

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

HOLY ROSARY & ST ANNE'S CATHOLIC PRIMARY
SCHOOL
Leopold Street
Leeds
LS7 4AW

School URN

108037

School DfE Number

383383

E-mail address

secretary@st-annes.leeds.sch.uk

Chair of Governors

Doreen Mills

Headteacher

Elizabeth McDonagh-Smith

RE Subject Leader

Trixie Curry

Date of Inspection

4th & 5th July 2011

Section 48 Inspector

Dorothy Hamer

INTRODUCTION

One inspector, under the requirements of the Education Act 2005 and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections, carried out the inspection of Holy Rosary & St Anne's Catholic Primary School. The inspection reviews and evaluates how effective the school is in providing Catholic Education. The inspection schedule follows criteria set by the National Board of Advisors and Inspectors.

The inspector observed a sample of seven RE lessons, two acts of Collective Worship and one celebration of the Eucharist (Mass in church). She held meetings with the Headteacher, Chair of Governors, RE Co-ordinator and Parish Priest. She had discussions with the School Council and representatives of the Pastoral and Chaplaincy Teams. She also examined a wide range of documentation including the RE subject leader's file, assessment data, monitoring and minutes of meetings and pupils' work.

INFORMATION ABOUT THE SCHOOL

Holy Rosary and St Anne's is an average sized inner city school serving the parish of The Mother of Unfailing Help, Leeds. The school has an admission number of 30, currently there are 246 pupils on roll of whom 45.5% are Catholic. Of the 12.8 teachers (fte) 6 are Catholic with 3 holding the CCRS certificate.

The school is sited in an area of considerable social and economic disadvantage and high crime rate. The majority of pupils are drawn from a wide range of diverse multicultural backgrounds. IDACI data indicates 90% of pupils attending school fall in the bottom 30% rating for the country with over 28% falling in the lowest 1% rating. The proportion of pupils eligible for free school meals is well above the national average. Thirty five percent of pupils are identified with special educational needs/or disabilities; the proportion of pupils with English as an additional language is double the national average, with twenty-one nationalities being represented at the school. High pupil mobility, particularly in Key Stage 2, affects standards of attainment.

High staffing mobility over a number of years has had a significant impact. The current headteacher and deputy headteacher were appointed in September 2010. A new leadership team was then created with a view to offering more long-term stability with greater potential for success.

The school holds the Stephen Lawrence Standard, Inclusion Charter Mark, and National Healthy Schools Status and is currently working towards Leeds Cathedral Choir School status. Links are well established with community children's' centers, the local high school, the Extended Schools Partnership of Chapeltown and Harehills (CHESS), Holy Rosary Church and St Anne's Cathedral.

INSPECTION JUDGEMENTS

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

OVERALL EFFECTIVENESS

3

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

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

3

CAPACITY FOR SUSTAINED IMPROVEMENT

3

Main findings

Holy Rosary and St Anne's school has a vibrant Catholic ethos and closely identifies itself with the parish, parents and local community. Positive relationships exist within and beyond the school to the benefit of its pupils. All stakeholders are proud of their school and its Catholic traditions and achievements.

Holy Rosary & St Anne's School is providing satisfactory education. Some aspects of provision are good and a strength of the school especially in the areas of Leadership and Management of the Catholic Life of the school and in the care, guidance and support offered to pupils. The school's own self-evaluation is accurate; governors and senior leaders have a thorough understanding of strengths and areas for development. Outcomes for pupils and the provision for Catholic Education are satisfactory with some good features.

The school's capacity for sustained improvement is satisfactory. Since the last inspection, there has been limited improvement towards establishing and maintaining consistently good standards of teaching and learning in Religious Education. However, much of this issue pertains to unusually high levels of staffing mobility; governors are actively addressing this matter through recent appointments to the key posts of headteacher, deputy headteacher and RE co-ordinator and a commitment to a robust and sustainable staffing plan. The new leadership of September 2010, with governor support, has quickly focused on identifying and addressing priorities of teacher performance through a good school development plan, performance management and an effective RE subject action plan. Moderation of pupils' work, regular scrutiny of planning and a focus on professional development in RE is beginning to support the drive to raise standards of teaching. These measures should then positively affect standards attained by the identified non-core group of pupils as well as maintaining the progress of the core group.

The standard of attainment across all Key Stages is satisfactory. The majority of children enter school well below national expectations and with little knowledge and understanding of Catholicity. Pupils enjoy their RE lessons and are enthusiastic in their learning but would benefit from greater support from focused marking of their work, a fuller understanding of success criteria and greater individual challenge in order to raise their level of performance and thus impact on overall standards. Pupils behave very well and

are considerate of others. They make a positive contribution to a cohesive community where all feel safe.

The school's highly effective partnership with the chaplaincy team, the pastoral support manager and family support worker enhances provision for pupils' health and well being as well as offering vital support for families. The dynamic of their teamwork plays a crucial part in supporting the spiritual, moral and cultural development of pupils. Their belief in 'small steps consistently offered and a hand always outstretched' has created a model home-school-parish partnership much appreciated by pupils and parents.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve the quality of teaching in RE by:

- Sharing and promoting exemplary classroom practice in the teaching of RE so that all lessons are a minimum of good;
- Developing teachers' understanding and use of Levels of Attainment in RE;
- Further developing teaching skills in moderating and leveling pupils' RE work as an aid to embedding rigorous assessment and pupil tracking in RE;
- Building into planning and teaching the use of 'Driver' words.

To improve the quality of learning in RE by:

- Enabling pupils to become more aware of the national standards of attainment in RE, to be motivated to work towards them and celebrate their own success in them;
- Ensuring that written feedback to pupils helps them to know how to improve the standard of their work;
- Ensuring that all lessons are differentiated and challenging.

PUPILS

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

3

The majority of pupils at Holy Rosary School make satisfactory progress. They enjoy their well planned RE lessons and are motivated and eager to learn; they appreciate the range of activities offered to them and are able to work both independently and collaboratively with respect of each other's points of view. In all Key Stages, pupils listen carefully to teachers' instructions and move quickly and quietly to their tasks. They enjoy their RE lessons and are proud of their achievements. They are keen to improve and believe they learn a great deal at their school, one child particularly stating, "We learn a lot, worship God, read the Bible and go to church."

Most children enter Nursery with very low communication skills and little or no experience of the Catholic faith. They make satisfactory progress across the Foundation Stage. This level of achievement and attainment is 'mirrored' in both Key Stage 1 and Key Stage 2, with core pupils making better progress. Pupils with special educational needs/or disabilities never make less than satisfactory progress and therefore are in line with the majority of pupils. Pupils would benefit from a clearer understanding of how to raise their level of performance in RE; while they are aware of the marking system and are informed

of steps to success, they have limited understanding of what they really need to do to improve the quality of their recording work. Teachers' expectations regarding quality and quantity of work needs to be higher and marking needs to take account of national levels of attainment rather than simply scheme based learning targets. Using and displaying RE 'driver words' and key vocabulary would support a culture of differentiation and challenge for pupils.

A strength of the school is that pupils are positively taught to respect and care for each other, with a strong emphasis on respect for each others diversity through RE, Circle Time, worship and assemblies. Pupils' behaviour is very good. The School Council clearly states that, "We all mix together; we meet people with different religions and learn about them. We respect each other; teachers keep talking about respect and responsibilities." They believe the Behaviour Policy works as 'the school is friendly and welcoming, with no bullying problems'. Pupils take part in a range of fund raising activities with great interest and enjoyment.

Pupils' moral, spiritual, social and cultural development is very good resulting in a harmonious and cohesive atmosphere. They particularly enjoy Harmony Week, which is a celebration of the diversity of cultures, traditions and faiths evident in each cohort. The carousel of activities includes a Prayer Stations area allowing pupils to creatively engage with prayer pebbles, forgiveness sand trays and talk to God via graffiti walls. This provides an effective opportunity for each pupil to reflect on their own and each other's individuality and uniqueness.

A range of opportunities is offered for pupils to take part in Collective Worship and liturgical celebrations held both in school and in the parish church. On a weekly basis pupils experience class based and whole school worship and opportunities for personal prayer in the beautiful Prayer Garden. Presently pupils' involvement does not extend to planning and preparing acts of worship, though able to compose prayers they rely heavily on adult prepared liturgies and so need development in leading prayer. Throughout the liturgical year pupils engage in and play a part in Advent, Lent and Easter celebrations. Parents and parishioners speak highly of the quality of liturgical productions performed in church e.g. 'The Passion Play' in April 2011. The impact of Collective Worship and Catholic ethos is tangible throughout the school.

The school's choir is highly regarded within the diocese and it performs at many significant occasions. Pupils and parents speak knowledgeably and with enthusiasm of their choral participation in the recent Papal visit. Their quality singing enhances the level of worship and is much appreciated by parishioners. The Parish Priest is well known to the children and he speaks of being impressed with their quiet, composed conduct and level of engagement in Masses and the explicitly Catholic ethos of the school.

Attendance trends are outstanding and exceed the national average. Parents speak of their children wanting to come to school and are delighted with the level and range of extra curricula activities on offer for both adults and children.

Each classroom and the corridors evidence bright and interesting displays of pupils' work and achievements ensuring pupils feel valued and important.

These are the grades for pupils' outcomes

How well pupils achieve and enjoy their learning in Religious Education.	3
Taking into account:	
• the quality of pupils' learning and their progress	3
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	3
• pupils' attainment in Religious Education	3
The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils respond to and participate in the school's Collective Worship.	3

PROVISION

How effective the provision is for Catholic education.

3

The provision for Catholic Education at the school is satisfactory. During the inspection 71% of lessons observed were satisfactory and 29% were of a good standard. Teaching styles and strategies vary across the school but better examples use creative ideas; differentiation; and challenge and have more successfully embedded assessment for learning (AFL) techniques. Good teaching found in the school evidences: pace, high expectations of learning; checking for and addressing misconceptions in learning, and good use of time. In weaker lessons, the pace of learning was slow, little differentiation was applied, feedback to pupils was too general and only token use was made of assessment for learning. There are no inadequacies across year groups. The majority of pupils enjoy their work and teachers' subject knowledge is such that pupils make adequate progress in RE. A good range of resources, supported by new technologies, is used to enhance learning. Pupils are informed as to the assessment of their work but marking and feedback in pupils' RE work books is sometimes inconsistent and needs to be of the quality evidenced in other core subjects. Teachers are well supported by the RE Co-ordinator with resources, in planning and advice. The co-ordinator is aware of the requirements for monitoring and evaluating provision of RE and is in the process of adding more rigor to assessment, evaluation and tracking systems. The RE curriculum is suitably matched to the pupils' needs, interests and aspirations and provides for the next stage of their lives whatever their capabilities. It is responsive to the local context and variation of faith backgrounds of its pupils e.g. Harmony Week and Black History Month. The introduction of the International Primary Curriculum is providing exciting cross-curricula links.

Acts of Collective Worship are given a high profile and are well resourced. Collective Worship delivered by leaders in the school is of a good quality but more support is needed in some classes to ensure consistency of delivery. Themes are in line with the Catholic character of the school and responsive to the religious diversity among pupils. Pupils thoroughly enjoy residential visits and the school intends expanding its number of retreats to include all Key Stage 2 pupils so they will be able to further explore personal reflection and prayer.

All teachers and adults enjoy very good relationships with the pupils; members of the School Council say that everyone has someone to turn to and that 'the teachers care for us'. The school is served to a high standard by its domestic staff; the school is clean, tidy

and well maintained. Teachers ensure that there is a good learning environment and good facilities for pupils to use. The support staff are an asset to the school in their guidance and encouragement of the pupils; in each class adults were well informed as to the objective of the lesson and ably managed pupils' behaviour and engagement in their tasks.

Staff, parents and governors were widely consulted on, and involved in, the adoption of a policy and a programme of Education in Personal Relationships; the programme is well established in school.

These are the grades for the quality of provision

The quality of teaching in Religious Education.	3
The use of assessment to support learning in Religious Education.	3
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	3

LEADERS AND MANAGERS

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

2

A three year historic picture demonstrates that the turnover of leaders and governors at the school is extremely high, but the school is entering a more stable period with a comprehensive induction and support package being offered as needed to newly appointed governors. The governing body is reflective of the diversity of the local community. Governors are very organised and visible in the daily life of the school, they take their responsibilities seriously. They fully understand the main challenges faced by the school and are directly involved in setting priorities for improvement, consequently RE is a priority on the three year School Improvement Plan. The Chair of Governors has a strong, collaborative partnership with the headteacher and is very knowledgeable and committed to the future of the school. The headteacher works closely with the RE manager to smooth her relatively recent transition into the post and to create a more effective monitoring and evaluation system. The effective dynamic of headteacher and deputy headteacher acts as a catalyst for change and demonstrates a striving for excellence.

Leaders and managers at Holy Rosary & St Anne's School evidence commitment to the mission of the Church by providing a rich, broad and balanced curriculum, with spiritual and moral development a priority. They conduct a range of monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development.

The RE sub-committee, comprising representation from school, parish and governing body meets regularly and is involved in the self-evaluation process. Their reports and minutes are forwarded to the full governing body. The established chaplaincy team is outstanding in its commitment to the school and its families; its success has had a great impact on sacramental programmes and outreach work.

The school's partnerships make a strong contribution to the achievement and well-being of its pupils. Partnership activities enable pupils to achieve and develop well in areas which the school alone could not provide. Children are fully involved in charitable works with CAFOD, Catholic Care, DePaulUK for the Homeless and St George's Crypt.

These are the grades for leadership and management

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	3
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	2
How effectively leaders and managers promote Community Cohesion.	2