

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST. WALBURGA'S CATHOLIC PRIMARY SCHOOL  
Victoria Park, Shipley BD18 4RL

School URN	107346
School DfE Number	380 3371
E-mail address	office@stwalburgas.bradford.sch.uk
Chair of Governors	Mr. Oliver Moor
Headteacher	Mrs. Mary Connor
RE Subject Leader	Mrs. Mary Connor
Date of Inspection	18 <sup>th</sup> - 19 <sup>th</sup> June 2012
Section 48 Inspector	Mr. David Gott

## **INTRODUCTION**

The inspection of St. Walburga's Catholic Primary School Shipley was carried out by one inspector over 1 ½ days under the requirements of Section 48 of the Education Act 2005 and Leeds Diocesan Framework and Schedule for Section 48 Inspectors approved by the Bishop of Leeds. The Inspection reviews and evaluates how effective the school is in providing Catholic Education. This process starts with the school's own self evaluation. The inspection follows the schedule and criteria set by the National Board of Religious Inspectors and Advisors (NIBRIA).

A sample of 7 Religious Education (RE) lessons and 7 acts of Collective Worship (CW) were observed covering all 3 key stages and included 1 whole school CW. Meetings were held with the headteacher/RE subject leader and representative groups of governors (including the Parish Priest), staff, parents and pupils. A very wide range of RE/Catholic Life of the School documentation and digital/video (computer stored) evidence was scrutinised, including the RE budget allocation, minutes of governor meetings, RE subject leader monitoring and assessment files and Continuous Professional Development (CPD) records. Pupils' progress and attainment level tracking data, home/school/parish newsletters, school website, prospectus, a representative sample of pupil RE workbooks and pupil generated RE computer stored, work was also scrutinised.

## **INFORMATION ABOUT THE SCHOOL**

St. Walburga's Catholic Primary School, Shipley admits pupils from 3-11 years of age. It is a popular, oversubscribed, larger than average, 1 form entry, Voluntary - Aided school of the Diocese of Leeds. The school is located within the recently reconfigured Parish of St. Teresa Benedicta of the Cross – incorporating St. Walburga's Shipley, and St. Aidan's Baildon.

The school has a published admissions number of 30 pupils. Currently there are 253 pupils on roll, (including 36 part time nursery children) taught in 9 single age classes. Of these 87% are Catholic. Since 2010 there has been a rising trend in the uptake of places by Catholic pupils. (All reception class places over the past 3 years have consistently been taken up by Catholic children.)

Although the school is situated within an area of Bradford which may be considered advantaged, the school serves a very diverse, wider catchment area than the immediate area in which it is situated. The majority of pupils are of White British heritage. An above average number of pupils (30%) are drawn from minority ethnic communities. English is an additional language for 21% of the pupils. The proportion of pupils known to be eligible for free school meals (5%) is below national average. Similarly the proportion of pupils supported at school action plus or with a statement of special educational needs is below national average. Attendance (96%) is above national average.

Since the last RE inspection, the school has experienced a number of significant changes in the leadership and management of the school – including the appointments of a new headteacher, deputy headteacher, senior teacher, chair and vice chair of governors. The headteacher is also the RE subject leader for the school.

Currently the school has a teaching staff of 10 full and 2 part time teachers (10.6 full time equivalent). Eleven of the 12 teachers are Catholic. Six teachers hold the Catholic Certificate of Religious Studies (CCRS) or equivalent.

The school is an active member of the Bradford and Keighley Catholic Schools' Partnership (BKCSP). The school maintains close transition links with Catholic High Schools in the area. The school also has close links with the technology departments of Clock House (Bradford Grammar Junior School) and Salt Specialist Computing and Maths High School.

The school has successfully achieved a number of awards including *Artsmark Gold*, *Healthy Schools*, *Investors in Pupils*, *Sports Activemark*, *"Sing Up" Gold* and *Inclusion Chartermark*.

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

### OVERALL EFFECTIVENESS

1

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

### OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

1

### CAPACITY FOR SUSTAINED IMPROVEMENT

1

## Main findings

St Walburga's Catholic Primary School Shipley, provides an outstanding quality of Catholic education. The headteacher/RE subject leader, staff (teaching and support), governors and Parish Priest are fully committed to 'living out' the School Mission Statement by their personal example, to ensure that they create a school which:

*'Celebrates that we are all members of God's loving family. We do our best to follow Jesus by putting others first. Our school is a happy and safe place where we learn, have fun together, do well and achieve our full potential'.*

Outcomes for pupils, the provision for Catholic education, including the effectiveness of leaders and managers and the school's capacity for sustained improvements into the future are at least good with both judged to be outstanding.

The governing body, headteacher/RE subject leader, deputy headteacher and staff work together in a cohesive team, each playing their appropriate part in the pursuit of excellence in Catholic education.

St. Walburga's is a school which knows itself very well. A number of former pupils are now staff and governors of the school. Self evaluation at all levels is grounded in sophisticated and accurate analysis. Areas for further development are quickly identified, tackled and where needed, hard decisions are taken.

Staff morale is very high at St. Walburga's. Belief in the school's success runs throughout all levels of staff. The school has worked hard to address, monitor and review the key issues identified for action in the last RE Inspection. The school has consequently improved on its previous inspections gradings.

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

- As already identified in the RE School Development Plan, further develop and set and consistently mark appropriately challenging assessment targets in RE, which will encourage all pupils, regardless of their level of ability, to strive to do their best to achieve their full potential in RE/Catholic Life of the School. Working with the Bradford and Keighley Catholic Schools' Partnership and the Diocesan Co-ordinator for RE help to devise and pilot internal/external levelling and moderation guidance/support materials linked to the diocesan approved RE Scheme 'The Way, The Truth and The Life'.
- In any planned future remodelling work to the school building, consider incorporating the creation of sufficient space to provide a prayer room where individual reflective class liturgies could take place within an area reserved for the display of quality, seasonal themed, RE artefacts and pupils' work. Availability of audio/visual resources would further enhance such provision.
- To further promote cohesive, home, school, parish links, continue to invite parents and parishioners to join together for class/ whole school masses, assemblies, and seasonal liturgical celebrations. Continue to develop existing initiatives for both primary schools of the parish to combine in joint Church Eucharistic and non-Eucharistic parish celebrations such as First Holy Communion Masses and Carol Service.
- Consider building upon the school's recent success in promoting the RE Development Programme: 'Schools of Discipleship', by opening up to staff, parents and parishioners, other evangelistic learning opportunities – such as The Diocese of Leeds 'Catholic Foundation Stones' Programme.
- Continue to make provision for joint staff/governor training and development opportunities in RE and The Catholic Life of the School – consider arranging a joint training day involving both Primary Schools of the Parish.

## PUPILS

**How good outcomes are for pupils, taking particular account of variations between different groups.**

1

Outcomes for individuals and groups of pupils, taking particular account of variations between different groups, is outstanding. The quality of pupils learning and their progress in RE for most groups of pupils is at least good in each key stage for different groups and is exemplary in some. There are no unsatisfactory areas. Pupil standards of attainment in RE at the end of KS2 (Y6 2011 L4+ 97%) are in line with the school's other core curriculum areas. (Y6 L4+ English 100%).

The quality of learning for pupils with particular learning needs and/or disabilities and their progress, is excellent in all or most respects. Effective staff teamwork, differentiation in lesson planning, good teaching, conscientious efforts and the patience of dedicated support staff, have a very positive impact on the learning outcomes of these pupils.

The extent to which pupils at St. Walburga's contribute to and benefit from the Catholic Life of the school is outstanding. Pupils at St. Walburga's lead and take responsibility for shaping activities with a religious character, both in the school and in the wider local community. This is exemplified in the work of the school's RE Council. Pupils are elected to the council. They help to organise the voluntary Prayer Life of the school. They also help to organise competitions and charitable fund raising initiatives to help those in need at local, regional, national and international levels. A school prayer book has been produced which includes contributions of prayers and religious artwork from pupils, in addition to the traditional prayers said throughout the school.

Pupils acknowledge that their views are listened to, valued and acted upon. They appreciate that school is a place where they feel safe, secure and well cared for by everybody. Pupils are particularly alert to the needs of others and seek justice for all within and beyond the school community. Pupils are proud of their school, their backgrounds and their beliefs. They have a strong sense of personal worth. They are keen to learn.

Most pupils concentrate very well in RE lessons and are rarely off task even in extended periods without direction from an adult. They take pride in the presentation of their RE work and enjoy the current RE scheme 'The Way, The Truth and The Life'. Scrutiny of RE workbooks and ICT generated RE work evidenced a wealth of imaginative, well produced, pupil RE work. Most teachers mark RE work with prompts for pupils to follow in order to further improve their work. The RE Subject leader is currently monitoring the consistency of this aspect across the whole school and has correctly included it in the RE School Development Plan.

Evidence of high RE standards was found in the abundance, variety, range and vibrancy of pupil generated work, (particularly RE art work), seen in RE displays found across all 3 key stages in the school. Central to the main school hall, an RE display, powerfully communicates the Church's Mission: '*We are the Body of Christ*' through a myriad of individually cut out figures of children running, jumping and diving. A second heading proclaims: '*We are a Church- a Communion of People*'.

Through St. Walburga's clear visual Catholic identity, including signs, symbols and liturgical displays, the Catholic life of the school is very powerfully affirmed. The entrance/reception area of the school proudly proclaims the school's patron saint. The School Mission Statement is both displayed and explained. A video screen scrolls through an attractive range of school activities, including whole school and class RE/Catholic Life celebrations.

Pupils show high levels of respect and consideration for each other and for the adults in the school and the wider community. Pupil behaviour is exemplary. They value and respect the Catholic tradition of the school and its links with the parish community. The Parish Priest is a popular and familiar figure to pupils. Despite his many parish, pastoral commitments, he gives high priority to promoting pupils religious education. Pupils particularly enjoy trying to answer the challenging questions he asks them at whole school and class Masses. Pupils particularly enjoy it when members of their own family are also able to attend.

Pupils from both primary schools within the parish are prepared for First Sacraments by the parish Catechist and Parish Priest. Schools and the whole parish community play a vital role in supporting the children and their families in their preparations for their joint celebrations of First Communion Day.

One Early Years Foundation Key Stage (EYFS) class evidenced, were already able to recognise that the Bible is the holy book of the followers of Jesus. They listened attentively to the class teacher read the account of the miraculous draught of fishes from a children's picture Bible. In a skilful review of the account, the teacher then placed a blue cloth on the carpet and asked children to re tell the story, as fish, fishing rods, a boat and figures of people were added. Unknown to the children some fish were magnetic and some were not! A very lively discussion was then entered into about how the friends of Jesus had felt before Jesus helped them (sad-no fish) and after he had helped them (happy- so many fish they were amazed!).

In another EYFS class the teacher skilfully prompted discussion by using a family photograph of her own wedding day. The children listened well and contributed to discussions about what it is like to be part of a family. The children made good progress in recognising that they are also special members of God's family. The lesson concluded by saying a prayer for their own family and by joyfully singing and signing the hymn: *'I belong to the family of God'*.

The extent to which pupils at St. Walburga's respond to and participate in the school's Collective Worship is outstanding. Pupils regularly prepare and lead worship with confidence and enthusiasm from their earliest years and in a variety of settings. By Year 6 pupils are extremely skilful in using a variety of ways and means in ICT to support their private and public prayer. Pupils act with reverence, pray devoutly, sing joyfully, reflect in silence and fully participate in the liturgy with interest and active support.

Pupils are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality. Pupils' diverse backgrounds are recognised and celebrated. In a whole school CW, the school choir very ably led the school in singing, signing and dancing their favourite African hymn 'Siya Hamba'.

*These are the grades for pupils' outcomes*

<b>How well pupils achieve and enjoy their learning in Religious Education.</b>	<b>1</b>
Taking into account:	
• the quality of pupils' learning and their progress	<b>1</b>
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	<b>1</b>
• pupils' attainment in Religious Education	<b>1</b>
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>1</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>1</b>

## PROVISION

**How effective the provision is for Catholic education.**

<b>1</b>
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The provision for Catholic education at St. Walburga's is outstanding. The Church's mission permeates the whole school and in particular the day to day classroom lives of all the pupils. The quality of teaching in RE is at least good with much that is outstanding. No inadequate RE teaching was evidenced. High quality teaching typically incorporated evidence of strong subject knowledge, use of a range of teaching styles, with differentiated and well planned, age appropriate, imaginative activities- linked to assessment of pupil's prior learning. Innovative use of role play/drama, artwork and ICT sustain pupils' concentration, motivation, application and overall enjoyment of RE lessons.

Excellent examples of the 'Think-Pair-Share' /'Talk Partner' approach to active student learning was evidenced in all 3 key stages. The level of pupil debate seen in upper key stage 2 classes was of a very high order, particularly when pupils were asked to correctly match up 4 specific statements with 4 specific parables.

The highly effective use of ICT by staff and pupils in RE lessons and CW is a growing strength of the school. A particularly powerful CW on the RE topic 'Called to Serve' was planned, researched, produced and very ably delivered by a group of 3 upper KS2 pupils using ICT media and centring upon the use of the 7 gifts of the Holy Spirit to help others. One of the pupils had composed his own psalm and skilfully selected appropriate visual images to accompany the words on the interactive whiteboard. Other members of the class enthusiastically contributed to prayer responses and singing hymns.

All classrooms visited had high quality RE focal areas which are in line with diocesan guidelines, containing appropriate RE artefacts and a range of pupil display work linked to the appropriate RE topic

A very well planned and differentiated KS1 lesson evidenced on the theme 'The Church is Born' used colour coded post-it-notes to very good effect to capture individual pupil and group thoughts to show that all have been chosen to be special friends of Jesus.

In a lower KS2 class pupils used an RE story sack, flip cameras and role play to devise a modern day interpretation of the Parable of the Good Samaritan. Another group of pupils devised imaginative and colourful poster prompts on how Jesus wants us to behave towards each other. In pupil discussions one pupil was overheard to say to another:

*“We are all neighbours because we are all part of God’s family”*

Governors approved an RE budget of £500 for the 2011-2012 financial year which was broadly in line with the financial provision made for other core curriculum areas. RE resources purchased include a New Order of the Mass, Missal and additional pupil books for the RE scheme. The school also met the costs of interfaith initiatives such as an out of school visits to a Synagogue.

The RE curriculum of the school provides outstanding opportunities for spiritual and moral development and the schools allocation of 10%+ time allocation, fully meets Bishops’ Conference requirements. Relevant RE curriculum policy documentation is in place, regularly reviewed and monitored by the RE subject leader through direct classroom observations. In the light of the recent launch of a Diocese of Leeds approved ‘Education for Personal Relationship’s (EPR) Programme’ for primary schools, the school is currently evaluating this important area of the school’s RE/Catholic Life curriculum.

The RE curriculum raises pupils awareness of the beliefs, customs and practices of the other faith communities. Pupils at St. Walburga’s respect and celebrate the school’s cultural diversity and that of the wider area in which it is located.

The RE curriculum is generally customised to successfully meet the needs of groups of pupils and individuals –including personalised programmes for those pupils with complex learning and/or behavioural needs. Catholic Care also support the well being of vulnerable pupils at the school through the provision of a social worker.

Parents not only strongly support the work of the school by organising social fund raising events which promote the RE/Catholic Life of the School, but more especially are also willing to volunteer their time and expertise when needed to act as interpreters for those pupils for whom English is an additional language.

Collective Worship is a considerable strength of this school. It is central to day to day life of the school and is a key part of every school celebration. Prayer opportunities for staff and pupils are planned in a manner that regularly attracts and facilitates attendance by parents, parishioners and others. Parents say that they are kept well informed by the school about their children’s RE. The first feature of the fortnightly school newsletter always provides information on the RE/Catholic Life of the School. Parents/grandparents and pupils say how much they enjoy and look forward to class assemblies and seasonal liturgies. Pupils also say how much they enjoy it if their parents and/or grandparents can attend.

The RE subject leader/headteacher works tirelessly to ensure that diocesan RE guidelines relating to agreed RE planning formats, RE displays, CW and Masses are adhered to across all 3 key stages. Regular monitoring ensures that CW shows age appropriate progression. The themes, chosen by pupils and staff, reflect a deep understanding of the Church’s Mission and include the spiritual aspirations of all pupils.

The quality of CW is particularly enhanced by the provision of music and dance. The pupils sing with great enthusiasm and clarity. The school values the time, support and professional input received from the school's own music teachers and others to assist those pupils who are members of the school choir. A number of these pupils also take part in wider liturgical events, as members of the Diocese of Leeds Children's Choir. The school choir also supports local community festivals, winning the 'Robertshaw Shield for Excellence in Music'. Pupils also sing at local hospitals and care homes.

Since the introduction of WTL, assessment tasks are now undertaken once every half term (previously one task completed per term). Results are tracked on the school data management system. Assessments are also included in the school/class assessment book which accompanies the pupils through school so that individual progress can be evidenced and moderated. An RE portfolio of assessed pupil work exemplifies aspects of the RE Scheme of Work (WTL). A liturgical calendar for the school year is drawn up in consultation with the Parish Priest. This is supplemented by a timetable of class/whole school seasonal liturgical celebrations and linked RE displays to support the faith formation of pupils.

Each year the school determines to support one specific charity. In this Olympic year the school is supporting 'The English Federation of Disability Sport'. As an unexpected consequence, Paralympic swimmer Elizabeth Wright visited the school and gave a most inspirational assembly. Pupils listened spellbound and then asked a wide range of very thought provoking questions.

The Parish Church is within reasonably close walking distance of the school which enables a number of joint parish/school services to take place inside the Church – for example, May Devotions, Masses and a Carol Service. A number of pupils are altar servers at the Parish Church. Similarly pupils who are Brownies and Rainbows lead readings at Church services.

*These are the grades for the quality of provision*

<b>The quality of teaching in Religious Education.</b>	<b>1</b>
<b>The use of assessment to support learning in Religious Education.</b>	<b>2</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>1</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>1</b>

## **LEADERS AND MANAGERS**

**How effective leaders and managers are in developing the Catholic life of the School.**

**1**

The extent to which leaders and managers are effective in developing the Catholic Life of the School is outstanding. The governing body, headteacher/RE subject leader, deputy head and whole leadership team are deeply committed to the Church's mission in

education. This is reflected in the RE School Development Plan, RE Self Evaluation Form, minutes of governor meetings and other RE/Catholic Life policy documentation.

Foundation governors are diligent in ensuring that the school is at all times conducted in accordance with the provisions of the Diocesan Trust Deed. Governors always seek to appoint appropriately qualified staff, who fully support the school's Catholic Mission in education. The governing body is well led and organised. There is an effective functioning committee structure which incorporates oversight of RE/The Catholic Life of the School. Self-evaluation at all levels within the school is a coherent reflection of rigorous monitoring, searching analysis and self -challenge which leads onto well targeted planning and actions taken by the school.

Since the last inspection, the governing body have been both pro active and highly inventive in successfully achieving various phased remodelling/ extension improvements to the inside and outside of the school building – most notably the provision of a new Foundation Key Stage unit, an ICT suite, outdoor play areas and a prayer garden. The school is also the fund holding school for the Shipley Achieving Success (SAS) partnership initiative which promotes social cohesion and improving school standards.

Governors are confident in providing high levels of professional challenge to hold the school to account for its standards in RE/Catholic Life. Outcomes in RE for most pupils are good and exceptionally high for some pupils. Leaders and managers participate fully in developing partnerships with other providers, organisations and services in order to further promote Catholic learning and pupil well being. The school operates a breakfast club for pupils and an after-school-club is managed in partnership with a private provider. The school actively networks with the Bradford and Keighley Catholic Schools' Partnership – which includes St. Anthony's Primary School which along with St. Walburga's serves the needs of the families of the parish. Productive links have also been established with Leeds Diocese Music School. The school choir regularly supports local community and charitable fund raising events. Pupils took part in the Papal visit and have been involved in BBC recordings for both television and radio.

In the context of the distinctive identity of the Catholic School, the inclusion of all is a central goal and a shared vision. Leaders and managers work with others beyond the school to ensure that pupils are given opportunities to enter into dialogue and collaborate with people from different backgrounds. Pupils' friendship bonds at St. Walburga's cross cultural, faith, social and economic boundaries. Pupils are proud to belong to the school. The school networks with a number of high schools to ensure smooth transition arrangements are in place for its pupil's secondary education.

The school has been awarded the '*Inclusion Chartermark*' in recognition of the importance it places on the dignity of all and for its inclusive practice across the school curriculum. The school's determination to treat each other fairly, with equality for all, is at the heart of the school's Catholic ethos. This is reinforced through '*Statements to Live By*' assemblies and Collective Worship – frequently planned and delivered by the pupils themselves. The school's motto: '*Putting Others First*' is further testimony to the high level of community cohesion achieved at St. Walburga's School.

Pupils say that they particularly enjoyed learning about world religions during 'Other Faiths Week'. Representative visitors of other World faiths were invited into school and pupils

made out of school visits to places of worship – e.g. a local Synagogue. Unfortunately the take up of the school’s invitation to local leaders to come into the school to talk to pupils was very low, however many replied in writing to questions which had previously been sent to them. Staff say they are very appreciative of the RE/Catholic Life training and development opportunities which the school and diocese make available:

“The work I undertook on ‘*Foundations In Faith*’ and ‘*Schools of Discipleship*’ have made me feel much more confident to teach RE” now that more depth has been added to my understanding of the subject”

One of the RE focal points evidenced in an upper KS2 classroom featured the ‘Our Father’ prayer which the pupils had recreated through group discussions using modern day language:

*Daddy Father,  
You live in Heaven.  
Your name is special.  
Let us make Earth like Heaven  
Let us do what you want,  
(Making Earth into Heaven).  
Give us every day what we need to live.  
Forgive us our sins  
And we will try to forgive others.  
Help us not to do bad things  
And keep us out of harm and trouble.  
Let it be. (Please do this.)*

The dedication of the headteacher/RE subject leader, the deputy head, staff and governors ensures that St. Walburga’s is a school where Christ is truly at the centre of all that it seeks to achieve for its pupils.

*These are the grades for leadership and management*

<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.</b>	<b>1</b>
<b>How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.</b>	<b>1</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>1</b>
<b>How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.</b>	<b>1</b>
<b>How effectively leaders and managers promote Community Cohesion.</b>	<b>1</b>