

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

**CANON LAW 806
FINAL INSPECTION REPORT
INCORPORATING
SECTION 48**

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL
LADY PIT LANE
LEEDS
LS11 6RX

School URN	108025
Date of Inspection and OE grade	22 nd -23 rd June 2016 Good
E-mail address	julie.mcgrath@beeston-st-francisassisi.leeds.sch.uk
Chair of Governors	Mr P Murphy
Headteacher	Mrs J McGrath
RE Subject Leader	Mrs J Broughton
Date and grade of last S48 inspection	4 th -5 th July 2011 OE-Good
Section 48 Inspector/s	Mrs M.T Bannister

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

1

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good school with outstanding features.

- St Francis of Assisi Catholic Primary School Beeston is a good school with many outstanding features, where different faith groups give a personal witness to the Gospel values.
- All leaders have a clear vision of improvements in order to make St Francis of Assisi outstanding overall in the near future.
- The school's mission statement "To live, love and learn as the family of God" is lived out in the day-to-day life of the school.
- The clearly held and articulated vision is driven by the leadership of the school and is shared and consciously supported by the whole staff team.
- Collective Worship (CW) is central to the life of the school and is a key part of all school celebrations.
- The Parish Priest is a member of the governing body and a regular visitor to school working closely with the dedicated team of staff.
- Staff morale is very high and all have high aspirations of providing a supportive and caring atmosphere, which meets the needs of all pupils.
- The majority of teaching is good, a large majority of the lessons are outstanding and none are inadequate. Most teaching assistants are used effectively to support learning for all groups of pupils.
- Pupils are proud of their school and are polite and helpful to all visitors. Their behaviour is outstanding. They feel safe and secure and know who to go to if they have a problem. They readily take on responsibilities and care for each other.
- Pupils appreciate the learning in RE lessons and say that they are fun and they want to share their learning at home with their families.

- Pupils are very enthusiastic about their learning and contribute effectively in class discussions and debate during RE lessons.
- The school works collaboratively with the Catholic Compass Partnership.
- Attendance is consistently higher than national average.
- All Leaders, governors and managers lead by example, giving personal witness to gospel values and are an inspiration to all within this school community.
- The school's RE curriculum conforms to the Bishops' Conference requirements and all canonical and statutory duties are fulfilled.
- Issues identified for action from the last inspection have been addressed.

What the school needs to do to improve further.

- Develop the confidence and independence of all pupils to plan and deliver prayer and acts of worship.
- Implement in RE the outstanding assessment practice which exists in other subjects to ensure teachers of RE use marking and feedback to give all pupils the opportunity to respond to developmental marking which is effective in improving their work and develop consistent moderation in RE across all year groups to ensure accuracy of assessment judgements.
- Through continued regular observations ensure that teachers use support staff in the classroom to target those groups of pupils who are at risk of under achieving.
- Continue to develop and embed creative opportunities in RE to further enhance the curriculum.
- Further develop the role of the governing body ensuring new governors access relevant training from both the Catholic Compass Partnership and the Diocese.

Information about this inspection

The Inspection of St Francis of Assisi 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 2012).

1 inspector carried out the inspection over a period of 1.5 days. A sample of 5 RE lessons and 4 acts of CW were observed including one from each key stage and one whole school celebration. Meetings were held with the Headteacher, RE subject leader, pupils, parents and governors. A comprehensive range of RE /worship/Catholic Life monitoring and self-evaluation school documentation was scrutinised. This included the school's RE planning, assessment and pupil progress tracking systems, together with a scrutiny of pupils' English and RE books. The School Development Plan (SDP) /RE plan, minutes of the governing body, the Headteacher reports to the governing body were also sampled. Digital evidence was also scrutinised including the school website.

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous S48 inspection has been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of teaching and the extent to which pupils achieve, make appropriate progress and enjoy their learning in RE.

- The quality of CW provided by the school and how well pupils respond.
- The effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and developing Catholic Education at St Francis of Assisi by establishing the accuracy of the school's self evaluation.

Information about this school

- St Francis of Assisi, Beeston is an average sized one-form entry Catholic primary school with a nursery that currently has 224 pupils on roll. The pupil admission number (PAN) is 25. Pupils are taught in 7 single age classes. 66% of pupils are baptised Catholics.
- 37% of the school population are supported at school action plus. There are no children with an Educational Health Care Plan
- The school has 40% of the school population in receipt of pupil premium funding. The proportion of pupils for whom English is an additional language is above national average. 79% of the school population are EAL, which is a significant rise since the last inspection. A total number of 22 languages are spoken across the school.
- St Francis of Assisi serves the area of Beeston and Holbeck of Leeds and is part of the amalgamated parish of St Maximilian Kolbe.
- St Francis of Assisi works closely with the other parish sister school and also with the Catholic Compass partnership of schools within Leeds.
- St Francis of Assisi is a diverse school community which is made up of many ethnic backgrounds.
- There are 7 full time Catholic teachers of which 6 hold the CCRS or equivalent.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are good

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.	2

- The outcomes for pupils at St Francis of Assisi are good. A strong Catholic ethos permeates the whole school with a strong sense of belonging experienced by all connected to the school.
- Pupils take a lead and a responsibility for shaping activities with a religious character.
- The pupils are confident to express their own beliefs and views and are passionate in responding to the needs of others beyond their school community.
- Pupils take full advantage of opportunities the school offers for their personal support.
- Pupils described how they care and look after new children that join the school in Reception class and throughout the other year groups.
- Standards in the final key stage are high as evidenced through the internal tracking systems. Results for 2015 for Key Stage 1 were 93% at level 2+ and 85% for level 4+. Progress data for 2016 suggest that these standards have been maintained.

- All pupils are nurtured by all members of the school community thus putting the school's mission of "To live, love and learn as a family of God" into practice. The vision is articulated as all members of the school community act as role models to each other.
- All pupils treat each other with a high level of respect and fully understand the consequences of unacceptable behaviour.
- Most pupils concentrate and generally apply themselves well in lessons.
- Pupils enter foundation stage with attainment in RE well below expected level and pupils make good progress through good teaching and clear differentiation.
- In most classes the best use of the marking code provide pupils with challenge and next steps in their learning.
- Progress in RE is the same as reading and writing however consistent moderation needs to take place across all year groups to ensure accuracy of assessment judgements.
- Tracking shows that most groups of pupils make at least good progress but teachers need to use extra support in the classroom to target those groups of pupils who are at risk of under achieving.
- In most classes pupils concentrate very well, enjoy their work.
- Pupils are respectful and are able to express with maturity their own beliefs and have a strong sense of their personal worth. They are sensitive to the needs of others.
- Pupils take the lead in shaping the Catholic nature of the school. Pupils participate fully in leading the school with charity work through the school council and the proactive Mini Vinnie group.
- The school's charitable works include CAFOD, McMillan coffee morning, the refugee crisis and raising funds for the annual Good Shepherd Service held in Leeds Cathedral.
- Pupils enjoy RE lessons and their depth and understanding is thoughtful and reflective.
- Pupils use the recently introduced 'Wednesday Word' for whole school and class based worship.
- Behaviour of all pupils in CW is reverent and respectful. Worship is meaningful and they reflect in peaceful silence. Pupils show a respect for one another.
- Pupils act with reverence and participate and are beginning to lead acts of worship with increased confidence.
- A newly developed outside prayer garden provides the whole school community opportunities to deliver acts of worship outside. All pupils have been involved in the formation of this and are proud of their work.
- Pupils have a good understanding of the Church's main seasonal celebrations.

The provision for Catholic Education is Outstanding

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	1

- Teaching is mainly good, some is outstanding but none is inadequate.
- RE lessons are well planned and in some lessons there is a good use of resources including technology to maximise learning.
- Teachers display strong subject knowledge and this is applied in most classes to challenge pupils. Success criteria are used effectively in some classes to develop independent learning skills. All teachers displayed a strong subject knowledge that inspires pupils and contributes to good progress.

- In the most effective lessons teachers make use of driver words and use a variety of teaching strategies including talking partners to good effect.
- Marking of RE books is in line with the school's marking and feedback policy. In most year groups developmental marking is evident and clearly identifies the next steps in learning. Pupils are given opportunity to respond to this marking in order to improve their work. This needs to be developed across all year groups.
- St Francis of Assisi uses the Diocesan approved RE scheme 'The Way, the Truth & the Life', (TWTL). Regular monitoring and evaluation of judgements need to take place with the parish sister school and the Catholic Compass to ensure standardised judgements.
- All classrooms have vibrant displays, which reflect learning and a focal point, which enhance the religious life of the school.
- Achievement and the contribution of all pupils is celebrated and praised.
- Pupils sing with enjoyment and take full advantage of the quality music provision delivered by the Diocese of Leeds singing programme.
- The school has a dedicated team of support staff who work closely with class teachers. Teaching assistants are effectively deployed across school in a number of ways. They are most effective when they are taking a leading role in group activities or where they work on a one-to-one basis with children who find it harder to access the curriculum independently. Tracking shows that most groups of pupils make at least good progress but teachers need to use extra support to target any vulnerable groups of pupils.
- The school has a learning mentor who organises nurture groups to support pupils to overcome barriers and enrich their learning.
- The RE curriculum is imaginative and stimulating and provides opportunities for social, moral, spiritual development of all pupils.
- The governing body have approved an appropriate Education for Personal Relationships (EPR) in line with diocesan guidelines. The school have adopted 'In the Beginning'. Parents are happy with the way in which this is taught and are involved in the process.
- The Parish Priest is a popular and regular visitor to the school. He celebrates class Masses during Lent and whole school Masses are celebrated in the Parish Church.
- The Parish Priest works closely with the school to further strengthen strong school parish links.
- The school is developing a more creative approach to RE to supplement the Diocesan scheme.
- Pupils learn about other faiths and have a respect for the major celebrations. Pupils also visit places of worship outside school. The school allocates 6 dedicated days to other faiths each academic year.
- CW is given high profile and is well resourced.
- Pupils' liturgical formation is well planned to their faith background and shows progression from their earliest years.
- CW is inclusive and accessible for all pupils of all faith backgrounds.
- CW is at the very heart of the school and the themes chosen provide all within the school community to reflect on the Church's mission. The pupils reflect upon events in the world and how this impacts on their everyday life.
- Parents agree that the school is a welcoming community which is always striving to provide the best quality Catholic education. There are lots of opportunities for parents to be involved in the Catholic Life of the school. Parents say they are always welcome in the school and are invited to Masses, liturgies and assemblies.
- Parents commented on how they felt welcome and inspired by attending acts of worship.
- The school's RE curriculum meets the Bishop's Conference requirements.

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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- Leaders and governors are deeply committed to the Church's mission in education. With the Parish Priest, school leaders are effective in shaping the direction of Catholic Education in Beeston. The school plays a key role in supporting the parish and local community.
- The school has addressed key areas for improvement that were identified on the previous S48 inspection report.
- The school uses effective practice with other schools through partnership working.
- All leaders are fully aware of the major strengths of the school and any areas for development.
- All staff are fully committed and passionate about the school. The newly created Mission statement underpins the Catholic ethos of the school. This is lived out each and every day.
- The governors are fully aware of their responsibilities and are supportive but also act as a critical friend to the school and hold the Headteacher and senior staff to account. They are fully involved in the self-evaluation of the school, which includes monitoring, and the rigorous analysis of data.
- There is a clear programme of monitoring and evaluation relating to provision and outcomes and the strengths and areas to develop are discussed and reviewed.
- Through regular and well planned monitoring leaders have identified marking as a development point. Challenge activities are provided in order for pupils to progress and deepen their learning.
- The school is developing a more creative approach to RE including the use of technology to maximise learning and enrich the RE curriculum provided by the school.
- The drive and vision of the Headteacher and experienced RE Co-ordinator has an outstanding impact on the lives of the pupils and their families.
- This is a school which knows itself very well. A detailed SDP is in place and is diligently being acted upon.
- Progress in RE is the same as reading and writing. Leaders need to further develop consistent moderation across all year groups and through partnership working to ensure accuracy of assessment judgements.
- Through continued regular observations leaders need to ensure that support staff work effectively in the classroom to target those groups of pupils who are at risk of under achieving.
- Leaders need to continue the work around marking and feedback so that all pupils are given the opportunity to respond to developmental marking in order to improve their work further.
- Leaders through a rigorous and well planned monitoring timetable need to identify good and outstanding practice and develop this throughout the whole school both in RE lessons and child led Collective Worship.
- The pupil data tracking systems enables class teachers, Senior Management Team (SMT), to identify gaps in learning. The whole school mapping grid for RE enables the RE leader to identify the need to support specific groups particularly around boys achievement.

- Leaders ensure that RE forms part of the dialogue of pupil progress meetings where individual or groups of pupils are identified and strategies are put in place to overcome barriers to learning.
- Leaders have identified the need to involve pupils fully in collective worship and have taken steps to develop this through the introduction of the 'Wednesday Word' and the introduction of peer group worship within Key Stage Two.
- Foundation governors ensure that RE, Worship and Catholic Life are at the core of the school's curriculum.
- All staff fully embrace the school's mission and fully understand their role in promoting the Catholic Life of the school.
- Governors are fully involved and conduct regular visits to the school. They are engaged with school leaders in formulating and monitoring the RE action plan and evaluating the school data. They ensure that RE and the Catholic Life of the school is given high profile at governing body meetings.
- The Parish Priest works effectively with relevant staff in planning for celebration of liturgical events and is a key member of the RE committee.
- Parents are highly supportive of the school. They appreciate the social, emotional and spiritual support provided by the Headteacher and the school team. Families new to the school and the country acknowledged their positive experiences of welcome from the whole of this Catholic community.
- The governing body have a collective view that the pupils within this caring school are at the heart of all decision making.
- Governors ensure that the school's RE budget is appropriately monitored in order to meet the priorities identified in the RE/Catholic Life action plan.
- All canonical and statutory responsibilities are fulfilled.