

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION
ST PATRICK'S CATHOLIC PRIMARY SCHOOL
George Avenue Birkby
HD2 2BJ

School URN

107750

School DfE Number

382/3401

E-mail address

office.stpatricksbirkby@edukirklees.net

Chair of Governors

Rev. Father Ian Smith

Headteacher

Mr. Harry Rowan

RE Subject Leader

Miss Katie McKenzie

Date of Inspection

12th-13th December 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.

1

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

1

LEADERS AND MANAGERS

1

Summary of key findings:

This is an outstanding school

- The involvement of pupils in the religious life of the school and community is impressive and singing plays a major role in the Catholic Life of the school.
- As pupils move through the school they gain an impressive knowledge of religious terminology. They show an excellent understanding of kingdom values.
- Children's behaviour is extremely good, and members of the public often comment favourably, on school visits.
- Teaching is consistently good with many outstanding elements.
- The RE curriculum provides excellent opportunities for Education in Personal Relationships (EPR) and spiritual and moral development.
- Voluntary prayer time opportunities are well-attended by pupils, parents and staff. The before-school Advent prayer times help everyone 'find silence in the noise' and 'light in the dark'.
- A key element in the success of St Patrick's school federation is the calibre of distributed leadership in the Senior Leadership Team.
- There are strong links between the school, parish and home and parents praise school's communication, especially the school's website.

What the school needs to do to improve further.

- Continue to improve the quality of assessment in RE throughout the school by working in collaboration with the All Saints Pyramid to enhance staff confidence and expertise in assessing, target setting and jointly moderating the Levels of Attainment in Religious Education.

- Enable more pupils undergoing personal loss, to benefit from bespoke guidance and support by:
 - ❖ providing a planned bereavement programme during the school day;
 - ❖ involving pupils in planning and creating an area for 'Remembrance' in the stunning, newly-imagined forest area.

Information about this inspection

The Inspection of St Patrick'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 Religious Education (RE);
- how well pupils respond to and participate in the school's Collective Worship (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 6 RE lessons and 4 acts of Collective Worship, were observed in full, including two voluntary Advent prayers, a KS2 class and a whole school Collective Worship led by year 5. Meetings were held with the Headteacher, staff (teaching and support), governors, priests, parents, pupils and the school council. A comprehensive range of RE/Catholic Life of the school monitoring and assessment documentation was scrutinized, including moderated pupil RE work folders and workbooks.

Information about this school

- St Patrick's is larger than the average-sized Catholic primary school situated near the centre of Huddersfield and is federated with Our Lady of Lourdes Catholic Primary School, both serving the parish of the Holy Redeemer.
- The Headteacher is executive head of both schools and there is a single governing body.
- Approximately half the pupils are of White British heritage. The remainder come from a wide range of ethnic backgrounds. Most pupils speak English as their first language.
- There are 402 pupils on roll, of whom 73% are of the Catholic Faith.
- The proportion of pupils supported through school action is below the national average as is the proportion of pupils supported through school action plus or with a statement of special educational need.
- An increasing number of pupils join or leave the school other than at the usual times.

- There are 19 teachers on the staff (f.t.e.). There is a commitment to study for the Catholic Certificate in Religious Studies (CCRS) in the near future. There are 21 teaching assistants (including bi-lingual) and 0.2 support from a Catholic Care worker.

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.	1
How well pupils respond to and participate in the school's Collective Worship.	1

- The involvement of pupils in the religious life of the school and community is impressive and the choir in particular play a major role in the Catholic Life of the school. Pupils are immersed in vocal development and encouraged to sing for enjoyment and praise. Notably for the Pope's visit, on radio and at the Cathedral.
- Pupils are alert to the needs of others, seeking justice for all within and beyond the school community. They are pleased to raise funds for CAFOD and The Good Shepherd appeal and encourage others to donate baby items for the Gianna appeal.
- Pupils readily take on responsibilities, acting as buddies, Play Supervisors and as members of gospel teams. Older pupils made 'Travelling Cribs' which are enthusiastically welcomed into younger children's homes.
- As pupils move through the school, they gain an impressive knowledge of religious terminology. They show an excellent understanding of kingdom values.
- The youngest children were learning that angels are messengers. The children spread the 'good news' by taking an angel they had made to each class. One message proclaimed: 'Jesus is The King of Peace'.
- In RE lessons, pupils enjoy being in role and freeze-frames and videos are undertaken by the pupils, to record their learning. Interactive displays are a key feature at St Patrick's including the emotive 'hunger cloth'.
- Most pupils are expert at making links. One year group enjoyed a 'Christmas around the World' day, learning the religious significance of traditions, for example sharing the Polish 'Oplatki' wafer, then posting photographs on the website to share their learning.
- The oldest pupils recognise that Nelson Mandela promoted 'Kingdom' values throughout his life. They were inspired to write letters, their own visions, speeches, posters and power-points including gospel links, and reflected to the African song 'Shosholozu' which a pupil had located during homework.
- Children's behaviour is extremely good, and members of the public often comment favourably, on school visits.
- 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 and vulnerable pupils make exceptional progress.
- Pupils write their own prayers, with confidence, for example the impressive 'Journeying through Advent Together' reflections, written by KS 2 classes and illustrating their familiarity with the 'rhythm of prayer'.
- Pupils regularly prepare and lead acts of worship with great enthusiasm.

- They have a good understanding, appropriate to their age and capabilities, of the Church's main seasonal celebrations and enjoy performing Advent and Easter Liturgies.
- The dramatic use of choral speaking, emotive contrast between the dark and the light, expressive liturgical dance, impressive solos and choir, stunned worshippers at the Advent Assembly and all will remember the hilarious power-point about secular preparations for Christmas. As a governor said, "Children seeing your talents MAKES Christmas for all of us!"

The provision for Catholic Education is outstanding.

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

- Children benefit from the excellent provision in Early Years Foundation Stage, making good progress from their varied starting points.
- Teaching is consistently good with many outstanding elements, due to teachers' excellent subject knowledge, thoughtful planning, based on assessed prior learning, effective use of the RE scheme of work and imaginative use of a range of resources.
- A significant reason for the good quality of teaching and learning across the school is the calibre and professionalism of the Inclusion Manager and the pastoral, and bi-lingual, support staff, (many of whom are practising Catholics). The personalised support they provide for children who need it, is exemplary.
- Excellent strategies to record and assess children's learning are in evidence, beginning with Foundation Stage. The Assessment Manager sets a fine example in addressing, assessing and reporting on attainment, whilst monitoring staff cohort pupil progress' meetings.
- Leaders are beginning to put in place more accurate tracking and evaluation of attainment data to monitor progress, but need to continue working in collaboration on target setting and moderating the Levels of Attainment in Religious Education.
- 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 imaginative and stimulating curriculum is skilfully designed to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning.
- The RE curriculum provides excellent opportunities for Education in Personal Relationships (EPR), spiritual and moral development and is enhanced with the SEAL programme, Circle Times, Sacramental Programmes, the Liturgical Life of the School, and is enriched by singing, musical tuition and the use of art and drama.
- Focused activities and events throughout the year, including visits and visitors, help to ensure that the curriculum remains embedded in the children's own experiences and lives.
- 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, or assemblies.
- Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression from their earliest years.

- Voluntary prayer time opportunities are well-attended by pupils and staff. The before-school Advent prayer times help everyone ‘find silence in the noise’ and ‘light in the dark’. However, there is no outdoor space for prayer in use.
- Leaders, 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 outstanding.

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
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- Leaders, governors and managers are deeply committed to the Church’s mission in education, the Catholic ethos of the school and the responsibilities and joys that brings. They look forward to celebrating their 150th anniversary in 2014.
- A key element in the success of St Patrick’s school federation, is the calibre of distributed leadership in the Senior Leadership Team. They work tirelessly with the staff and priests to provide a clear direction for the spiritual life and Religious Education of both schools and to ensure the smooth-running of this outstanding school.
- The exceptional Headteacher has a clear vision for the future of both federated schools and encourages staff exchange and secondment of leaders to plan for succession.
- Leadership of Religious Education is informed by a high level of expertise and vision focused relentlessly on improving teaching and learning resulting in teaching that is consistently good or better.
- Religious Education has a very high profile in the life of the school and is extremely well resourced.
- St Patrick’s Catholic Primary School is a school where Christ truly is at the centre of all that it seeks to achieve. As evidenced by the superb St Patrick’s cross in the entrance. The school’s Mission Statement: “Together we are exploring our special gifts; Together we are growing towards God.” 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.
- The social, spiritual and emotional support given to pupils and their parents by the Catholic Care worker is seen as vital by leaders, in the work of enabling pupils to come to lessons ready to learn and to grow as confident children of God.
- More pupils are experiencing loss in their personal lives and the school would like to provide more bespoke support.
- The Sex and Relationships (SRE) policy has been reviewed and parents and carers will be invited to meetings about “This is my Body” scheme for Year 6.

- The school is blessed with two very supportive priests who work closely with the school leadership team to plan and deliver good quality worship and celebration. They visit each week and report, “This faith school does represent community and is proud to welcome diversity.”
- The parents and carers who spoke to the inspector were very positive about the school. They report a large pool of helpers willing to help at school events. They are especially appreciative of staff availability in the playground and openness to parents’ suggestions and the ethos and religious aspect across the curriculum.
- Following the Nativity, one parent said, “Given the backgrounds and cultures of St Patrick’s children, I thought the theme of ‘Children of the World’ was very fitting. Thank you for daring to be different.” They praise school’s communication, especially the school’s website.