

# 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. PATRICK'S CATHOLIC PRIMARY SCHOOL  
Torre Road, Leeds LS9 7QL

School URN

108036

Date of Inspection and OE  
grade

22-23 June 2015

OE Grade: 1 Outstanding

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Chair of Governors

Mrs. Susan Bernasconi

Headteacher

Mrs. Susan Kneeshaw

RE Subject Leaders

Mrs. Susan Kneeshaw and  
Mrs. Angela Cheyne

Date and grade of last S48  
inspection

25-26 May 2010

Grade 1 Outstanding

Section 48 Inspector

Mr. David Gott

# 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 Catholic Primary School**

- The Headteacher, governors and managers lead by example at St. Patrick's. They are energised by the task, giving personal witness to Gospel values and are an inspiration to all. Staff morale is high.
- The school's mission statement: '*Christ be within me*' is lived out in the day-to-day classroom life of St. Patrick's school.
- Collective Worship (CW) is central to the life of this school and is a key part of every school celebration.
- The majority of RE teaching is outstanding but it is never less than consistently good.
- Standards pupils achieve in RE are very high.
- Pupils' behaviour and attitudes to learning are exemplary.
- The Parish Priest (foundation governor) is pro-active in supporting and promoting the Catholic Life of the School.
- The quality and quantity of RE work completed in pupils' RE exercise books is above average.
- The Headteacher and governors ensure that RE and Catholic Life of the School are given high priority within the School Improvement Plan (SIP) and are resourced as such.
- The Diocese of Leeds 'Schools Singing Programme' is having a positive impact on the Catholic Life of the school. A high number of boys and girls have been accepted into Leeds Cathedral Choirs.
- The Catholic Care Social Worker *has* a positive impact on the well being of vulnerable pupils and their families.
- The school's RE curriculum conforms to the Bishops' Conference requirements and all canonical and statutory responsibilities are fulfilled. Issues identified for action in the last inspection have been fully addressed.

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

- Share outstanding RE teaching and learning practice across the school to ensure that all RE lessons contain more elements of outstanding classroom practice.
- Share the outstanding CW practice across the school to ensure that more pupils are empowered to plan, lead and evaluate high quality CW.

## **Information about this inspection**

The Inspection of St. Patrick's Primary Leeds 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 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 extent to which pupils achieve, make appropriate progress and enjoy their learning in RE.
- The quality of the CW provided by the school and the extent to which pupils respond to and participate in the school's CW.
- The extent to which the school's own self-evaluation systems indicate accurate judgements in terms of strengths and areas for further development. In particular the effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and further developing Catholic Education in order to improve outcomes for all pupils.
- The school's partnership activities including home/school /parish links.

The inspection was carried out over a one and a half day period by 1 inspector. All classes were visited, 7 RE lessons and 6 acts of Collective Worship (CW) covering all key stages were observed in full. Observations covered class, key stage and whole school teacher and pupil led CW. Meetings were held with the RE subject leaders (headteacher and Y2 class teacher); teaching and support staff; governors (including the chair, RE governor and parish priest); a part time Catholic Care Social Worker, parents and pupils. A school concert, given for the parents of pupil's whose classes participate in the Leeds Diocese 'Schools Singing Programme', was also attended. Time was also spent with pupils in the lunchroom, outdoor play areas and prayer garden. A lunchtime visit was also made to evidence the 'Faith Friends' group at work.

A very comprehensive range of school self-evaluation RE/Catholic Life documentation was scrutinised, including the school's computerised pupil RE attainment and progress tracking system; moderated pupil RE portfolios; samples of pupils RE exercise books and self-evaluation sheets; classroom and whole school RE displays; minutes of governors' meetings (including headteacher reports) and RE policy documentation. The school's website was also sampled, evidencing RE newsletters, the school's annual liturgical calendar, together with photographic evidence of the school's seasonal RE celebrations.

## Information about this school

- St. Patrick's is a popular, oversubscribed one form entry, average-sized Voluntary Aided Catholic Primary School, serving the parish of St. Patrick's in the Burmantofts area of Leeds. In 2001, a new parish church was built adjacent to the school.
- The Pupil Admission Number (PAN) is 30. Currently there are 212 pupils on roll. Of these, 95% are baptised Catholics. Pupils are taught in 7 single age classes.
- No nursery provision is available at the school. Children entering the reception class are drawn from 9 different settings. In July 2013 the school opened a new extension enabling the reception and Year One class to be taught in the main school building. The school offers a wide range of lunch time and after school extra-curricular clubs (12), including Gaelic football, cookery, music, dance and drama.
- There are 9.4 full time equivalent (fte) teaching staff, of which 7.6 (fte) are Catholic teachers. Three teachers hold the Catholic Certificate of Religious Studies (CCRS) or equivalent. No teachers are currently undertaking CCRS. Fifteen staff (11 teaching and 4 support staff) have successfully completed the 'Foundation Stones' RE Continuous Professional Development (CPD) Programme. All teachers teach RE.
- The headteacher was appointed to the school in 2006, she held full RE subject leader responsibility from 2011 to 2013, at which time the responsibility has been shared with the Y2 teacher.
- Since the last S48 inspection (2010), a new deputy head (2011); 2 new teachers (2011) and 1 NQT (2014) have also been appointed. An experienced governor has been elected new Chair (2014) and 3 new governors have been appointed (2014). The proportion of pupils from minority ethnic backgrounds is double the national average (60%) and rising.
- The proportion of pupils who speak English as an additional language (34%) is above the national average.
- The proportion of disabled pupils and those who have special educational needs (16.5%) and has been above the national average.
- The proportion of pupils at the school receiving support through the pupil premium (26.4%) is in line with the national average.
- At the end of Year 6, pupils mainly transfer to either Corpus Christi, Mount St. Mary's or Cardinal Heenan, Catholic High Schools for their secondary education. Good transition links are well established between the schools.
- The school holds a number of awards including a Department for Education (DfE) Pupil Premium Award (2014) for high pupil achievement over the last 3 years; Governor Mark (2015) and Inclusion Charter Mark Award (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.	<b>1</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>1</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>1</b>

- Outcomes for individuals and groups of pupils at St. Patrick's Catholic Primary School Leeds are outstanding because pupils very actively contribute to and significantly benefit from the very strong and enriching Catholic Life of the School.
- Pupils benefit from a very safe, calm learning environment, strongly based upon Gospel values and where the headteacher, staff and governors very clearly lead by example in encouraging and supporting pupils to make the school mission statement: '*Christ be within me*' a living reality in the day-to-day classroom life of the school. All pupils are encouraged to take responsibility for developing their God given gifts and talents for the benefit of the school and wider community.
- Pupils are proud of their school, its rich Catholic heritage and strong parish links. The school celebrates its patronal saint's day with a whole school Mass and an afternoon celebrating Irish culture. Parents and pupils comment positively on the very strong family feeling of "belonging" at the school. In supporting pupils and families in their faith journeys, the school actively assists the parish in the preparations and celebrations for First Holy Communion Day Mass. A school governor (parish catechist) helps to prepare the children after school and on Saturday mornings for those children not attending St. Patrick's School.
- A strong feature of the Catholic Life of the School is the way in which older pupils help younger pupils. For example, Key Stage 2 pupils willingly volunteer to give up some of their lunchtime periods to join the school's 'Faith Friends' RE Programme, which supports KS1 pupils in learning how to make (and say) The Sign of the Cross and many other traditional prayers of the Catholic Church. Pupils at St. Patrick's are very keenly aware of the School's Mission. They show high levels of respect to adults and toward each other – particularly to younger pupils. Older pupils willingly volunteer to join the schools "buddy system". Parents comment very positively on how much they value the friendship and sensitive ways in which their reception age children are supported by their older buddy into school routines.
- The strong Catholic Life of the School alerts pupils to the needs of others. The large number of appreciation certificates displayed along school corridors from local, national and international charities, give strong testimony to the wide range of support given to others by the pupils of St. Patrick's – most notably CAFOD and 'The Good Shepherd fund'.
- The school has also recently initiated a 'Mini Vinnies' group within the school – a young person's St. Vincent de Paul (SVP) Group, which supports the nearby SVP Centre. Already a very successful food bank collection was recently organised through the school to support local people in need.
- Standards pupils achieve in RE are very high. The headteacher and staff have high expectations of all pupils. Challenging RE targets are set. RE baseline assessments indicate that the vast majority of children enter the school with below or well below age appropriate knowledge and understanding in RE. As they journey through the school, they make at least good progress with the majority showing accelerated progress across all key stages. By the end of Key Stage 2, a third of the pupils are achieving the

higher levels in RE (L5) with a proportion (42%) making 3 levels progress from the end of KS1. (90% of Y6 pupils achieve L4+)

- Relative to their starting points, analysis of RE pupil tracking data show that there are no significant differences in the achievement and progress of pupils by gender, ethnicity or by special educational needs. This is because all adults go to great lengths to ensure that all pupils have equal opportunities to take an appropriate part in all elements of the school's RE, Worship and Catholic Life curriculum. At St. Patrick's, all pupils are respected and valued as unique creations of a loving God. Observations in RE lessons confirm that most pupils concentrate very well and are rarely off task because teachers and support staff ensure that appropriately challenging and differentiated learning activities engage pupils' interests and enthusiasms. Good use is made of ICT. Appropriate time is allocated to pupil activities and 'Teacher Talk' is kept to a minimum. Through very effective questioning (particularly open ended questioning) teachers keep a check on pupils' progress and consequently can plan the next stage of their learning journey. Scrutiny of RE exercise books evidence that pupils take a pride in the quality and quantity of their work.
- Relative to their age, pupils exhibit high levels of "religious literacy" and self-confidence when expressing their own considered opinions in whole class and small group discussions. This was particularly evidenced at the time of the inspection when the school's weekly Ethos Statement was: *'I know what human dignity means and I show that I respect others'*.
- Collective Worship is a strength of the school. Pupils regularly prepare and lead worship with confidence and enthusiasm in a variety of gatherings. Pupil involvement in the prayer and liturgical life of the school begins from the pupils' earliest years. Reception class children help to assemble their RE focal points for class based CW. Higher up the school pupils plan, prepare and lead the delivery of class, key stage and key aspects of whole school CW and seasonal liturgical celebrations. Pupil behaviour during CW is reverent and respectful and particularly noticeable at times of reflective silence. Relative to their age and capabilities, pupils demonstrate that they are at ease with others when praying – including when with others who have different beliefs and attitudes to spirituality. In a Y6 class working on the RE theme: 'Called to Serve', centring around Cardinal Newman's reflection on "selfless giving", one pupil was able to put the concept into a modern day context- citing Pakistani school girl Malala Yousafzai's efforts to obtain education for all girls, despite her own life threatening injuries. In discussions with pupils, they demonstrate an excellent understanding of the main seasonal celebrations of the Church. Pupils are keen to show and explain the significance of RE artefacts contained within their class RE focal points
- The school draws upon the additional resource of the new parish church, adjacent to the school. The resident Parish Priest (Foundation Governor) is welcoming and is proactive in promoting the Catholic Life of the School. Masses and seasonal celebratory liturgies are prepared by pupils and staff on a regular basis. The Parish Priest celebrates an 8:15 am Mass once a week during term time allowing staff, parents, pupils and parishioners to attend prior to the start of the school day. An increasing number are choosing to do so.
- The school has an attractive, safe and secure prayer garden, which pupils helped to design. Staff and pupils enjoy and value having this RE resource for quiet reflective prayer and CW. The school's lunchtime gardening club maintain the garden. Friends of the school have also helped to provide additional resources for the prayer garden.

## 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

- The provision for Catholic Education is outstanding at St. Patrick's. A majority of the RE teaching is outstanding but it is never less than consistently good. This outstanding practice needs to be shared across the school to further improve RE classroom practice, ensuring that all the RE teaching consistently incorporates significant elements of outstanding qualities.
- Teachers attend CPD provided through the diocese in order to develop their subject knowledge and ideas for teaching RE creatively. They use these skills and knowledge to inspire their pupils through well planned and interesting lessons that challenge the understanding of all their pupils. The use of drama and art further develops thinking and learning. Pupils enjoy the richness, variety and frequency of the RE learning opportunities they are provided with at St. Patrick's. Year 1 class RE lessons have a very lively 'Wake and Shake' start- singing and dancing to the video 'My God's a Great Big God'. During the RE lesson observed by the inspector, the pupils enjoyed acting out the story of Jesus and the blind man, Bartimaeus working with partners in the main school hall, taking it in turns to be blindfolded, returning to class for a brief reflective CW.
- Scrutiny of teachers' RE lesson planning evidences the use of diocesan recommended formats which highlight key driver words, appropriate success criteria and opportunities for assessment.
- Work scrutiny of pupils' RE exercise books confirm that the RE subject leaders monitor and assess pupils' RE work and progress on a planned termly cycle. Teachers are conforming to the school's agreed marking policy, noting points for further reflection and "next steps" for pupils where appropriate.
- Annual parent, staff and governor satisfaction questionnaire survey results and focused discussions with pupils, indicate that RE is a strength of the school. This inspection strongly confirms this finding. A notable feature of the RE provision at St. Patrick's School is the high quality RE resources, including technology, in every classroom and learning space throughout the school. Attractive pupil friendly RE reflective literature and children's guides to traditional prayers (including the Rosary), are strategically placed in baskets next to the access doors to the prayer garden.
- The school library possesses a good selection of attractive children's RE books – including books about the beliefs, customs and traditions of other World Faiths.
- The RE Curriculum is seen as underpinning all aspects of the school's curriculum and as such pupils' spiritual, moral and vocational development are paramount. The school is innovative in the manner in which it presents the RE curriculum. The school has adopted the diocesan approved RE programme of study: 'The Way, the Truth and the Life' (WTL) as the core scheme, however it supplements and adapts this with a wide variety of other RE related teaching resources and activities. For example, the school also uses CAFOD, 'RE Today', 'The Wednesday Word' and 'Statements to Live By', teaching materials. Similarly the RE Curriculum is further enhanced by a range of out of school visits and RE events organised in conjunction with its 'Compass Partnership' schools. Year 5 pupils undertake a residential retreat experience, based at Myddelton Grange, Ilkley. Recalling an out of school visit to the Leeds Jewish Centre, one pupil commented, "*We made Challah Bread and I loved it!*" Pupils visit St. Anne's Cathedral Leeds and frequently visit their own parish church.

- The Parish Priest regularly visits the school and brings RE resources into school to share with the pupils. He supports staff in helping to teach specific RE topics and talks with Year 6 pupils about his vocation as a priest.
- The RE curriculum has also been further enriched by the school's participation in the Diocesan 'Schools Singing Programme'. This has enhanced the pupils singing at Eucharist and non-Eucharistic liturgies. Pupils (boys and girls) say how much they enjoy and look forward to their singing lessons. The inspector observed an outstanding and well attended, afternoon choral concert given by the pupils for their parents. The quality of CW provided by the school is outstanding because it is at the very centre of the life of the school and is a key part of every school celebration.
- Under the strong leadership of the joint RE subject leaders, staff regularly monitor, review and plan improvements to the school's provision of CW in line with diocesan guidelines and pupil planning formats for CW. Staff are highly skilled in helping pupils to plan, prepare and lead high quality worship. This outstanding practice needs to be shared widely across the school to empower more pupils to plan, lead and evaluate high quality CW.
- The RE subject leaders maintain a school calendar of CW which closely follows the Church's Liturgical Year and key seasonal celebrations. Details are posted on the school website. Parents and parishioners are invited to join the pupils for these celebrations and they do so in good numbers. Parents were keen to tell the inspector how much they enjoy and look forward to attending such celebrations.

## 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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- The headteacher, governors and managers at St. Patrick's lead by example, giving personal witness to Gospel values and are deeply committed to the Church's mission in education. They are energised by the task and are a source of inspiration for the whole community. The school's previously identified high levels of overall effectiveness, reported upon at the last S48 inspection of the school (May 2010), have been maintained as a consequence of unequivocal and explicit evidence that the Catholic mission of the school is still a key priority.
- Foundation governors are faithful stewards of the Diocesan Trust Deed and the school's Instrument of Government. They ensure that the strong Catholic ethos of the school is maintained. A number of successful teaching appointments have been made since the last inspection including the appointment of a new deputy headteacher.
- The governing body are well led and well organised. The new chair is a very experienced and long serving governor at the school. An effective Committee Structure is already in place. The school is fortunate in having a full governing body with a very wide and experienced skills set. The school has recently achieved the Governor Mark Award.
- The headteacher and governors maintain good communication systems with parents through regular newsletters and a text messaging service. The school's informative website also posts links to the parish website. Parish bulletins are displayed in the school reception entrance area of the school.
- The governing body have ensured that additional pastoral and emotional support is given to vulnerable pupils and their families by the appointment of a Catholic Care Social Worker. Parents and staff report that the support provided is invaluable to pupils'

well being and the smooth running of the school. His work on primary/secondary transition is particularly appreciated.

- The Parish Priest (Foundation Governor) works with the schools leadership team and led the school's annual Catholic Ethos staff and governor training day at Hinsley Hall.
- The Headteacher and governors are not complacent; school standards in RE, Worship and Catholic Life are kept under regular review and are reported upon by the headteacher at full governing body meetings. The impact of recently introduced initiatives is reviewed and where appropriate, the School Improvement Plan (SIP) is further fine-tuned.
- An analysis of the governors own annual parental satisfaction survey and discussions with parents, confirm that children are very safe and happy at the school; that they have friends; that they enjoy their RE lessons and that they are making good progress in RE. Parents also agree that the school is well led and managed and that there are good home, school, parish links in place.
- Members of the governing body are linked to specific areas of the school and hold frank and open discussions with senior school leaders about standards of RE, Worship and Catholic Life in fulfilment of their role of "critical friend" to the school. The school's 'Performance Management' system includes aspects of the RE/Catholic Life of the School.
- The Headteacher and governors, in conjunction with diocesan support, have established staff and governor induction training and support arrangements for those new to the school. School and diocesan handbooks are provided.
- The Headteacher; joint RE subject leader and RE governor relentlessly focus on monitoring and evaluating the RE, Worship and Catholic Life of the School. RE teaching is at least consistently good or better and the SIP gives clear priority to the spiritual and moral development of pupils. The governors are working through a phased plan of building refurbishment and remodelling to further improve the safety, security and overall learning environment of the school for pupils and staff.
- The school has developed a number of very effective partnership arrangements which benefit the school including long established links with Leeds Trinity University for student teacher training placements at the school.
- The school's RE subject leaders also attend joint RE assessment and moderation meetings within the Catholic 'Compass' Partnership cluster meetings to keep up to date with current RE assessment arrangements and to verify school standards in RE.
- The governing body have approved an appropriate Education for Personal Relationships (EPR) Policy and Programme of Study for the school which is in line with diocesan guidelines. Parents confirm that they are aware of the lesson contents and have prior access to teaching materials if they so wish.
- Governors monitor oversight of the school's RE budget and ensure that it is in line with other core curriculum areas so that appropriate teaching and learning resources can be provided for the RE, Worship and Catholic Life of the School.
- The school's RE curriculum meets the Bishops' Conference requirements and the governing body have ensured that all the school's canonical and statutory responsibilities are fulfilled. All points identified for action in the previous S48 report have been fully addressed.