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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 SPIRIT CATHOLIC PRIMARY SCHOOL
Bath Road, Heckmondwike WF16 9EA

School URN

107748

Date of Inspection and OE
grade

5th/6th November 2015 Grade 2

E-mail address

head.holyspiritps@kirkleeseducation.uk

Chair of Governors

Mrs Tracy Rider

Headteacher

Mr John Cooper

RE Subject Leader

Mrs Louise Jefferson

Date and grade of last S48
inspection

1st/ 9th December 2010 Grade: 2

Section 48 Inspector

Mrs Alixena Lubomski

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

1

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good Catholic school.

- Under the leadership of its dedicated Headteacher, Holy Spirit Catholic Primary School is a reflective, spiritual community that works very hard to help all of its pupils to know God and feel His presence in every aspect of their lives.
- The school's Mission Statement has been reviewed, as recommended during the previous inspection, but further planning needs to be done, involving all stakeholders, to ensure that it is fully implemented.
- Pupils make an outstanding contribution to the Catholic Life of the school.
- Steady progress is made by pupils in Religious Education (RE) throughout the school and attainment is broadly in line with national expectations.
- Assessment in RE takes place regularly and the resulting data is starting to be analysed in depth by the leaders and managers.
- Judgements concerning levels of attainment in RE are subject to regular moderation procedures by staff with guidance from the experienced RE Leader.
- Pupils' responses and levels of participation in Collective Worship (CW) are outstanding.
- Pupils are being given regular opportunities to plan and lead whole school CW. To increase the number of pupils developing these skills, school should consider developing CW within the classrooms.
- The teaching of RE is good with some outstanding practice in place.
- Staff subject knowledge is good overall and this has had a very positive effect on the pupils' enjoyment and enthusiasm for their RE lessons.
- Pupils are not given regular opportunities to respond to feedback about their progress in RE in the majority of classes.

- Curriculum provision regarding the study of other faiths is embedded in the school's annual long term plan.
- The policy and provision for sex and relationships education (SRE) is reviewed by staff and governors annually.
- The promotion of Catholic Education by the school's governors, leaders and managers is good.
- The recently appointed parish priest is a regular visitor to the school and home/school/parish links are very strong.
- RE has a very high profile in the school and has a visible impact on the moral and spiritual development of the pupils.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Ensure that the future development of the Catholic Life of the school is recorded in the school improvement plan as the most important priority for the school.
- Embed a rigorous system for the monitoring and evaluation of teaching and learning in RE in order to close the gap in attainment between RE and English/Maths.
- Provide all stakeholders with an opportunity to reflect on how the school's reviewed Mission Statement is lived out in the daily life of the school.

Information about this inspection

The Inspection of Holy Spirit 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 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).

During the inspection the inspector observed parts of RE lessons in five of the classes, including a joint observation with the Headteacher. The inspector observed one whole school Collective Worship, attended Mass with the whole school and had seven discussion meetings with the head, RE leader/deputy head, pupils, governors, parish priest and parents. In addition, a comprehensive range of documentation about the Catholic Life, CW and RE of the school was scrutinised including pupils' books, assessed work, pupil tracking information, policies, school development plan which included the RE action plan, minutes of governors' meetings, minutes of Senior Management meetings and Sacramental Preparation information.

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 children contribute to and benefit from the Catholic Life of the school.
- The quality of the teaching and marking and the responses the children make to that teaching.
- The extent to which the RE curriculum promotes' learning for the different groups

across school.

- The quality of CW.
- The quality of the leadership and management, especially in the way they promote, monitor and evaluate the provision of Catholic Education.

Information about this school

- Holy Spirit Primary is an average sized, single-form entry Catholic primary school which serves the parishes of the Holy Spirit RC Church, Heckmondwike and Our Lady and St Paul of the Cross, Cleckheaton.
- 6% of the pupils are supported at school action plus and 1% have a statement of special educational needs.
- 9% of the school population have English as an additional language (EAL) and this percentage is rising steadily due to new families moving into the catchment area from outside of the UK.
- 80% of the pupils are Catholic, 11% have another Christian denomination and 9% are from another faith backgrounds.
- There are 8 full time teachers and 2 part-time 7 of these teachers are Catholic and 6 of them hold the Catholic Certificate for Religious Studies.
- The Headteacher and RE Leader regularly attend Diocesan training and local cluster events to share good practice with their colleagues.

Full report – inspection judgements

Outcomes for individuals and groups of pupils are outstanding.

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
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.	1

- Pupils across the school lead and take responsibility for shaping religious activities in the school and the wider community. They do so with skill, confidence, enthusiasm and a great sense of pride. During discussions with the inspector, pupils eloquently explained the processes that the well-established Pupil Liturgy team go through when they are preparing to lead whole school liturgies on a weekly basis. The pupils were adamant that even though this planning takes place at lunchtimes, it is a very important use of their time.
- Pupils are able to talk about how the school staff provide support and guidance in developing their spiritual, moral, social and cultural knowledge, skills and understanding. They described how they welcome and look after new children that join the school in Reception and throughout the other year groups. They showed great compassion for children in the school who have additional needs.
- During lessons and in CW, pupils are given frequent opportunities to sit quietly and reflect. Pupils in Year 2 shared their ideas about heaven and asked to pray for their friends and family members who had died. Their contributions were received by their peers in a spirit of mutual respect and support.
- Relationships within the school reflect the school's current Mission statement

‘Praying, Learning, Treasuring God’s World, Creating Community’. The inspector witnessed pupils making peace with each other during outdoor playtimes, with and without the guidance of an adult.

- By the time children reach the end of key stage two, they are achieving standards in line with national expectations and some are above the average. No groups make inadequate progress.
- Across the school, the pupils concentrate well in their lessons and show an enthusiasm for their learning in RE. They described their RE lessons as being more challenging than other lessons because they have to “think more deeply” as they progress through the school.
- Pupils across the school demonstrate the very positive effect of living and learning in a praying community. Year 1 demonstrated a good knowledge of formal prayers during the whole school Liturgy. Year 5 pupils were excellent role models for the younger pupils during the Mass of Remembrance.
- Pupils consistently treat others with high levels of respect in the classrooms and outside in their play. In Year 6, pupils listened attentively to each other and spoke clearly when discussing the story of ‘The Prodigal Son’. Some of the children gave examples of when they had felt angry and jealous in their own lives and how they dealt with these feelings.
- As they move through the school, pupils are encouraged to develop and express their own opinions. In Year 4, pupils felt well supported by staff and their peers as they shared their examples of situations where people have to trust others. They began to make links with stories from the Bible which demonstrated people’s trust in God. The Year 6 pupils showed high levels of knowledge and understanding through their responses to tasks set about the theme of Justice.
- From their earliest days in the school, high expectations are set by the school with regard to pupils’ participation in daily CW. The inspector witnessed their abilities to show reverence, to be reflective and to express joy during a Mass of Remembrance in Holy Spirit Church. Pupils solemnly joined in the Mass responses, confidently led the readings and prayers, laid poppy wreaths at the altar during the bidding prayers and praised God through their joyful singing.
- The pupils demonstrated a good understanding of the key events in the Church’s year. They gave positive descriptions of their participation in Nativity plays, Easter Liturgies and opportunities to pray the Rosary as they moved through the school.
- Older pupils spoke enthusiastically about their experiences of the sacramental preparation programme, staff reported that an increasing number are taking part in the school-led programme each year.
- The school provides many opportunities for the pupils to celebrate and display their sporting and musical talents across each year. The musicians in particular use their gifts to enhance the school’s Liturgies and some represent the school in the Diocesan Choir .

The provision for Catholic Education is good.

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.	1

- Teaching of RE is mainly good, some is outstanding but none is inadequate. Where teaching is strongest teachers have good subject knowledge, pupils’ tasks are matched well to their ability and they are active, engaged and inspired by what they

are doing. Scrutiny of RE books across the school showed steady progress being made in RE by all pupils. Success criteria is used effectively in some classes to develop independent learning skills. Work is marked in line with the current school policy but the majority focuses on affirming how well the pupils have met learning objectives and does not clearly provide them with their 'next steps'. School leaders acknowledge that this is an area for development.

- The school uses the diocesan approved scheme "The Way, the Truth and the Life" as a basis for their teaching. In the best lessons creative teaching methods are motivating pupils to think deeply before they respond to questions or tasks given to them. It is particularly effective in engaging the pupils with additional needs. Year 3 pupils responded enthusiastically to being asked to write a recount of the 'Annunciation' from Mary's perspective. The majority of them successfully rose to the further challenge to make links between Mary's beliefs and her response to the Angel Gabriel's announcement.
- Children in the Reception class added their photographs to a tree which showed them all as part of God's family and celebrated God's love through their enthusiastic participation in an action song. Pupils in Year 2 reflected on 'Heaven' in a darkened room lit by a candle, before they wrote their own poems. In Year 6, the teachers used 'Godly Play' resources to bring Bible stories to life and to help pupils of all abilities and levels of spoken English to access the planned learning.
- Pupils across the school are becoming increasingly familiar with the 'I can' statements as an aid to the assessment of their progress. The subject leader has given particular support to her Early Years colleagues by writing additional statements for the Early Years RE curriculum.
- Teachers' marking affirms pupils' progress but needs to be enhanced further to ensure that pupils are clear about their 'next steps'.
- Assessment of progress in RE is well-established in the school. Staff moderate assessed work, as part of the school's monitoring calendar, under the guidance of the subject leader.
- Teaching Assistants are effectively deployed across the school in a number of ways. They are most effective when they are taking a leading role in group activities and where they work on a one-to-one basis with children who find it harder to access the curriculum independently.
- Pupils learn about other world faiths as part of their RE curriculum. Year 6 pupils enthusiastically reported to the inspector about the assembly that they recently presented to the whole school on the topic of Eid. Pupils from other year groups confirmed that it was very informative and helped their understanding of this Islamic celebration.
- The quality of Collective Worship in the school is outstanding. The inspector witnessed whole school and some class worship, pupils participated prayerfully and expressed their joy and thanksgiving through formal and informal prayer and singing. Senior staff currently lead the school's monitoring and review of CW and they recognise that other teaching staff need further training in order to raise their confidence and skills to help the pupils plan class CW on a regular basis.
- Opportunities are sought to involve families and parishioners in the CW wherever possible and parents reported that they felt very uplifted and welcome during these events.
- Pupils have an excellent awareness of all the key liturgical seasons and celebrations of the Church's year. Their experiences of CW are well supported by informative displays and age-appropriate religious resources on the prayer tables throughout the school.
- Pupils spoke with pride and enthusiasm about their involvement as part of the Liturgy Team. The school's 'Lantern Room' has given classes and smaller groups a very special place to gather for Class Masses and small prayer groups.

- The school 's Education in Personal Relationships' programme has become well embedded in the school's curriculum since the last inspection. The parents stated that they were well informed and were working securely in partnership with the school in this area of the children's development.
- The school has had strong links with Catholic Care over time. The staff and pupils value this additional dimension to the school's pastoral care.

The Leadership and Management are Good.

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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- Key areas for improvement that were identified on the previous S48 inspection report have been addressed in all four areas by the school.
- Following the previous inspection, the Mission Statement was agreed by all stakeholders and this has been reviewed again in recent months. The explicit Catholic nature of the statement needs further promotion and reflection on by all stakeholders.
- Governors are well informed about developments in the Catholic Life and RE teaching and learning within the school. However, areas requiring improvement should be clearly evidenced as the number one priority in the school's development plan. The new Chair of Governors is keen to support recently appointed governors in becoming familiar with their roles in relation to the school. Termly reports from key staff identify strengths and areas to develop in the Catholic Life of the school. Minutes of meetings confirm that the governing body is providing suitable support and challenge to the school's leaders. Questions are asked about the current quality of teaching in RE, how the school's leaders plan to further raise standards and the impact of staff training.
- The Parish Priest is a highly regarded member of the school community, he is welcomed warmly by pupils and staff. He regularly celebrates the Eucharist with class groups and the whole school and has become a Foundation Governor for the school.
- The school has a very knowledgeable RE leader. The school's provision is benefitting from her close collaboration with diocesan colleagues. She shares the school's good practice and brings new ideas back into school to further enhance the pupils' experiences.
- Meetings with the school's governors, leaders and managers clearly demonstrated their deep commitment to the Church's mission in education. They have high aspirations for all pupils in their care, in all aspects of their lives, and show a good understanding of the school's strengths and areas for development in RE and CW.
- The monitoring of RE teaching, progress in RE and pupil interviews are features of the school's annual monitoring schedule but this needs to be a more rigorous process. Leaders and managers need to focus on the progress of different groups across the school and provide staff with more regular feedback in order to accelerate pupils' progress.
- Tracking of RE assessment data is embedded in the school's processes. Last year's end of key stages data was analysed in more detail than previously with the identification of the attainment of different groups. This good practice needs to now become embedded in the school's self-evaluation systems.

- Parents and staff are especially appreciative of the social, spiritual and emotional support provided by the Headteacher and the staff team. Families who are new to the area and country were keen to acknowledge their positive experiences of welcome from this Catholic community.
- Parents also reported that the school is a happy, welcoming place where children are encouraged to fulfil their potential in all areas of their lives. They expressed their pride that pupils from Holy Spirit School are recognised within the local community due to their caring, polite and respectful behaviour.
- All canonical and statutory responsibilities are fulfilled by the school's leaders and managers.