

DIOCESE OF LEEDS DBI



SECTION 48 REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

Ss Peter and Paul Catholic Primary School

Crofters Lea
New Road
Yeadon
LS19 7HW

School URN

108017

School Dcsf number

383/3363

Chair of Governors

Mr Jeff Mills

Headteacher

Mr Tom Robertshaw

RE Subject Leader

Sister Maria Cormack

Date of Inspection

28th & 29th June 2010

Section 48 Inspector

Mrs Christine Rothwell

INTRODUCTION

The Inspection of SS Peter and Paul Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds.

Description of the school

SS Peter and Paul Catholic Primary is an over subscribed, average sized school serving the parish of SS Peter and Paul, Yeadon which takes in the areas of Yeadon, Guiseley and Rawdon. There are 217 pupils on roll of whom 97% are Catholic. The proportion of pupils entitled to free school meals is well below National average as is the proportion with learning difficulties and/or disabilities with only two children having a statement of need. Most pupils are of White British heritage, with no pupils being new learners of English. Of the 9.18 (fte) teachers, 7.18 are Catholic and two hold CCRS or equivalent. All pupils progress to St Mary's Comprehensive school in Menston where the outstanding transition programme contributes to pupils achieving highly in later education. There is an external provision for before and after school care and the school is used extensively by the Parish and other groups serving the community. SS Peter and Paul school has strong links with the Wharfedale Deanery and the Aireborough family of schools. The school is to be replaced with a new building in the next twelve months which will be ready for use in 2012. The school has achieved and maintained a number of awards including Investors in People, Active Mark and Healthy Schools Mark, Investors in Pupils and the Stephen Lawrence Award.

OVERALL EFFECTIVENESS OF THE SCHOOL

The overall effectiveness of the provision for the Catholic life of the school and RE, and the school's main strengths and areas for development.

The quality of Catholic life and education at SS Peter and Paul is outstanding overall with no grade less than good. The leadership of the school by the headteacher and those with leadership responsibility is exemplary and the impact is found in the strong sense of mission within the school community. Governance of the school is outstanding. Governors are actively involved in all aspects of school life regularly sharing the achievements of the pupils. The Eucharistic services and liturgies are outstanding and well supported by parents and the parish community. The pupils' spirituality was tangible during these services. Leadership of Religious Education sets clear direction and supports all who work in the school. There are highly effective and rigorous systems in place for planning, monitoring and assessment in RE which will lead to continual improvement in the subject. Teaching of RE is at least good with some lessons being outstanding. Pupils' attainment and progress in the subject is good with some pupils attaining Level 5 in Year Six. The pupils are very happy at the school, are well behaved and their parents are delighted with the overall provision. All these factors impact on the Spiritual and Moral development of the pupils which is also outstanding.

The effectiveness of steps taken to promote improvement since the last Inspection.

All aspects identified for improvement in the previous (s48) inspection have been addressed successfully:

- The school's policy for EPR (Sex and Relationship Education) has been reviewed and a scheme is in place that provides a gradual progression through the school. Parents were enthusiastic and supportive of this scheme which is in line with the Diocesan model.
- A rigorous tracking system is in place for RE allowing the leadership to effectively monitor and evaluate achievement.
- Collective Worship has been developed and is a strength of the school.

The capacity to make further improvements

The progress made by the school since its last inspection and the clear and accurate self evaluation demonstrate a good capacity to make further improvements which is indicated in the School Improvement Plan.

How might the school further improve the provision of Catholic education?

- Set challenging targets to raise the achievement of higher ability pupils.
- Ensure that assessment informs planning and that tasks are differentiated to meet the needs of all pupils.
- Ensure a deeper coverage of Other World Faiths (OWF) as pupils progress through the school.

THE CATHOLIC LIFE OF THE SCHOOL

How effective are Leadership and Management in developing the Catholic life of the school?

The school's Mission Statement is the driving force and core of all that takes place in the school. The leadership and management of the school are outstanding in relation to the school's Catholic foundation. Leaders at all levels set clear direction and have a strong sense of the educational mission of the Church and the role of the school in expressing it. The Governors are supportive and active in the life of the school.

The headteacher is dedicated, clearly focused on the school's Catholic mission, and his leadership creates a calm working atmosphere in the school. He 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 school expects high standards and the fullest personal development of the pupils. SS Peter and Paul's is effectively managed in a way that ensures the very best use of resources and involves all members of the school, parish and wider communities. Relationships are strong and morale is very high. Good links exist with parents and parish to reinforce the high standard of care, guidance and support the school provides to ensure its pupils' safety and general well-being.

The Parish Priest is a frequent visitor to the school and his influence is appreciated by all members of the community. He facilitates the development of the spiritual life of all staff as well as the pupils, thereby raising their self-esteem and confidence. The Journey in Faith programme led by the parish priest has resulted in three members of staff converting to the Catholic faith. School Masses held in the Parish are enjoyed by parishioners and

well supported by parents. One parent stated that, "Links between Parish and school were unbelievable."

Whilst another parent felt that the, "Teachers do a brilliant job and faith surrounds the children."

The parish priest and parents confirmed that they had a 'high level of confidence that the children were receiving a firm foundation for their faith so securing Catholic education for future generations.'

Pupils' spiritual, moral, social and cultural development is outstanding and they have an understanding of other faiths and cultures. They play an active part in local community initiatives and are generous in their support of those in need locally and around the world. The school is inclusive by nature and the needs of individual pupils and their families are given great consideration. The pupils behave well in and out of class, are polite, courteous and considerate. SS Peter and Paul is very much a 'family' school where strong partnership links exist with parents, parish and the local community.

How good is the quality of Collective Worship?

The quality of Collective Worship at SS Peter and Paul is outstanding. Prayer and liturgy are regarded as central to the life of the school community with good use of a wide range of stimulating resources. Vibrant acts of worship engage pupils' and staff interest and inspire deep thought and heartfelt response. Acts of worship are well planned and include a variety of prayer styles and settings appropriate to the age and faith background of pupils. The planned programme is relevant to the liturgical year, adaptable to include other calendar events, and has regular opportunities for staff and pupils to evaluate its effectiveness. A range of resources is used to enrich and enhance Collective Worship. Discerning use of IT resources creates atmosphere in class-based worship and impacts on pupils' readiness to reflect on and respond to the provision. There is an atmosphere of calm and peace in class bases and throughout school. Every classroom has a prayer focus in addition to colourful and vibrant RE displays. Pupils are familiar with a range of formal and informal prayers and enjoy singing their praise to God. Pupil participation is a normal expectation in Collective Worship and they are clearly used to planning and leading liturgy and prayer. The overall provision for Collective Worship, liturgy and prayer has a significant impact on their spiritual and moral development. The Parish Priest makes a strong contribution to the community and is well supported by the school's own structures. Parents and parishioners celebrate on occasions with the school and there are times when pupils contribute to parish celebrations. The successful Sacramental programme is seen as an active and close partnership involving home, parish and school.

RELIGIOUS EDUCATION

How well do pupils achieve in RE?

The pupils' achievement in RE is at least good with some making very good progress during their time at SS Peter and Paul. 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. The school's commitment to inclusion means that pupils with learning difficulties and disabilities are supported in RE. The standard of displayed work is a strength and the pupils take obvious pride and enjoyment in what they do. A range of pupil work indicates

varied activities demanding good use of IT, focus on Scripture, involvement of parents, pupils' own prayers, creative and independent responses as well as those led by the teacher. Challenging questions in one lesson resulted in mature responses indicating an understanding of issues beyond their years.

A rigorous approach to monitoring pupil attainment and progress has helped to establish a varied and creative curriculum. Consequently, most pupils are interested and responsive during RE lessons. There are secure assessment procedures for RE in place with the new *Levels of Attainment in RE* being linked with a data-backed prediction of future targets. The RE subject leader is committed in her determination to support staff development and encourage pupils as independent learners. 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.

How effective are teaching and learning in RE?

The teaching of RE is at least good with many outstanding features. The teachers' subject knowledge, commitment, and teaching styles are ably supported and encouraged through exemplary leadership. Teachers need to challenge pupils more to think spiritually, ethically and theologically, and to become aware of the demands of religious commitment in everyday life. Differentiation in planning and delivery is essential in meeting the needs of all pupils. Pupil tasks though clearly explained should be varied to meet the differing abilities in the class. Where this was observed the pupils were totally engrossed and actively involved, quietly engaged at times but remaining on focus throughout the lesson. Pupils work effectively in pairs and small groups and are developing worthwhile skills as independent learners. They enjoy their RE lessons and take a pride in all they do. They are quietly confident and express themselves in a manner which demonstrates good subject knowledge and understanding. RE is regarded by the school as the Core subject and is resourced as such. Parents are informed and involved in promoting their child's development and understanding through regular letters regarding the RE curriculum. The parents really appreciate the work of the staff and find them, "The most approachable group of people ever met" should there ever be a query. Attainment in RE is reported to parents annually and parents are invited to discuss the progress of their child at parents' evenings in the Autumn and Spring terms.

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

The curriculum in RE fulfils the requirements of the Curriculum Directory for Catholic Schools. It is organised around the life and teaching of Jesus and the Church, and the beliefs, celebrations and way of life of Catholics who follow that teaching. All pupils irrespective of age and ability are able to make progress in their knowledge, skills and understanding and to learn to think spiritually, ethically and theologically, so becoming more aware of the demands of religious commitment in everyday life. Support staff have a key part to play in ensuring that all pupils enjoy positive peer and adult relationships in school and in ensuring that individual needs are met. The provision for education in personal relationships is strong and well supported by both pupils and parents.

The provision for teaching and learning about other world faiths is good. Pupils have a basic understanding and appreciation of these through the taught curriculum and visits to

places of interest plus visitors of other faiths sharing their beliefs in school. The broader RE curriculum makes an excellent contribution to the spiritual and moral development of the pupils.

How effective are Leadership and Management in raising achievement and supporting all pupils in RE?

The overall leadership and management of RE is exemplary and the school is fortunate in having a subject leader whose direction and support leading to improvement are outstanding. Records of planning, monitoring, evaluation and assessment are thorough and detailed. The leadership of the subject is strongly focused on the school's Catholic mission, on raising standards and promoting the faith development of pupils. Governors take an active role in the life of the school and are eager to fulfill their duties. The Governors have a clear insight into and understanding of the demands and requirements of the RE curriculum in this Catholic school. The high quality support afforded by the subject leader ensures that a shared sense of mission has been established among all staff. Development needs are accurately identified and tackled energetically. The subject is managed efficiently and effectively. The inclusion of all pupils is central to its vision through its belief that all are created in the image of God. It is effective in pursuing this. Good links exist with parents, parish and diocesan agencies to support work in RE. The impact is seen in the progress made by pupils.

SUMMARY OF INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS	1	Outstanding
THE CATHOLIC LIFE OF THE SCHOOL		
<i>How effective are Leadership and Management in developing the Catholic life of the school?</i>	1	Outstanding
<i>How good is the quality of Collective Worship?</i>	1	Outstanding
RELIGIOUS EDUCATION		
<i>How well do pupils achieve in RE?</i>	2	Good
<i>How effective are Teaching and learning in RE?</i>	2	Good
<i>How well does the RE curriculum meet the needs and interests of pupils?</i>	1	Outstanding
<i>How effective are Leadership and Management in raising achievement and supporting all pupils in RE?</i>	1	Outstanding