deep understanding and respect for everything in and around their local and wider community. They have a partnership school in Ethiopia which has a classroom named after The Immaculate Heart of Mary to recognise and thank them for the financial support they provide each year through their fundraising efforts.

- CW at Immaculate Heart of Mary fully involves pupil participation, they plan, deliver and evaluate their CW. Year 6 CW prefects are allocated a class to present a CW session each week. A fine example of this was seen being delivered to Y4.
- The school choir, regularly lead the singing and children are invited on a daily basis to share their own prayers and read scripture. They do this relative to their age and capabilities and say how much they enjoy attending these celebrations, especially when their parents and the parish priest are there. Pupils response to, and participation in the school's CW is outstanding
- Separate KS1 and KS2 assemblies are dedicated to praise and celebration of the positive contribution the children have made throughout the week. There are awards for Generosity of Spirit, Politeness and Good Manners and Outstanding Effort each half term for each year group. The school's termly newsletter recognises these achievements and also informs parents about the Catholic Life of the school.

The provision for Catholic Education is outstanding

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

- The teaching is good, much is outstanding and none is inadequate. Where teaching is outstanding, the teacher uses in-depth subject knowledge to support and extend the learning of the more able pupils and significantly enhances the progress of the group they are working with during the lesson. The school needs to share this excellent practice to move the majority of good lessons to outstanding.
- In the lessons observed, good and imaginative use was made of a wide range of resources including IT. The skilful use of open ended and probing questions encouraged lively response partner dialogue and enabled the children to respond effectively and confidently.
- The Y2 pupils produced some excellent work relating to their understanding of the Mass.
- In a Y5 lesson, the pupils were given a picture of 'The Forgiving Father' by John Wesley to encourage thought provoking discussions as to which parable the picture could be depicting.
- In the best lessons, teaching is inspirational and uses creative activities to engage and motivate the pupils to produce work of a very high standard. Lesson objectives are shared and discussed with the class and the children are aware of what they are learning. An adaptation of Godly Play was used in the Reception class to tell the story of Zacchaeus followed by a range of early learning activities linked to the story. Children were fully engaged decorating money boxes and making coins using play dough.
- Children's work is marked on a regular basis and purposeful feedback is given, which provides each child with the 'next steps' in their learning. Pupils were keen to explain to the Inspector how the targets helped them to improve their work and how useful they found them. Work highlighted in pink (Tickle Pink) means that they have achieved the learning objective and comments written in green (Growing Growing) must be addressed by pupils during Dirt Time (Dedicated Improvement Reflection Time). These comments give pupils an opportunity to correct any misconceptions, to further extend their thinking skills and know what they need to do to improve their work.

- The school uses the Diocesan approved RE scheme 'The Way, the Truth & the Life', (TWTL). All teachers are responsible for administering and levelling the RE assessment tasks. Regular moderation of assessed pieces of work takes place amongst the North Leeds Catholic schools and their RE co-ordinators.
- One World Week is firmly embedded into the curriculum and through this, many fundraising events take place to support the needy. CAFOD, Sylvia Wright Trust, Good Shepherd, local charities and cancer research. Pupils are keen to learn about Other Faiths and enjoyed visiting the local synagogue, temple and mosque.
- Pupils are given every opportunity to expand and explore their faith on a day to day basis. To further support the RE curriculum and promote pupils' learning, the school arranges a number of out of school visits. A member of the school council commented, "At Immaculate Heart we grow in faith and knowledge."
- A Year 6 retreat is also planned for this academic year.
- The support staff at Immaculate Heart of Mary are very committed and have a positive impact on the quality of learning through their contribution in the lessons. This is particularly effective in those lessons where they are deployed strategically to engage the pupils they are working with to make excellent progress.
- Circle time makes an important contribution to the RE curriculum for all pupils and is delivered across the school underpinned by the gospel values. The RE curriculum provides good opportunities for SMSC and is enhanced by the SRE scheme, "In the Beginning"
- Each year the governors approve the RE budget which is always in line with other core curriculum areas. This year, extra funding has been allocated to RE to purchase CW resources for the classrooms and to provide funding for TWTL continuing professional development (CPD) for all staff.
- Parents welcome the opportunity to support RE in the home and give outstanding feedback to the school, "This being our last time with the Travelling Crib was as special as the first, no TV, no phone, just us."
- Throughout all liturgies, there is a calm, spiritual atmosphere and creative use is made of music, visual aids and gospel readings to successfully develop the Catholic Life of the school. This was particularly evidenced in the KS2 CW worship led by the RE Co-ordinator. Each class took a candle back to place on their Lenten table to remind them to resist temptation, just as Jesus did during his 40 days in the desert and to seek support from the Word of God.
- Catholic imagery and high quality displays around the school have been greatly enhanced by the new head teacher and are having a positive impact on the learning environment of the school.
- School pastoral systems are well established in school and as a result relationships between children, parents and staff are exemplary and a real strength of the school. The school is committed to the development of the whole child as a priority as lived out in the Mission Statement. Children have also produced their own Mission Statement which is highly visible throughout school and it remains the driving force behind everything that goes on in the school.
- Staff provide a fulfilling and enriched faith experience for every child in the school. The children are given opportunities to actively participate in a wide range of worship and liturgy through liturgical dance workshops, visits into the local community to sing Carols at Christmas time, 'Stations of the Cross' in school, known affectionately as "prayers on the stairs" by both staff and pupils and also in church led by the priest. They take part in Processions, Benediction and Family Masses at the weekends.
- Weekly class Masses are attended in church with the Parish Priest who then brings the gospel alive through a follow up discussion back in school after Mass. Whole school masses are held at the beginning and end of each term.

The Leadership and Management are Outstanding

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
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- The governors and leadership team have an outstanding commitment to the Church's mission in education and are effective in every aspect of their role. They are aware of the major strengths of the school and those areas for development. The governors possess high levels of skill, which adds to their ability to not only support the school but also challenge it. They are extremely well organised and very thorough in their approach.
- RE is led by two highly committed members of the Senior Leadership Team who work closely with the Head teacher to ensure that the RE curriculum and the Catholic Life of the school remain at the heart of its ethos, mission and purpose. All staff, both teaching and non-teaching, share the school's mission and understand their role in promoting the Catholic Life of the school.
- The Head teacher joined the school in January 2015 and brings with her a wealth of experience in Catholic Education. She is deeply committed to building on the many strengths and successes of her predecessor in taking the school forward. As an outstanding role model, who leads by example in her determination to provide the best possible Catholic Education for the pupils within her school, the early indications are that she is having a very positive impact on the Catholic Life of the school.
- Governors have assigned areas of responsibility and are in close communication with the teachers and children to keep up to date with developments and future events.
- Governors conduct a range of monitoring activities relating to provision and outcomes by making regular visits to the school, carrying out learning walks, gathering evidence through pupil interviews, written reports from the RE co-ordinators and head teacher and attending a wide range of liturgical services both in church and in school. To keep all governors fully informed, the school should make the Catholic Life of the school a set agenda item at all full governing body meetings.
- Leaders and governors are strongly committed to the Church's mission in Catholic Education and work closely with St Paul's parish, Alwoodley to shape and determine the direction of Catholic Education in the area.
- The Parish Priest and Assistant Priest are extremely supportive of the school and keen to work closely with all staff to celebrate traditional liturgical events. They work with the leadership team to put in place a structured response to the liturgical year and regular calendar meetings are held in order to plan Masses and services. They are also strengthening school parish links by developing a partnership for First Holy Communion preparation with St Paul's parish.
- The RE co-ordinator with responsibility for the curriculum and the Pastoral co-ordinator work closely together and by using the school's monitoring and tracking systems, ensure a positive impact on the quality of provision and outcomes for all pupils. With the support of the previous head teacher they have made a big impact on the quality of Catholic Education in the school. They are deeply committed and very passionate about their shared role and demonstrate this through their professional drive and determination to ensure that RE and the Catholic Life of the school continually moves forward.
- The Chair of Governors is a regular visitor in school and plays a positive role in the recruitment of staff and ensures that all staff are given CPD opportunities, particularly in relation to their own spirituality.
- Governors ensure that the school's RE budget is appropriately monitored and adequate to meet the school's identified priorities in RE/ Catholic Life.