

VICARIATE FOR EVANGELISATION

DIOCESE OF LEEDS



Diocesan Board for Inspections (Section 48)

Annual Report

2009-2010

Contents

Foreword: Rev. Dr. John Wilson, Episcopal Vicar for Evangelization

1. The role and function of the Diocesan Board for Inspections
2. Members of the Diocesan Board for Inspections
3. Diocesan Inspectors of Religious Education
4. Costs of the Diocesan Board for Inspections
5. Reports of Section 48 Co-ordinators

Summaries of the Section 48 Inspection Judgements including
Recommendations for Development
6. Continuing Professional Development for Diocesan inspectors
7. Co-ordinators' links with a) other diocesan and b) Catholic national agencies
8. Diocesan support for the teaching of Religious Education and the faith development of diocesan schools

FOREWORD

This Report is presented under the terms of 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 Religious Education.

The Report is based on the findings of the Section 48 inspections during the inspection cycle 2009-2010. 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 Section 48 Framework and clearly identifies the evidence base for the related judgements.

I would like to thank the team of Section 48 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 2009-2010 and a copy of this Annual Report are posted on the Diocese of Leeds website in the Section 48 pages.

Rev. Dr. John Wilson

Episcopal Vicar for Evangelization

October 2010

1. The role and function of the Diocesan Board for Inspections

Canon 804 states that:

'The formation and education in the Catholic Religion provided in any school [...] is subject to the authority of the Church.'

Canon 806 states that:

'The diocesan Bishop has the right to watch over and inspect the Catholic schools situated in his territory.'

Under *Section 48 of the Education Act, 2005*, the Diocese has assumed the inspection, in all its schools, of the Catholic Life of the School and Religious Education.

It is the policy of the Trustee of the Diocese of Leeds:

to ensure that the process of Section 48 Inspections (Education Act 2005) is of the highest quality and is aligned to diocesan policies, guidelines, strategies and practices...and that in order to achieve this...a designated body, the Diocesan Board for (Section 48) Inspections (DBI) will be appointed by the Bishop to ensure the implementation of the diocesan policy on Section 48 inspections.

The composition of the DBI is as follows:

- i. Chairman: Bishop's Nominee
- ii. Episcopal Vicar for Evangelisation
- iii. Diocesan Co-ordinator for Religious Education
- iv. Diocesan Principal Officer for Education
- v. Primary Education Officer (Section 48)
- vi. Secondary Education Officer (Section 48)
- vii. Representatives of primary and secondary Headteachers
- viii. Proof Reader (Observer status)

2. Members of the Diocesan Board for Inspection

Rev. Dr. John Wilson, Episcopal Vicar for Evangelization

Dr. James Hagerty, Chair

Deirdre Rowe, Principal Officer for Education

Dr Christopher Devanny, Co-ordinator for Religious Education

Annette Dews, Section 48 Co-ordinator (Secondary Education Officer)

Bridget Forbes, Section 48 Co-ordinator (Primary Education Officer)

Elizabeth McGuire, Section 48 Inspector and Proof Reader

Headteacher Representatives:

Primary: Maria Cabry (St Paul's Catholic Primary School, Leeds)

Secondary: Paul Martin (St. Bede's Grammar School, Bradford)

Janine Garnett, Assistant Administrator, Vicariate for Evangelization

3. Diocesan Inspectors of Religious Education

James Aitchison

Mark Brennan

Linda Brown

Kathryn Carter

Annette Dews

Bridget Forbes

Barbara Ford

Helen Gilroy

Joe Ginty

David Gott

Dorothy Hamer

Janet Hutton

Elizabeth McGuire

Marie McClelland

Mary Mollicone

Steve Mort

Christine Rothwell

Kathryn Spillane

Peter Thompson

4. Costs of the Diocesan Board for Inspections

The Diocese is reimbursed for the cost of each Section 48 Inspection by OFSTED. In support of Section 48 the Diocese funds the Office for Education and Schools and, specifically within this, the part-time (consultancy basis) posts of a Primary Education Officer (Section 48 Co-ordinator) and a Secondary Education Officer (Section 48 Co-ordinator).

Recruitment and training for inspectors is funded by the Diocese and non-school based inspectors are able to attend relevant courses within the diocesan CPD programme as part of their on-going formation. The diocesan Continuing Professional Development programme provides a range of courses which support and enhance Catholic education and are available to schools who wish to subscribe.

5. Reports of Section 48 Co-ordinators:

a) The following diocesan schools have been inspected under Section 48 regulations:

Primary Schools

St. Philip, Leeds

St. Mary, Batley

St. Joseph, Barnoldswick

St. Joseph, Harrogate

St. Matthew's, Bradford

Immaculate Heart of Mary, Leeds

Holy Name, Leeds

Sacred Heart, Wakefield

St. Patrick's, Leeds

St. Joseph's, North Yorkshire

Sacred Heart, Leeds

SS. Peter and Paul, Leeds

Holy Family, Leeds

English Martyrs, Wakefield

St. Mary's, Rothwell

St. Francis, Morley.

Secondary schools

All Saints College, Huddersfield

St. John Fisher, Dewsbury

Cardinal Heenan, Leeds

Mount St. Mary's, Leeds.

b) Synopsis of Inspection Judgements Schedule

The following is a synopsis of the Section 48 inspectors' judgements.

The statements within the judgments are ***exemplars*** and are taken from inspection reports. They refer to features identified by inspectors.

Recommendations for Improvement are contained within the section headed **What steps need to be taken to improve the provision further?**

OVERALL EFFECTIVENESS

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

	Outstanding	Good	Satisfactory	Inadequate
Primary	9	7		
<p>Outstanding:</p> <ul style="list-style-type: none"> The dedicated leadership qualities and Catholic vision of the headteacher and chair of governors' secures teamwork, enthusiasm and commitment from the staff to further develop and deepen the Catholic life of the school. Leadership of Religious Education is inspiring, sets clear direction and supports all who work in the school. The school's Mission Statement that it is '<i>a welcoming community which prays, lives and learns together</i>' is evident in the strong family ethos of the school and especially in the confident <i>sense of belonging</i> in all children from Reception to Year 6 and their ability to articulate this spontaneously in a variety of ways. <p>Good:</p> <ul style="list-style-type: none"> School acknowledges that more work needs to be done in the area of assessment and teaching quality with outcomes used to inform future planning and delivery. The quality of the RE curriculum is good. The provision for the liturgical and prayer life of the school is good as is the leadership of Religious Education (RE). Pupils' attainment and progress in the subject is also good. Through their own example and tireless efforts, staff at all levels in the school work hard to promote high quality provision of pupil care and Catholic education. 				
Secondary	4			
<p>Outstanding:</p> <ul style="list-style-type: none"> The Mission Statement informs policies, planning and activities and is lived out in the ethos and daily life of the school. All aspects of school life inspected are at least good and many are exemplary. The capacity to improve is outstanding. 				

- The curriculum meets the needs of all students and is innovative. Students enjoy RE and the parents/carers are delighted with the RE programme and the progress and response of their children. Overall, this is outstanding provision and a key factor in the grade awarded to the school for overall effectiveness.
- The governors and senior leaders are committed to ensuring that the educational mission of the Church. The school has the support of all staff, parents/carers and the primary schools and parishes which they serve.

What steps need to be taken to improve the provision further?

Primary

- In line with the school's RE Improvement Plan and the rising number of pupils for whom English is a second language, review and revise the school's policy and provision in this area to enable such pupils to achieve as well as they can in RE.
- The Governors should continue to take an active and challenging role in their governance of the Catholic life of the school and RE ensuring that all policies and procedures are up to date. They also need to keep a formal record of courses they have attended with evaluations of them and disseminate this back to other Governors.
- Recording special moments from each class in a 'school prayer book' or similar type publication for 'take-home' and wider distribution.
- To review the School Mission Statement in consultation with governors, staff, parents and pupils and to display it in age appropriate, child friendly language in all teaching and learning areas, on official school documentation and on the school website .

Secondary

- All stakeholders to be represented in monitoring and evaluating the Catholic life of the school
- Further increase pupil involvement in planning, participating in, leading and evaluating Collective Worship
- Areas for development include ensuring that the monitoring of Collective Worship is robust, extending the retreat programme and providing further opportunities to celebrate Mass in school.
- Secure the appointment of Chaplains (2 of the 4 schools)

THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

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

	Outstanding	Good	Satisfactory	Inadequate
Primary	11	5		
<p>Outstanding:</p> <ul style="list-style-type: none"> • The headteacher is totally dedicated, clearly focused on the school's Catholic mission and is very well supported by staff at all levels who through their vocation, actively endorse and promote the aims and values of the school community. • The headteacher is a key figure in empowering others to be innovative and creative in exploring their hidden talents. • Governors play a pro-active role in the life of the school through their involvement in induction sessions with new parents, liaison with SLT and monitoring of Teaching and Learning, as well as being represented at every school celebration or special event. <p>Good:</p> <ul style="list-style-type: none"> • Each classroom has a designated prayer area with appropriate religious artefacts and pupil displays to support the RE curriculum • The headteacher and governors have steadfastly provided stability of leadership and management and maintained a strong and very clear vision of the school as a living faith community. • A high level of effort is invested in the creation and maintenance of a loving, peaceful and respectful culture in the school where each individual is supported nurtured and celebrated. 				
Secondary	3	1		
<p>Outstanding:</p> <ul style="list-style-type: none"> • The Head and senior leaders communicate a strong sense of spiritual purpose with a focus on promoting high standards and the full personal development of pupils. • The development of the school's mission, ethos and distinctive character are a key area of the School Improvement Plan. • Governors maintain, strengthen and monitor the Catholic life of the school and the 				

commitment to actively promote the Catholic identity of the school is evident in all aspects of their work.

Good:

- The leadership team ensures that matters pertinent to the school as a Catholic community are in place: specialist RE staff, extra time for religious activities, chaplaincy, resources, the quality of pastoral care, inclusion, moral and spiritual development, partnership with parents and parishes, community cohesion and ensuring that each young person is known and valued.
- The Governing Body is committed to the school's drive for improvement and opportunities are being created in addition to link visits to enable all staff to know the governors.
- Students enthusiastically contribute to school, the local community and the broader community in a spirit of service and generosity.

Collective Worship

How good is the quality of Collective Worship?

	Outstanding	Good	Satisfactory	Inadequate
Primary	9	7		

Outstanding:

- Acts of worship, in a variety of settings, engage all pupils' interests and inspire deep thought and heartfelt response. Pupils regularly prepare and lead worship with confidence and enthusiasm from their earliest years and in a variety of gathering.
- The Collective Worship policy ensures a planned range of formal and less formal settings for prayer and acts of worship. Themes from '*Here I Am*' and special events in the liturgical calendar provide the focus for these gatherings and an 'ethos statement' is presented as key inspiration at the start of the week.
- Pupil participation is a normal expectation in Collective Worship and they are clearly used to planning and leading liturgy and prayer.

Good:

- The Collective Worship policy ensures a planned range of formal and less formal

settings for prayer and acts of worship <ul style="list-style-type: none"> • The assemblies are led by the Headteacher and are differentiated effectively so that pupils of all abilities and ages benefit. • Pupils participate well in assemblies and class worship and have some opportunities to lead and plan Collective Worship. 				
Secondary	3	1		
<p>Outstanding:</p> <ul style="list-style-type: none"> • The Eucharist and prayer are central to the life of the school. The liturgical life of the school is well-planned, varied and appropriate to the needs of pupils. • Pupils respond reverently and respectfully, are willing to lead prayer, and contribute to the planning and preparation of worship. • The Chaplain makes an important contribution to the school and the chaplaincy team is strong, active, and influential and includes staff, pupils, clergy and governors. <p>Good:</p> <ul style="list-style-type: none"> • Prayer, liturgy and worship are at the heart of the school community. There is every indication that these will improve further with the appointment of a Lay Chaplain to encourage and enable more pupils to take a more active and confident role in the preparation and celebration of liturgy. • A chaplaincy team meets regularly to monitor, evaluate and review the programme of liturgies and worship throughout the year and there is a Collective Worship policy which outlines the roles of the team. • Pupils participate fully in worship and their behaviour is excellent. 				

RELIGIOUS EDUCATION: Achievement and Standards

How well do learners achieve?

	Outstanding	Good	Satisfactory	Inadequate
Primary	6	8	2	
<p>Outstanding:</p> <ul style="list-style-type: none"> • Pupils are actively involved in building up their own individual Records of RE Achievement profiles, and RE Learning Logs which are incorporated into the school's 				

own RE assessment and tracking systems

- School Council members show considerable maturity in their discernment of school strengths and needs and the extent to which they know they can realistically effect change. They respect and love the school and feel greatly respected and loved in return.
- From Reception to Year 6 the standard of specialist vocabulary, turn of phrase and body language indicates a secure grounding in spiritualised learning.

Good:

- Standards in RE in all classes are high and all pupils are able to make good progress because of differentiated tasks, targeted support and a modified curriculum
- Generally on entry, pupils are below age related expectations. However, highly effective teaching, assessment and tracking systems and processes ensure that standards are consistently good for all pupils, including those with special educational needs.
- Pupils are gaining knowledge, skills and understanding at a good rate across all key stages and the evidence indicating that some pupils have under achieved has been identified and strategies put in place to remedy this.

Satisfactory:

- Staff are now using the new levels of attainment to assess pupils' work but the records do not yield sufficient information yet for judging progress of individuals, cohorts, or whole year groups *over time*.
- The school has an effective pupil tracking system in place which shows that, although still low. RE attainment is beginning to show improvement. Developments led by the RE co-ordinator (including improved RE planning and more rigorous assessment and marking of RE) are starting to show a positive impact on RE achievements and standards.

Secondary

2

2

Outstanding:

- At Key Stage 4, RE results are consistently the highest in the school. Significant groups achieve predicted grades.
- Target setting and tracking are highly developed and successfully identify whether pupils are making good progress or whether intervention is needed. The excellent practice has been shared with other departments.
- The positive attitude and behaviour of students is commendable and derives from the stimulating lessons and learning environment.

Good:

- Achievements and standards in RE are good and pupils' work and progress is well-

monitored.

- Significant groups are clearly catered for within RE lessons and consequently achieve their predicted grades.
- Students are assessed regularly and are monitored carefully.

Quality of Provision for Religious Education

How effective are teaching and learning?

	Outstanding	Good	Satisfactory	Inadequate
Primary	6	9	1	

Outstanding:

- The school has rigorously focused assessment strategies which provide an accurate, up to date picture of the achievement of all pupils. This information is used consistently and systematically in line with other core subjects through the school's database to promote improvement and sustain good levels of achievement.
- Teachers challenge pupils to think spiritually, ethically and theologically, and to become aware of the demands of religious commitment in everyday life.
- Pupil work is marked regularly with supportive comments showing how well they have done and how their work could be improved.

Good:

- Teaching quality is monitored by way of observation and work scrutiny with outcomes used to inform planning and guide improvement. The school acknowledges the need to enhance the quality of teaching in Religious Education by way of observation and sharing of good practice to ensure a more consistent and higher standard throughout school.
- Teaching is good and through continued careful support and monitoring will get even better. Lessons are well planned, with staff now making more use of 'Driver Words' to enable the children to fulfil their potential
- Pupil tasks, though clearly explained, should be varied to meet the differing abilities in the class.

Satisfactory:

- Much work has been done in the past year to develop and share common

approaches to planning, teaching, and assessing in all aspects of curriculum RE.

- Pupils enjoy their work in RE and there is a strong culture of faith sharing in the school family.
- Appropriate and varied use is made of ICT and other resources to make the work interesting.

Secondary

2

2

Outstanding:

- The RE department is a dedicated team who share a consistency of approach towards the delivery of their lessons which incorporate Assessment for Learning and Personal Learning Thinking Skills.
- Planning and assessment is consistent and thorough, with all staff making use of differentiated learning objectives that are clearly measured using mini-plenaries throughout the lesson.
- Pupils and parents appreciate the work and commitment of staff in supporting pupils in the knowledge and understanding of GCSE Religious Studies and their faith development.

Good:

- The RE department consists of a team of specialist dedicated teachers who have the drive, skills and commitment to be strong leaders of learning: morale is high and staff share good practice and resources.
- In the lessons observed the majority of teaching was at least good.

- The positive attitude and behaviour of pupils is commendable and derives, in part, from the stimulating atmosphere created in lessons and the teachers' positive management of lessons.

How well does the Religious Education curriculum meet the needs and interests of learners?

	Outstanding	Good	Satisfactory	Inadequate
Primary	9	7		
<p>Outstanding:</p> <ul style="list-style-type: none"> • The RE curriculum is customized to meet the needs of groups and individuals, including personalized programmes for those who need them. • The school is successful and proactive at evaluating the curriculum provision against the needs of the pupils and has introduced a number of initiatives to broaden the scope and depth of the syllabus • There is an inclusive range of opportunities for pupil development in terms of family life, sex education, personal relationships and citizenship education. <p>Good:</p> <ul style="list-style-type: none"> • The curriculum fulfils diocesan requirements. It is enriched through imaginative and well planned strategies to capitalise on the expertise within and beyond the school. This lends to learning that is overwhelmingly stimulating and memorable. • Through the RE and Personal Social Health Education (PSHE) curriculum the school provides pupils with regular opportunities to explore social issues. • The curriculum in RE makes a good contribution to the spiritual and moral development of the pupils. 				
Secondary	4			
<p>Outstanding:</p> <ul style="list-style-type: none"> • The RE curriculum for Key Stages 3 and 4 meets external requirements in terms of time and curriculum. • A comment from one of the pupils summarises how the RE curriculum contributes to spiritual and moral development: “There is freedom to give your opinion, you are not judged on your opinion. You learn how people think but we know what the Catholic Church teaches”. • There are many and varied opportunities for reflection, contemplation and prayer 				

built into the RE lessons. There are many extra-curricular events, organised by the RE department that allow students to deepen their faith: these include the Annual Diocesan Pilgrimage to Lourdes, residential retreats and Days of Recollection.

Leadership and Management

How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

	Outstanding	Good	Satisfactory	Inadequate
Primary	9	7		
<p>Outstanding:</p> <ul style="list-style-type: none"> Leadership and management work hard to ensure that excellent links exist between the home/school and parish so that all work towards the common good of supporting pupils in their RE work Leaders at all levels share a cohesive evangelical mission based on the teaching of the Gospel and through their own example, tireless undertaking and commitment, set a clear direction for the whole community, promoting the highest quality care and education. Leadership of the subject RE is firm, competent and committed to the school's Catholic mission and to the faith development of pupils. <p>Good:</p> <ul style="list-style-type: none"> The RE Co-ordinator has quickly identified development needs and is committed to ensuring the continued raising of standards and also continuing to develop the home parish school links. The RE coordinator communicates a strong sense of spiritual purpose to teachers and pupils alike, with a focus on nurturing the faith development of the pupils. The Deputy Headteacher is effective in his leadership of RE. He sets clear direction and provides support, which leads to improvement in the subject. There is a clear focus on the school's Catholic mission, on raising standards and promoting the faith development of pupils. 				
Secondary	4			
<p>Outstanding:</p> <ul style="list-style-type: none"> The RE Faculty is well directed, creative, innovative and willing to trial new activities in order to raise standards and engage students. 				

- The Head of RE leads a hard-working, cohesive team who share her vision, determination and commitment to Catholic education
- The Curriculum Leader has a clear vision for staff and pupils which has ensured very good examination results and given pupils many opportunities to develop spiritually, morally, culturally and socially.
- Governors fully support and facilitate the work of all involved in RE, including the Chaplaincy Team.

6. Continuing Professional Development for Diocesan Inspectors

Training has been provided as follows:

8 December 2009	Induction and training for newly-appointed inspectors
18 and 20 May 2010	Training for inspectors on the Revised Section 48 Handbook
28 and 30 June 2010	Training for Governors, Headteachers, and RE Co-ordinators on the Revised Section 48 Handbook

Inspectors are encouraged to attend the Continuing Professional Development Courses provided by the Diocese (see 8 below). The costs of this training are met by the Diocese.

A frequent Newsletter, produced by the Co-ordinators, keeps inspectors up-to-date.

7. Co-ordinators' Links with other Diocesan and other Agencies

The Co-ordinators attended meetings of NBRIA (National Board of Religious Inspectors and Advisers) on 6 November 2009, 26 March 2010, and 16 July 2010.

8. Diocesan support for the teaching of Religious Education and the faith development of diocesan schools

The following courses have been provided by the Diocese in order to enhance the teaching of Religious Education and enhance and strengthen the Catholic life of the school.

a) For Teachers

Induction and Welcome to the Diocese

‘Journey into the Unknown’

National Professional Qualification for Headship (NPQH)(Catholic Module)

Seminar for Learning-Centred Catholic Leadership

Embedding CES Procedures

Planning and Assessment of RE in Key Stage 2

Teaching in a Catholic School

Towards Leadership in a Catholic School

Collective Worship in the Catholic Primary School

Planning and Assessment of RE in Key Stage 1

Senior Leadership Training – Developing Self and Working with Others

School of Prayer

Exploring and using the Scriptures in Curriculum RE

Welcome to the Mass and Liturgical Music Day

‘Sharing the Learning’ Seminar for Learning-Centred Catholic Leadership

Day of Reflection for Newly Qualified Teachers.

Catholic Foundation Stones

The Role and Function of the Diocesan Board for Inspection

b) For Governors

An Introduction for new governors

Admissions

Personnel and Employment Procedures

The role of the chairperson in the governing body of a Catholic school

c) For schools

The Diocese has provided individually tailored training packages.

Catholic Life of the School

Retreat and Spirituality Days

Unlocking the Catechism

OFSTED Training for the Governing Body

d) For Heads, Governors and Inspectors

A 'Bishop's Education Day' was convened and presided over by Bishop Roche on 24 June.