

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

HOLY ROSARY and ST ANNE'S CATHOLIC PRIMARY SCHOOL
Leopold St. Leeds LS7 4AW

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| School URN | 108037 |
| School DfE Number | 383 3383 |
| E-mail address | secretary@st-annes.leeds.sch.uk |
| Chair of Governors | Doreen Mills |
| Headteacher | Elizabeth McDonagh-Smith |
| RE Subject Leader | Trixie Curry/ Elizabeth McDonagh-Smith (Acting) |
| Date of Inspection | 12 th - 13 th March 2013 |
| Section 48 Inspector | Mrs Barbara Ford |

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.

2

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

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good school

- The dedicated headteacher has a clear vision for the future.
- Holy Rosary and St. Anne's Catholic Primary School is a school where Christ truly is at the centre of all that it seeks to achieve. The school's Mission Statement 'Excellence and Enjoyment Together in God's Love' is 'lived out' in the day to day life of pupils and staff of the school.
- Good leadership and management have ensured that grade boundaries have been crossed in 4 important aspects of Catholic Education since the last Section 48 Inspection (July 2011).
- The majority of teaching is good or better and enables pupils to make good progress as learners.
- There are strong links between the school, parish and home.
- From their earliest years, children are immersed in vocal development and encouraged to sing for enjoyment and praise.
- Collective Worship (CW) plays a central part in the daily life of the school. Pupils learn how to plan, deliver, participate and enjoy worship.
- Children benefit from the excellent provision in Early Years Foundation Stage, as their progress in RE is accelerated from very low starting points.
- The social, spiritual and emotional support given to pupils and their parents by the Pastoral and Chaplaincy teams is highly valued by them.
- Parents and carers report that the school is a happy, welcoming place, where children are encouraged to 'make a joyful noise'.
- The diocesan choral director works part-time in school with all pupils, developing their self-confidence and realising the diocesan vision to make Holy Rosary and St Anne's a Cathedral choir school: 'If children can excel in one area it will spill over into other curricular areas and enhance their sense of achievement'.

What the school needs to do to improve further.

- Establish a whole school tracking system in RE to evaluate the outcomes for all groups of pupils and develop secure assessment systems linked to the 'I Can' statements and ATs that inform future planning/next steps.
- Develop and utilise the pupils' skills in ICT and new technologies to articulate and express their ideas, feelings, opinions and learning in both Collective Worship and RE.
- Continue to increase the role of pupil Liturgists to mentor and encourage other pupils in the planning, delivery and evaluation of Collective Worship.
- Complete the revision of the SRE policy and implement the already agreed Education in Personal Relationships Education scheme, complying with guidance issued by the Diocese of Leeds.

Information about this inspection

The Inspection of Holy Rosary and St Anne's 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 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 section 48 RE Inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in RE.
- How well pupils respond to and participate in the school's CW.
- The quality of teaching and how purposeful learning is in RE.
- The extent to which the RE Curriculum promotes pupils' learning.
- The quality of CW.
- The accuracy of the school's self evaluation system.
- The school's partnership activities – including home / school / parish links.
- The inspection was carried out by 1 inspector over a 1 ½ day period. A sample of 3 RE lessons and 4 acts of Collective Worship, were observed in full, including one for staff, a KS1 class, a KS2 class Mass in the nearby church and a whole school Collective Worship led by pupil Liturgist. Meetings were held with the headteacher, staff (teaching and support), governors, parents, pupils and the school council. A comprehensive range of RE/Catholic life of the school monitoring and assessment documentation was scrutinised including, moderated pupil RE work folders and workbooks. Governors approved an RE Budget of £2000 (2012 – 2013) which is broadly in line with other core curriculum areas.

Information about this school

- The school is sited in an area of considerable social and economic disadvantage.
- The majority of pupils are drawn from a wide range of diverse multicultural backgrounds.
- High staffing mobility over a number of years has had a significant impact. The current headteacher and deputy headteacher were appointed in September 2010. The leadership team's responsibilities will be revised in September 2013 with a view to offering more long-term stability with greater potential for success.
- The proportion of pupils known to be eligible for the pupil premium (pupils known to be eligible for free school meals, looked after children and the children of serving armed forces personnel) is well above average.
- Over 90% of pupils are from minority ethnic backgrounds, chiefly of black Caribbean and black African heritage.
- About half of the pupils speak English as an additional language.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is well above average.
- The school holds the Stephen Lawrence Standard and National Healthy Schools Status and is currently working towards Cathedral Choir School status. Links are well established with community children's centres, the local high school, the Extended Schools Partnership of Chapeltown and Harehills (CHESS), Holy Rosary Church and St Anne's Cathedral.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are good

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| The extent to which pupils contribute to and benefit from the Catholic life of the school. | 2 |
| How well pupils achieve and enjoy their learning in Religious Education. | 2 |
| How well pupils respond to and participate in the school's Collective Worship. | 2 |

- A particularly impressive feature of this school is the involvement of pupils in the religious life of the school, parish and diocese. All pupils and the choirs in particular play a major role in the Catholic life of the school. From their earliest years children are immersed in vocal development and encouraged to sing for enjoyment and praise. Parents and carers enjoy participating in Nursery singing, 'He's Got The Whole World in His Hands' and older choir members proclaim, 'Cuncti Simus Concanentes' using the universal language of the Church. The choir has sung at the Town Hall and Masses at St Anne's Cathedral, including Midnight Mass which was broadcast live by BBC1.
- Pupils readily take on responsibilities acting as Play Leaders, librarians, young Liturgists, Junior Road Safety Officers and the Safety Group, making the school a safer, happier place.
- The school council was elected in a blind ballot, following the reading of their manifestoes. They say that 'respect' is a key feature of Holy Rosary and they are pleased to raise funds for CAFOD and de Paul UK and enjoyed devising excellent power points which should be incorporated in Assemblies for the rest of school. They explained, "God is generous; this is a good, kind school."

- As pupils move through the school they gain an impressive knowledge of religious terminology. They show an understanding of the need to forgive and be forgiven, with even the youngest children learning that Jesus ‘forgave’ those who hurt Him, just as we can forgive others who hurt us. Older pupils made a link with the parable of ‘The Lost Son’ and a pupil in Y6 used the term ‘incarnate’, in a lesson about Jesus’ experience on Maundy Thursday, ‘Jesus felt devastated being let down by those He most trusted. God is showing human feelings’.
- In RE lessons pupils enjoy being in role, ‘It helps you understand, by becoming that person’. The freeze-frames and videos taken by staff should be undertaken by the pupils, who are used to filming and directing in Literacy lessons.
- Children’s behaviour is extremely good, even at times when they are not directly supervised. They are polite and courteous to adults and will willingly and enthusiastically talk about their learning and their enjoyment of school life.
- Considering their very low starting points, pupils are making generally above average progress in knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) in all key stages.
- They generally seek to produce their best work and are interested in, and enthusiastic about, their learning.
- They write their own bidding prayers and join in community prayers, with confidence and readily participate in communal singing, for example ‘Come and Join the Circle’ as well as silent reflection.
- They have a good understanding, appropriate to their age and capabilities, of the Church’s main seasonal celebrations and enjoy performing Christmas and Passion Plays.

The provision for Catholic Education is good

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| The quality of teaching and how purposeful learning is in Religious Education. | 2 |
| The extent to which the Religious Education curriculum promotes pupils’ learning. | 2 |
| The quality of Collective Worship provided by the school. | 2 |

- Children benefit from the excellent provision in Early Years Foundation Stage, as their progress in RE is accelerated from very low starting points.
- The majority of teaching is good or better and enables pupils to make good progress as learners.
- Teachers generally have strong subject knowledge, which inspires most pupils and contributes to their good progress, in particular the diocesan choral director who works part time in school with every child promoting high quality singing.
- A significant reason for the good quality of teaching and learning across the school is the calibre and professionalism of the Pastoral team and support staff, many of whom are practising Catholics. The personalised support they provide for children who need it is exemplary.
- The Behaviour for Learning policy has had an impact on improving behaviour, by being ‘peer-based’ and using restorative justice principles.
- Excellent strategies to record and assess children’s learning are in evidence in Foundation Stage and being adopted throughout school. The Pastoral support team set a fine example in addressing, assessing and reporting on individuals’ progress and leaders are beginning to put in place more accurate tracking and evaluation of attainment data to monitor pupil progress. The school should continue to embed the

- The school could improve RE provision generally by exploring a more inventive use of ICT to engage, enhance and support learning. This might include pupils taking responsibility for freeze-frame and filming in RE and the use of new technologies such as pod casting and greater involvement in the school's website.
- The school uses a diocesan recommended RE scheme, 'The Way the Truth and the Life', but also adapts it and adds to it, where appropriate, so as to better match it to the needs and capabilities of pupils. The rich RE curriculum and personalised programmes are very effective at promoting pupil learning and improving outcomes
- The RE curriculum provides good opportunities for spiritual and moral development and is enhanced with the SEAL programme, Circle Times, Sacramental Programmes, the Liturgical Life of the School, and enriched by learning singing, musical instruments and the use of art and drama. The agreed EPR programme 'In The Beginning' needs to be used regularly throughout school.
- Focused activities and events throughout the year help to ensure that the curriculum remains embedded in the children's own experiences and lives, for example: Black History Month, Harmony Week, Anti-Bullying Week, the Travelling Rosary, 'In November We Remember', the Travelling Crib and Record of Achievement Day.
- Both year 5 and 6 enjoy residential trips to Breacon, Wales and Seahouses, Northumberland.
- Extra curricular opportunities are varied, have a high take up and are much enjoyed.
- Collective Worship plays a central part in the daily life of the school. Pupils learn how to plan, deliver, participate and enjoy worship, whether in the form of Mass, class worship, assemblies or simple prayer time opportunities in the Prayer Garden.
- Leaders and the Chaplaincy team review and plan improvements to the school's provision of Collective Worship. They have a good understanding of the Church's liturgical heritage, its rites and seasons and ensure that pupils have good experiences of the Church's liturgical life. Themes are consistent with the Catholic character of the school and responsive to the religious diversity among pupils

The Leadership and Management are good

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| How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils. | 2 |
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- The dedicated headteacher has a clear vision for the future and leaders, managers and governors, are deeply committed to the Catholic ethos of the school and the responsibilities and joys that brings.
- Holy Rosary and St. Anne's Catholic Primary School is a school where Christ truly is at the centre of all that it seeks to achieve. The school's Mission Statement: 'Excellence and Enjoyment Together in God's Love' is 'lived out' in the day to day life of pupils and staff of the school.
- The governors of the school have well established systems in place to identify strengths and areas for improvement. They know the school well and have built a solid foundation on which to continue to drive the school forward. All canonical and statutory responsibilities are fulfilled.
- Action taken raises pupil outcomes and the majority of teaching is now good or better.

- The social, spiritual and emotional support given to pupils and their parents by the Pastoral and Chaplaincy teams is very highly valued by them. This provision is seen as vital by the headteacher, in the work of enabling pupils to come to lessons ready to learn and to grow as confident children of God.
- The 'Behaviour for Learning' policy with its restorative justice element has had a positive impact, supporting the 'forgive and make-right' ethos. The SRE policy is due to be up-dated and agreed and the EPR programme needs to be used systematically and involve parents and carers.
- The school's multi-agency and partnership activities and the resulting improvements in the school's provision, make a strong contribution to what is generally good achievement and the well-being of pupils. The diocesan choral director works part-time in school with all pupils, developing their self-confidence and realising the diocesan vision to make Holy Rosary and St Anne's a Cathedral choir school, 'If children can excel in one area it will spill over into other curricular areas and enhance their sense of achievement'.
- The governors and headteacher, supported by the caretaker and cleaners have ensured that the physical environment of the school is extremely comfortable, clean and safe.
- The school is blessed with two very supportive parish priests who work closely with the school Chaplaincy team to plan and deliver good quality worship and celebration. The Monsignor from St. Anne's Cathedral visits each week particularly at lunch time to communicate with pupils and ancillary staff as well as with senior leaders. He is much loved and respected by the children. During the inspection he said Mass for Y3 in church. This was enhanced by the use of a pupil-friendly Eucharistic prayer. Pupils were thrilled to recognise his red vestments worn in honour of the Holy Spirit as the World prayed for guidance on the election of a new Pope.
- The parents and carers who spoke to the inspector were very positive about the school. They are especially appreciative of the headteacher and the Pastoral and Chaplaincy teams. They report that the school is a happy, welcoming place, where children are encouraged to 'make a joyful noise'. They believe their children are safe and above all, cared for as individuals. One parent said, "There is always an open door for you. The family worker goes that extra mile." They speak highly of the parenting courses, which have enhanced relationships in the home.