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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

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

School URN

108037

Date of S48 inspection and
OE grade

7th & 8th March 2018 Outstanding

E-mail address

secretary@st-annes.leeds.sch.uk

Chair of Governors

Mrs. Sally Hardiman-Douglas

Headteacher

Mrs. Elizabeth McDonagh Smith

RE Subject Leader

Mrs. McDonagh Smith/Miss Haley

Date and grade of last S48
Inspection

March 2013 Good

Section 48 Inspector/s

Mrs. Patricia Ainge

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 is the school in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

This is an outstanding school.

- Leadership and management, including that of the governors, are extremely effective. All leaders and managers have a clear vision for the school and understand the strengths and areas for development
- The headteacher demonstrates inspired leadership and is supported by a dedicated and skilled Senior Leadership and Management Team (SLMT). They work well together to give the school direction and to ensure that a wealth of opportunities is provided for all children, staff and families.
- The Catholic Life of the school is given the highest priority. A clear sense of mission pervades the school and is owned by all stakeholders. It is expressed in the school's mission statement *Excellence and Enjoyment together in God's love*.
- Religious Education (RE) leadership is excellent. The headteacher, who is very experienced, has led the subject for many years. She is now working with a shadow RE coordinator who is gradually taking on more responsibility. It is given a high priority in the school.
- The governors are highly effective and offer strong support and challenge to the leadership team and the school.
- Collective Worship is both varied and of a high standard. It plays a key part in the daily life of the school.
- The chaplaincy team, which includes the parish priest, is a huge asset to the school, offering guidance and support to all. They are highly regarded by both staff and pupils as well as being thoroughly appreciated.
- Teaching is consistently good and much of it is outstanding. There is no teaching that is inadequate or requiring improvement.

- Assessment and recording are very effective and are given high importance. This ranges from immediate and constructive feedback in lessons to whole school tracking which is comprehensive.
- Attainment is high and the progress made by pupils is excellent.
- Inclusion is a strength of the school and the pastoral care of pupils, staff and parents is outstanding.
- All pupils experience professional singing training and the choirs are a feature of the school. These include a school choir, a staff choir and a parents' choir. They are now working towards Cathedral Choir status. A wide range of other extra-curricular activities promote pupil confidence and wellbeing.
- The school works in very productive partnership with a wide range of other educational institutions and communities including the Leeds Catholic Community of Schools (LCCoS).
- All areas from the last Section 48 inspection have been addressed.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

1. Continue to develop worship that is planned and led by pupils, creating clear expectations for the end of both Key Stage 1 and lower and upper Key Stage 2
2. Continue to develop the skills of less experienced staff, in order to develop teaching, knowledge and skills in both RE and Collective Worship, through
 - Continuing Professional Development (CPD)
 - Continuing the in-school support and mentoring
 - Sharing the outstanding practice that is happening within the school both in Collective Worship and in the classroom.

Information about this inspection

The Inspection of Holy Rosary and St Anne's 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. 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 2017).

The inspector reviewed in detail the following aspects:

- How successfully the school has addressed the points for improvement arising from the last inspection and the latest canonical review.
- The provision made by the school for Catholic Life, RE and Collective Worship.
- How children contribute to and benefit from the Catholic Life of the school.
- How well pupils achieve and enjoy their RE.

- The quality of teaching in RE and how well pupils respond to this.
- The RE curriculum and how well it promotes pupils' learning.
- How well children contribute to and benefit from Collective Worship in the school.
- Leadership and management and how well they promote and monitor the provision for Catholic Education at this school.

The inspection was carried out by one inspector over one and a half days:

- The inspector was given a tour of the school by the headteacher. This included a visit to the Sanctuary Garden.
- Teaching and learning were observed in five classes across both key stages
- A range of Collective Worship was observed including an act of worship prepared and led by pupils, a whole school act of worship led by the headteacher and an act of worship for Early Years Foundation Stage/Key Stage 1 led by the shadow RE coordinator.
- Interviews were held with the headteacher, the RE coordinator, the chair of governors plus two other governors, members of the chaplaincy team, pupils, parents, members of the teaching and support staff and the school business manager.
- A sample of work was scrutinised from every class along with evidence in other forms e.g. evidence of ICT – photographs, videos and PowerPoints - class mission statement books and class books evidencing the Catholic Life of the school.
- The RE coordinator's file and files for both Collective Worship and Catholic Life of the school were scrutinised. These all contained evidence of monitoring.
- A range of documents was made available and scrutinised including the Diocesan Self Evaluation Form (DSEF), the RE action plan and report to governors, the School Development and Improvement Plan (SDIP), canonical returns for the last three years, attainment and progress data, the marking policy, documents detailing action taken to meet targets from the previous Section 48 inspection and planning for both lessons and Collective Worship.
- Tracking data was scrutinised and discussed with the headteacher.
- Displays around the school and in classrooms were noted

Information about this school

- Holy Rosary & St Anne's Primary is a one-form-entry Voluntary Aided school in Chapeltown, an inner-city area in the north west of Leeds. Areas around the school are all characterised by very high levels of deprivation. It is an average-sized primary, numbering 210 pupils with a 52 place nursery (3yrs+) of which there are currently 32+ on role.
- 49% of children are Catholics, 53% girls and 47% boys.
- 80% of children live in an area classed as being amongst the 10% most deprived¹ in England. 45% of children live in an area classed as being amongst the 3% most deprived.

¹ Based on Index of Multiple Deprivation (IMD) (<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>)

- 26% of children are eligible for Free School Meals (FSM), compared to 18% for Leeds primary Schools and 14% for state-funded primary schools nationally. 49% attract pupil premium funding, compared to 25% nationally.
- 93% of children are from Black and Minority Ethnic (BME) backgrounds (predominately Black African and Black Caribbean), compared to 35% for Leeds primary schools and 32% for state-funded primary schools nationally.
- 65% of children have English as an additional language (EAL), compared to 21% for Leeds primary schools and 21% for state-funded primary schools nationally. 37 languages spoken by families.
- 33% of children have special educational needs (SEN), compared to 14% for Leeds primary schools and 13% for state-funded primary schools nationally. 1 child has an Education and Health Care Plan.
- There are 2 children who are Looked After (CLA).
- The proportion of pupils who join and/or leave the school at other than normal times is above that of schools nationally.
- The school has the School of Sanctuary Award and School Games Mark – Gold. It is currently working towards Cathedral Choir School status.
- The school has well-established partnerships with community children’s centres, Leeds Catholic Community of Schools (LCCoS), 2gether Cluster, Holy Rosary Church and St Anne’s Cathedral, 2 Teaching Schools, Trinity University and the Local Authority.
- Strong Inclusion and Chaplaincy Teams contribute significantly to pupils’ social, emotional, spiritual and moral education.
- There have been significant staffing changes and restructuring over last three years, particularly of support staff.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- A high value is placed on the Catholic Life of the school by all stakeholders. Pupils take a very active part in living the school’s mission in many different ways and in shaping religious activities in the school and the parish. These range from younger children being proud of individual responsibilities and their work to more formal responsibilities such as Mini Vinnies, prefects, the school council and the school choir.

- Four pupils have recently been appointed to the chaplaincy team in order to widen the opportunities for pupil evaluation and direction of the Catholic Life of the school. Pupil questionnaires for all pupils support this.
- The mission statement is central to the daily life of the school. One member of staff described it as being 'alive' in the school. It is in evidence around the building and it was regularly referred to throughout the inspection by different people. Each class has a dedicated mission statement book which evidences how they live out the mission statement.
- All pupils, from the youngest to the oldest, demonstrated respect and reverence in their approach to Collective Worship. They participated in different ways, such as lighting the candle, reading, answering questions and singing with great enthusiasm. Year 3 skilfully demonstrated their ability to plan and lead an act of worship for their classmates. Older pupils attend retreats led by the chaplaincy team and younger children are taken on church visits.
- The Personal, Social, Moral and Economic (PSHE) education of the pupils is of a high quality. Pupils are confident that their problems will be addressed and that they know who to go to if a problem arises. They are proud of their school and of the sense of family and welcome provided. They have a clear understanding of their own personal responsibility in helping to create this, for example they described enthusiastically how a new child would be welcomed by everybody. They also said 'We are all a team' when describing how older pupils help younger children. They work together with enthusiasm to support people who are in need, such as through the Good Shepherd appeal and the work of the Mini Vinnies.
- Relationships are excellent between all stakeholders. They are firmly rooted in respect for oneself and also for each other. A culture of community is very evident and this results in security for all. Evidence of this is found in the willingness of staff to ask others for guidance and the way the children work together. A member of the support staff described the teamwork in the school as 'phenomenal'.
- The school benefits from a very highly rated chaplaincy team who offer support and encouragement for staff and pupils. Some of the team are also governors and they are a visible and regular presence in the school.
- Pupils are highly appreciative of the opportunities they are offered both in and outside the classroom and they take full advantage of these. The school choir is one example of this as are the opportunities for debate and sport. The sense of confidence and well-being they achieve from these activities is carried over into lessons and daily life.
- The behaviour of the children is excellent. A lot of good modelling takes place - the staff providing good role models for all children and the older pupils providing good role models for younger children.
- Teachers have high expectations of each child and clearly know the capabilities and needs of each child in their class, including those with special educational needs. The progress that children make in their journey throughout the school is excellent.
- The pastoral care seen in the school is outstanding. This is seen in the care not only of the pupils but also of the parents and the staff. Many different stakeholders referred to the sense of 'community' and of 'family' as being one of the key strengths of the school. One of the roles of the school's business manager is the wellbeing of staff and there are several proactive measures in place to care for them.
- Currently all children follow a recognised programme for Relationship and Sex Education (RSE). A policy for RSE is in place but is due to be updated. The school is in

communication with the Diocese regarding this and are awaiting the publication of further resources.

- Parents highly appreciate the staff and the opportunities that are provided both for their children and for themselves. Examples of these are the help that they are given with individual problems including personal and social issues, a parents choir and a regular Friday coffee morning at which different opportunities are made available, such as singing, talks and so on. One parent said, 'If you feel a bit down, you go to the coffee morning and you come out with a smile on your face.'
- The environment clearly speaks of the Catholic nature of the school. The displays in the classrooms and around the school are of a high standard as are the designated spaces such as the Sanctuary Garden.
- The school is very involved in charitable outreach, making a big difference to both the local community and wider reaching needs. Examples of this are Fuel for School, Hearts and Hopes Calais Project and work done by the Mini Vinnies. One of the Mini Vinnies explained about the Winter Giving Appeal and how they 'give food to people who don't have any.'
- All leaders and governors are involved in monitoring and promoting the Catholic Life of the school. A comprehensive DSEF is in place and RE has a high priority on the SDIP. Further documentation evidences the monitoring and drive for improvement, for example the subject leaders file on Catholic Life, canonical returns for the last three years and an action plan to address the targets from the last S48 inspection.

RELIGIOUS EDUCATION

Religious Education is outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- Pupils make excellent progress in the school. From a very low starting point on entry, most of the pupils make above average progress. Attainment is already high at the end of both key stages but the school are ambitious to improve this. There is no significant difference in attainment in any of the groupings within Key Stage 1 although the gap widens a little in Key Stage 2. Quick action is taken, however, to address any underperformance.
- Teaching is consistently good and much of it is outstanding. Teacher knowledge is excellent in some cases. In-school support as well as CPD is used to develop and support teachers who are less experienced and this is having a positive impact. All teachers communicate high expectations to their pupils.

- Enthusiasm for RE is clearly demonstrated by the pupils. One pupil expressed appreciation for the way the teachers worked to bring their extra-curricular interests into their lessons, for example debating. They enjoy the opportunities for using ICT in RE and look on their RE lessons as distinctive. 'RE is mysterious. You always end up with a lot of questions,' was a comment from an older pupil.
- Behaviour in lessons is excellent. All children remain on task whether directly supervised or not and approach their work with enthusiasm.
- The school uses the Diocesan planning sheets but adapts them to suit their own pupils. A system of self-challenge is used where the pupils choose their own level of challenge. This is closely monitored by teachers and works very well, enabling children to stretch themselves and achieve at a high level. The use of driver words is pushing up attainment. Pupils know the driver words and can talk about what they are trying to achieve in their work.
- A wide range of strategies are used in the classroom to enrich the curriculum and to facilitate learning for all abilities and groups of pupils. Role play, debate, newspaper reports and paired work were some of the activities witnessed. In one class children were encouraged to think about a Passion play they were rehearsing to engage with the feelings of the different people involved in the Gospel they were studying. This was very effective.
- ICT is a feature of many lessons and children were enthusiastic about sharing the work that they had done in this area. They explained power point presentations, shared videos that had been made in their classes and discussed photographs that demonstrated many creative approaches, such as mindfulness walks.
- Support staff are well deployed throughout the school and are effectively used in RE lessons to enhance the learning. They use their own initiative, moving between pupils as necessary. They give feedback to teachers as part of lesson evaluations and feel both valued and supported.
- Work is differentiated and is of a high standard. A range of tasks and activities are evidenced in books and portfolios such as class mission books and class Catholic Life books. A floor book demonstrated the creative approach and wide range of tasks in EYFS.
- The school uses Quality First Feedback and this is an excellent tool. Seen in action in the classes, it ensures that pupils are rewarded instantly for good work and guidance is given for work that needs further attention while the task is still ongoing. Dedicated time for pupil reflection and improvement is given on a regular basis. This instant feedback is supported by comprehensive data tracking which is analysed and used in regular pupil progress meetings. Work is regularly moderated both in school and also within the LCCoS.
- The RE subject leader is both highly skilled and experienced. The support leader for RE is gaining confidence and expertise working under her direction and is becoming increasingly confident in her role.
- A recognised scheme of work, The Way, the Truth & the Life, forms the basis for the curriculum but this is adapted and developed to suit the needs of the school.
- Leaders and Managers operate a rigorous monitoring scheme including lesson observations, learning walks and work scrutinies. The lesson observations are detailed and can lead to a personal programme of improvement for individual teachers. These are then revisited at a later date to ensure progress. An action plan is in place to address any areas for improvement and to ensure continued high quality. Reports are regularly made to governors.

- The chaplaincy team support the teaching of RE in many ways, offering advice and expertise to individual teachers.

COLLECTIVE WORSHIP

Collective Worship is outstanding

How well pupils respond to and participate in the school's Collective Worship	2
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- The quality of Collective Worship provided by the school is of a high standard. Pupils of all ages are engaged and responsive and exhibit a calm and prayerful approach. Pupils contributed well to worship in different ways – reading, symbolic action, discussion, prayer and singing. Their singing was excellent and is clearly a strength of the school, all pupils joining in with great enthusiasm.
- Living in a praying community has a huge impact on pupils. It is evident in their behaviour and relationships and they clearly understand their individual responsibility as followers of Jesus. This is encouraged in all Collective Worship as all acts of worship finish with a mission for the pupils. This took different forms in the worship observed, for example a challenge from Pope Francis for the whole school, a challenge to be a Good Samaritan for EYFS and KS1 and in pupil led worship in Y3, pupils were asked to write or draw a reflection based on the theme of the worship.
- Pupil led worship is a feature of the school and is good but needs to be developed further to ensure a continuous progress as pupils move up through the school. Experience of different forms of prayer will help them to develop their responses and also variety within their worship. Pupils are justifiably proud of their work so far, however.
- There is a great deal of experience in the SLMT, the governors, the chaplaincy team and some of the staff and this is used to great effect. The school recognises the need to develop the skills of less experienced staff in planning and leading Collective Worship. This, in turn, will enable pupils to develop their own skills in planning and leadership.
- The provision that the school makes for Collective Worship is excellent. It is given a high priority in the school and is central to the life of the school and to the lives of the staff and pupils. They are offered a wide variety of opportunities including daily prayer, liturgies, assemblies, Masses and retreats. These are well supported by governors and the chaplaincy team. Sensitivity is always shown to the different faith background of many of the pupils while never compromising the Catholic nature of the worship and the school.
- The purpose and direction of the Collective Worship offered is clear. Themes of worship follow the liturgical year and activities in school such as Sanctuary week and Black History month. The school understands the need to develop a clear overview

of all the themes used annually in order to ensure continuity and build on what is already offered.

- There are many opportunities for parents and carers to attend worship and to form part of the praying community. The majority of parents are very appreciative of school's role and support. One parent described the support given as 'absolutely fantastic' and went on to praise in particular the support of parents who were struggling in some way.
- Parents and carers are also included in other ways, such as the weekly Wednesday Word, RE newsletters, the travelling rosary and dedicated questionnaires.
- Leaders and governors are highly effective in promoting, monitoring and evaluating Collective Worship. The combination of a highly skilled SLMT, an experienced and creative chaplaincy team and a strong governing body ensure that Collective Worship is a high priority and stringently monitored for improvement. Monitoring is both formal and informal. The chaplaincy team conduct formal appraisals of worship but also use their frequent visits to school to informally note strengths and any issues that need addressing or ways in which they can help.
- All leaders provide good role models for the pupils and less experienced staff when planning and leading Collective Worship. They have a thorough understanding of the liturgical year and are creative in the different ways in which they plan worship for the various ages within the school.
- The school has close links with the parish. Activities take place in both Holy Rosary Church and St Anne's Cathedral, for example an annual passion play is presented by Y4, Masses are held in Holy Rosary and the choir performed in St Anne's. Parishioners come into school on a voluntary basis to hear readers.