



DIOCESE OF LEEDS
SECTION 48
ANNUAL REPORT

2007 ~ 2008

VICARIATE FOR
EVANGELISATION

FOREWORD

This is the third report under the 2005 Framework for Inspections. It is written to inform the Bishop about the quality of the Catholic life of the schools in the diocese and academic standards in RE.

The report is based on the findings of the 28 Primary s48 inspections during the inspection cycle 2007-8. There were no Secondary s48 inspections during this period. The report celebrates the good and often outstanding practice found in our schools. It also identifies aspects for further development within school life and encourages all schools to continue to fulfil their Catholic mission with joy, vigour and determination. The report summarises the key findings relating to the areas of the s48 Framework and clearly identifies the evidence base for the related judgements.

I would like to thank the team of s48 Inspectors for their professional, conscientious and committed approach to the continued implementation of the Inspection Framework and Schedule.

Throughout the year inspectors have commented on the wholehearted co-operation they have received from schools. The stated aims contained within the s48 Framework are that *'Inspection should be understood in the context of self-evaluation'* and that *'the purpose of inspection is to assist the school in its continuing work of self-evaluation through the identification of particular strengths, of areas requiring further improvement, and of progress made since the last inspection.'* I thank all schools for working in true partnership with the inspectors thereby enabling the inspection process to be as successful and informative as it has been.

Copies of all Section 48 Reports are posted on the Diocese of Leeds website on the Section48 pages as is a copy of this Annual Report.

Rev. John Wilson

Episcopal Vicar for Evangelisation

s48 Primary School Inspections 2007-2008:

SS Peter & Paul, Yeadon
English Martyrs, Wakefield
Holy Name, Leeds
Holy Spirit, Heckmondwike
St Joseph, Huddersfield
St Ignatius, Ossett
Holy Family & St Michael, Pontefract
Holy Rosary & St Anne, Leeds
Our Lady of Good Counsel, Leeds
St Mary, Halifax
St Mary, Horsforth
St Winefride, Bradford
Barkston Ash
St Patrick, Birstall

St Joseph, Leeds
St Malachy, Halifax
St Augustine, Leeds
St Benedict, Garforth
St Francis of Assisi, Leeds
St Urban, Leeds
St Mary, Selby
St Joseph, Bradford (RTI)
Christ the King, Leeds
Our Lady & St Brendan, Bradford
Our Lady of Victories, Keighley
St Mary & St Peter Fed, Bradford (RTI)
Sacred Heart, Sowerby Bridge
Corpus Christi, Leeds

There were no s48 Secondary inspections during this period.

OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of pupils and why?

Outstanding	Good	Satisfactory	Inadequate
8	16	4	0

Outstanding

- There is explicit evidence that the governors and senior leadership actively fulfil the school's mission even if this means it is contrary to secular values and expectations.
- All adults in the school actively support and promote the school's Catholic ethos and are excellent role models for the pupils.
- Pupils are given an authentic experience of the values and beliefs of the Catholic Church and are given freedom to respond through liturgy, worship and their daily lives.
- Parish clergy and sisters play a leading role in the life of the school through their frequent visits and are known and respected by staff, pupils and their families.
- The faith background of each pupil is respected and valued.
- Teaching is highly effective and the RE curriculum meets the needs and interests of pupils.
- Virtually all pupils enjoy their RE lessons a great deal and make very good progress in the subject.
- There is a determined drive to keep standards moving upwards or sustain them at a very high level.
- Pupils' spiritual and moral development thrives.
- All adults are excellent role models and morale is high.
- The school is highly regarded by parents, parish and the wider community with which it has constructive links.

Good

- The leadership's strong commitment to good standards and promoting the school's Catholic ethos is paying dividends.
- The school's Mission Statement reflects the mission of the church. It is owned by staff and understood by pupils.
- Staff are committed to the Catholic life of the school.
- Teaching is effective and the RE curriculum meets the needs and interests of individual pupils well.
- Pupils relate well to each other, respect staff and are keen to participate in the spiritual and community life of the school.
- Inclusion of all pupils has a high priority and very few under perform.
- Pupils' spiritual and moral development is progressing very well.
- The school has the confidence of parents and others and an important place in the parish and good links with it.

Satisfactory

- Leadership and management identify most of the improvements needed, making steady progress in dealing with them.
- The school satisfactorily promotes its Catholic character, though over relies on visual images to carry its message.
- Most staff support the Catholic life of the school and generally act in a manner consistent with the school's mission statement.
- Teaching of the RE curriculum is adequate overall but has areas needing some improvement.

- Acknowledgement is given to the variety of faith backgrounds but has limited influence on provision.
- Pupils' spiritual and moral development is promoted and most participate in the activities organised by the school.
- Parents and the community are satisfied with the school overall, and it has adequate links with the parish.

The effectiveness of steps taken to promote improvement since the last inspection

Almost all schools successfully addressed the issues identified in their last (s23) inspection leading to significant improvement. In some instances the action taken has not been wholly successful and the schools concerned have been asked to address these issues as a matter of urgency.

The capacity to make further improvements

Generally our schools have strong capacity to effect ongoing improvement.

- Where this is outstanding the governors and senior leadership team inspire the school community to work towards continual improvement.
- Self-evaluation at all levels is grounded in rigorous and accurate analysis.
- Morale is very high and belief in the school's success is shared by all staff.
- In good schools the senior leadership team is well motivated and consistently communicates high expectations to staff about securing improvement. It drives the enthusiasm of staff and channels their efforts to good effect.
- Systems are embedded sufficiently to enable the school to continue improving and are not solely dependent on only one or two senior leaders.
- Satisfactory schools have focused on improving areas of weakness and there is a trend of improvement in its overall performance, despite a few remaining weaknesses.
- The senior leadership team is motivated to seek further improvement and is effective in focusing the school's efforts on priorities.
- Systems are embedded sufficiently to enable the school to continue improving and are not solely dependent on only one or two senior leaders.

THE CATHOLIC LIFE OF THE SCHOOL

LEADERSHIP AND MANAGEMENT

1. How effective are leadership and management in developing the Catholic life of the school?

Outstanding	Good	Satisfactory	Inadequate
15	9	4	0

Outstanding

- Governors make a major contribution to the development of the Catholic life of the school and are well aware of the school's strengths and weaknesses dealing with them openly and frankly.
- Leaders at all levels are inspirational, are well informed on Church teaching and instil a vibrant sense of purpose and commitment to the Catholic mission of the school.
- Rigorous monitoring and evaluation systems inform the school's improvement programme.
- Highly effective and supportive systems are in place, enabling others to develop and fully participate in shaping the Catholic life of the school.
- Leaders demonstrate an unerring focus on pupils' fullest personal development.
- Inclusion of all is a central goal that is very effectively promoted and discrimination is tackled with vigour.
- Parish clergy and sisters play a leading role in the life of the school.
- Highly productive links exist with parents, the parish and the wider community.

Good

- The governing body has a good grasp of the school's strengths and weaknesses and has a significant and positive influence on the school's Catholicity.
- Leaders have a clear and strategic view for the Catholic dimension which is understood and supported by the school community.
- Weaknesses are accurately identified and tackled energetically.
- Consistent and effective systems are in place to support the development of the school's Catholic life.
- Individual needs of staff and pupils are recognised, respected and valued.
- Parish clergy and sisters play an active role in the life of the school.
- Resources are well used.
- Good links exist with parents, the parish and the wider community to support the work of the school.

Satisfactory

- The governing body on the whole ensures that the school meets its responsibilities as a Catholic school.
- Overall, leadership is competent and committed to the personal development of pupils and securing the Catholic identity of the school but is lacking in creative energy and drive.
- The school is orderly and management ensures that it runs smoothly and that routine procedures are followed, but time-honoured practices are not adequately challenged.
- Staff support the school's ethos but not all contribute to the development of its Catholicity.
- Links with parents and the parish are satisfactory.

THE CATHOLIC LIFE OF THE SCHOOL

COLLECTIVE WORSHIP

2. How good is the quality of Collective Worship?

Outstanding	Good	Satisfactory	Inadequate
14	12	1	0

Please note: The s48 RTI of 1 school did not focus on this aspect.

Outstanding

- Prayer is central to the life of the school and the whole school community.
- Staff regularly review the school's provision and seek to improve it and ensure that it is appropriate to the age and faith backgrounds of pupils.
- Acts of worship consistently engage pupils' and staff interest and inspire deep thought and heartfelt response.
- Pupils and staff experience a variety of prayer styles, consistently appropriate to the age and faith background of pupils and faithfully reflect the Catholic mission of the school.
- Pupils act with reverence and are keen to participate. They prepare and lead acts of worship with confidence.
- Participation in the prayer and Eucharistic life of the parish community is actively encouraged.
- The contribution of Collective Worship to pupils' spiritual and moral development is significant.

Good

- There is a range of formal and informal opportunities for staff and pupils to engage in prayer and Acts of Collective Worship.
- Liturgical formation is well planned, and shows progression.
- Pupils act with reverence and are keen to participate. They prepare and lead acts of worship with confidence. They are becoming skilled in the use of scripture, religious artefacts, hymns and other forms of prayer.
- Pupils prepare and lead some acts of worship with confidence, skill and enthusiasm from their earliest years.
- Good use is made of liturgical opportunities provided by the parish.
- The contribution of Collective Worship to pupils' spiritual and moral development is positive.

Satisfactory

- Acts of Worship are timetabled each day and follow a fairly routine structure but pupils respond well to the opportunities given.
- Nearly all the Acts of Worship are prepared by staff. Pupils have limited involvement in preparation.
- From time to time the school participates in parish worship.
- The provision for Collective Worship makes a satisfactory albeit limited contribution towards pupils' spiritual and moral development.

RE

ACHIEVEMENT AND STANDARDS

3. How well do pupils achieve in RE?

Outstanding	Good	Satisfactory	Inadequate
3	20	5	0

Outstanding

- Performance in RE is outstanding in all key stages.
- Almost all pupils, including those with learning difficulties and disabilities, make at least good progress and many make outstanding progress.
- No pupils under-perform.
- Nearly all pupils take a great deal of interest and pride in their work and involve themselves enthusiastically in their lessons.
- Pupils readily demonstrate initiative.
- Pupils report very favourably on how much they enjoy RE.

Good

- Most pupils, including those with learning difficulties and disabilities, make at least good progress.
- Given their capability and starting point pupils achieve good standards in RE.
- Pupils are gaining knowledge and understanding of the subject at a good rate across all key stages.
- There is some underperformance, but this does not affect many pupils.
- Most pupils enjoy their RE and this is demonstrated by their positive attitudes and enthusiasm for learning.
- Pupils work well together and often show initiative.
- Pupils take care over their work, involve themselves well in lessons and are keen to take part in the school's activities.
- Pupils report that they like RE.

Satisfactory

- Almost all pupils achieve standards in RE that are satisfactory given their capability and starting points.
- Most pupils make acceptable progress in the subject.
- A significant minority of pupils under-perform but the school is taking measures to address the issue.
- Most pupils enjoy RE, but there was absence of obvious enthusiasm from them.
- The presentation of work, and pupils' participation in lessons and other activities, is adequate.

RE

QUALITY OF PROVISION

4. How effective are teaching and learning in RE?

Outstanding	Good	Satisfactory	Inadequate
6	17	4	1

Outstanding

- Teachers have a clear focus on promoting high standards and the fullest personal development of the pupils. Their lessons are stimulating, enthusiastic and consistently challenging with activities matched sensitively to pupils needs.
- Rigorous assessment procedures play a strong part in making and recognising improvements in pupils' work.
- Well-directed teaching assistants reinforce and support learning very effectively.
- Highly efficient use is made of resources, including external agencies.
- Parents and carers are well supported in assisting children's learning.
- Pupils are confident and flourish.

Good

- Teaching is imaginative and focused on raising standards and promoting the personal development of pupils.
- Individual needs are well catered for and teaching assistants make a good contribution.
- Consistent and effective practices are in place for assessing work.
- Assessment is used by all staff to focus sharply on how well all pupils are doing and to plan the next steps.
- Good links exist with parents and external agencies to support pupils.

Satisfactory

- Teaching is accurate and consistent with guidance.
- Teachers have a secure understanding of the RE curriculum and its key skills. They seek to make work interesting and varied and they involve pupils productively.
- Planned teaching activities have sufficient challenge and clearly focus on expected outcomes and adequate provision is made for pupils with additional needs.
- Parents and carers receive adequate information about the RE provided and their child's progress.

Inadequate

- Teachers have an incomplete understanding of the RE programme.
- Their expectations are low and goals set are too easy.
- Little or no account is taken of what pupils already know or do not know.
- Tasks set are repetitive, lack purpose and not tuned to individuals' needs.
- Insufficient use is made of assessment in planning pupils' work and teachers have too little knowledge of pupils' progress and achievements.
- Little or no effort is made to convey to parents what is taught in RE or involve them in their child's work.

RE

QUALITY OF PROVISION

5. How well does the RE curriculum meet the needs and interests of pupils?

Outstanding	Good	Satisfactory	Inadequate
9	15	2	1

Please note: The s48 RTI of 1 school did not focus on this aspect.

Outstanding

- The curriculum provided is engaging, stimulating and challenging and fully meets Bishops' Conference requirements and RE curriculum time is allocated when learning can be maximised.
- The RE curriculum is socially inclusive and includes and respects the backgrounds of pupils of other faiths and other cultural groups.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community.
- Pupils express their own views and beliefs with confidence and value the beliefs of others.
- Pupils treat others with high levels of respect and know acutely that their behaviour always has consequences.
- Pupils are alert to the needs of others and seek justice for all.

Good

- Curriculum time is allocated when learning can be maximised. The curriculum is imaginatively and sensitively adapted to appeal to pupils and meet their needs whilst remaining consistent with Bishops' Conference requirements.
- Pupils are reflective and inquiring.
- Pupils understand that religious belief and spiritual values are important for many people.
- Pupils show interest in the religious life of others.
- Pupils are secure and ready to express their own views and beliefs.
- Pupils are considerate to others and caring to younger children and anyone in apparent need.

Satisfactory

- The RE curriculum closely follows the HIA programme though limited account is taken of the pupils' own faith backgrounds.
- Sufficient time, money and other resources are properly allocated.
- Pupils respond to opportunities to take responsibility around the school and co-operate when the school raises funds or organises activities to address the needs of others.
- Pupils have a sense of the wider world, other beliefs, other cultures, other people's needs.

Inadequate

- In failing to ensure that 10% of curriculum teaching time is devoted to RE the school is not meeting the requirement of The Bishops' Conference.
- RE curriculum time is allocated and delivered in ways and at times which minimise pupils' opportunities to engage with the subject.

RE

LEADERSHIP AND MANAGEMENT

6. How effective are leadership and management in raising achievement and supporting all pupils in RE?

Outstanding	Good	Satisfactory	Inadequate
9	14	4	0

Please note: The s48 RTI of 1 school did not focus on this aspect.

Outstanding

- Dynamic leadership inspires all staff and pupils to achieve challenging targets.
- The improvement plan takes an imaginative approach to raising standards and improving provision for all.
- High priority is placed on appointing staff skilled in teaching RE and on providing ongoing training and support.
- Leaders are confident and well informed.
- All available resources are effectively used to achieve the school's goals.
- As a result of the leaders' actions, the high levels of success have been maintained or very good improvements have been made.
- Very few pupils under perform.

Good

- The leadership has a clear sense of direction and understands how to bring about improvement and is strongly focused on raising standards.
- The subject is organised efficiently and managed reflectively.
- There are effective plans to deal with the school's weaknesses and resources are allocated well to facilitate this.
- All staff are clear about the purpose of RE and have ready access to guidance, support and relevant training.
- Almost all pupils achieve well and, despite minor inconsistencies in performance, there is an evident trend of good and improving achievement over time.

Satisfactory

- The senior management has an adequate understanding of the direction in which to move forward and how to do so.
- Plans have sufficient focus and detail and resources are sensibly used.
- Most of the school's strengths and weaknesses are clearly identified, but some minor issues may be overlooked.
- An adequate number of specialist RE teachers are deployed to cover the subject.
- Teachers new to the school are properly inducted and supported in the delivery of RE.
- As a result of the leaders' actions, the school has secured satisfactory standards of attainment for almost all pupils.

RECOMMENDATIONS FOR SCHOOLS

This report identifies existing good practices that successfully enhance the Catholic life of the school and raise standards of achievement in RE. It also identifies those aspects of provision that could be further developed in order to ensure greater success.

It is recommended by the Diocesan Board for Inspections that schools should:

- continue to employ rigorous systems which will help Governors review, record and judge the impact of their action on the development of the Catholic life of the school and RE;
- ensure that leadership and management judgements are based on the impact their initiatives are having on standards and achievement;
- ensure that rigorous monitoring and evaluation of teaching and learning in RE is fully appreciated and integral to raising standards;
- ensure that assessment-for-learning strategies in RE are in place throughout the school so that all children know how to achieve success and how to aspire to the next step in their learning;
- ensure that higher attaining pupils are encouraged to undertake more independent and challenging work in RE;
- take advantage of the INSET opportunities provided by the Vicariate for Evangelisation;
- be prepared to share Good Practice.