

DIOCESE OF LEEDS DBI



# SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST. PATRICK'S CATHOLIC PRIMARY SCHOOL  
Torre Road  
Leeds  
LS9 7QL

School URN

108036

School DfE Number

383 / 3382

Chair of Governors

Mr Dennis Lawes

Headteacher

Mrs Susan Kneeshaw

RE Subject Leader

Miss Philomena Hughes

Date of Inspection

25<sup>th</sup> – 26<sup>th</sup> May 2010

Section 48 Inspector

John J Boyle

## **INTRODUCTION**

The Inspection of St. Patrick'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.

### **Description of the school**

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St. Patrick's is a one-from entry primary school situated in an inner city area of Leeds with a significant level of social deprivation. The new church of St. Patrick was built in 2001 and is adjacent to the school. The school has a planned admission number of 30. Currently there are 210 children on role, 176 (84%) of whom are baptised catholic, 30 (14%) are of other Christian denominations and 4 (2%) are of other faith backgrounds. There are 41 children on the SEN register and 1 with a statement of special educational needs. An increasing number of children admitted to the school do not have English as a first language. Generally, pupils are below age related expectations on entry to the school. There are 10(fte) teachers on staff, 3 of whom hold the Catholic Certificate in Religious Studies or equivalent.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

### **The overall effectiveness of the provision for the Catholic life of the school, of curriculum RE, and the school's main strengths and areas for development.**

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Leadership and management at all levels is a major strength of the school. Committed and knowledgeable staff are guided by the Catholic Mission of the school to ensure the highest quality religious experience for the pupils in their care. Excellent relationships are driven by a strong focus on Gospel values. As a consequence everyone is treated respectfully and with a care reflecting the school motto "Christ be within me." Collective worship is well planned, monitored and evaluated and effectively underpins the pupils' spiritual and moral development. Standards of achievement are consistently good with all pupils, including those with special educational needs, making progress in line with other curricular areas. Pupil behaviour is excellent and a consequence of the effective teaching they receive from a highly committed and knowledgeable staff. The quality of teaching and curricular provision is subject to rigorous scrutiny with outcomes being used to inform future development. The school's outstanding curricular provision is an important factor in developing such a high level of spiritual and moral growth. High quality teaching, excellent relationships and the effective deployment of resources produce a stimulating environment where pupils grow and thrive emotionally, socially, spiritually and academically. Leaders have a strong sense of the education mission of the church and their role in its realization. Governors are very active and effective supporters of all aspects of school life.

## **The effectiveness of any steps taken to promote improvement since the last inspection**

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Since the last inspection the school has successfully established a Prayer garden which is used for reflection time and worship, established a well received and beneficial staff retreat day , refined the implementation of the RE scheme to ensure higher quality of provision and integrated planning, assessment and moderation to ensure best practice.

## **The capacity to make further improvements**

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Given the quality of leadership at all levels, the commitment of all staff and Governors, the school has excellent capacity to maintain its already high standards and to successfully implement the areas which they have identified below.

## **What steps need to be taken in order to further improve the provision of Catholic education?**

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School has properly identified their need to:

- continue with their Introduction of new RE scheme, The Way, The Truth and The Life
- continue the Staff development programme, “Foundation Stones”

## **THE CATHOLIC LIFE OF THE SCHOOL**

### **LEADERSHIP AND MANAGEMENT**

## **How effective are Leadership and Management in developing the Catholic life of the school?**

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Leadership and management, in developing the Catholic life of the school, are outstanding. This is a major strength of the school. Committed Governors and school leaders are guided by the school mission statement in considering continued development of the Catholic life of the school. There is a strong shared sense of spiritual purpose which positively influences the drive for higher standards and personal development of all pupils. Pupil behaviour is exemplary and a positive response to their being cherished by staff. RE and Catholic life are an integral part of the systems for monitoring, evaluating and identifying areas for development. All concerned parties have shared values and expectations, with excellent supportive relationships. The Parish Priest is actively involved in the pastoral life of the school, making a positive contribution to opportunities for prayer and spiritual development. All staff are good role models, with high expectations as to behaviour and work, whilst developing pupils’ sense of self-worth, independence and encouraging empathy with less fortunate members of society. Leaders build and maintain effective links with the Parish, Parents and wider society ensuring all have a sense of belonging to a caring community.

## **COLLECTIVE WORSHIP**

### **How good is the quality of Collective Worship?**

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The quality of collective worship is outstanding. Collective worship is well planned, monitored, and evaluated with outcomes contributing to the quality of provision. School is successful in its aim of creating a Christ centered environment wherein all are valued and encouraged to reach their full potential, academically and spiritually. Pupils are willing volunteers who participate with thoughtfulness and enthusiasm. Where they have opportunity to prepare and lead worship their contributions are mature, thought provoking, reflective and very reverent. As in all aspects of school life, worship reflects gospel values and pupils' interest and response to school provision ensures that they all grow spiritually and morally thus making this another major strength of the school. Opportunities are presented daily for the children's and adults relationship with God to grow through silent and spoken prayer. Pupils are challenged to think spiritually, ethically and theologically and are encouraged to react positively to the demands of religious commitment in everyday life. The Eucharist and prayer are central to the life of the school and the whole community.

## **RELIGIOUS EDUCATION**

### **ACHIEVEMENT AND STANDARDS IN RE**

#### **How well do pupils achieve in RE?**

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Pupil achievement in RE is good. Generally on entry, pupils are below age related expectations. However, highly effective teaching, assessment and tracking systems and processes ensure that standards are consistently good for all pupils, including those with special educational needs. Progress in RE is in line with progress in other curricular areas with no significant variation. More able children are encouraged to realize their potential through a range of initiatives that challenge and extend. By the end of Foundation Stage pupils are making very good progress. By the end of Key Stage 1 pupils are generally working at Level 2. By the end of Key Stage 2 pupils consistently meet Level 4. School assesses pupil attainment against the National Levels in RE. High expectations of work and pupil participation is the same for RE as other curriculum areas. Pupil behaviour is exemplary and their attitude to work in RE is consistently good. As a consequence, their spiritual, moral, social and cultural development is enhanced.

## **THE QUALITY OF PROVISION IN RE**

### **How effective are Teaching and learning in RE?**

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The effectiveness of teaching and learning in RE is outstanding. All staff are highly committed and knowledgeable of their faith, employing an appropriate range of methods and strategies to teach the children in their care. The quality of provision is rigorously monitored and evaluated with outcomes informing future developments. Pupils are very interested in their work, their behaviour is exemplary and they are well motivated by the well planned and interestingly presented teaching. ICT is used effectively to support teaching and learning throughout. Pupils have many varied opportunities to develop their speaking and listening and literacy skills in the course of their work in RE. Work scrutiny indicates that pupils take pride in their work, presenting it neatly and with obvious interest. Their work is marked regularly with supportive comments showing how well they have done and how their work could be improved. Teachers and support assistants are highly effective in helping children develop their knowledge, skills and understanding. Children are regularly challenged to think of ways of living religious beliefs and teachings in their everyday lives. A regular feature of lessons and collective worship is the opportunity for prayer and silent reflection. This makes an excellent contribution to the spiritual and moral development of pupils and adults. Parents and Carers have many opportunities to be involved in their children's learning within RE. Informative newsletters keep parents abreast of events in school and the themes for RE teaching and how they might help their children. During school's International week celebrations many parents devote time and energy to enhance school curricular provision. Parents and visitors say that the school is a harmonious community which prepares the pupils well for life in the local and national diverse community.

### **How well does the RE curriculum meet the needs and interests of pupils?**

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The quality of the RE curriculum is outstanding in meeting the needs and interests of the pupils. The requirements of the Curriculum Directory for Catholic Schools are fulfilled. Effective links are in place with other major world religions with children having opportunity to visit places of worship and handle religious artefacts related to these. There is an inclusive range of opportunities for pupil development in terms of family life, sex education, personal relationships and citizenship education. School considers that its outstanding curricular provision is an important factor in developing such a high level of spiritual and moral growth. Seeing Christ in self and others permeates all aspects of school life. Pupils demonstrate an awareness of, and care for, the local and wider community through a wide range of initiatives. This is evidenced in their very generous response to the CAFOD, Martin House, Barnardo's, Water Aid, British Heart Foundation, St. Gemma's and Diocesan Catholic Care appeals. Harvest Festival contributions are donated to St Vincent's Café for distribution amongst the neediest members of the local community. School Council members are articulate ambassadors for their school, expressing confidence in the adults who care for them, the interesting lessons and having a say in how their school community is organised.

## LEADERSHIP AND MANAGEMENT OF RE

### **How effective are Leadership and Management in raising achievement and supporting all pupils in RE?**

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Leadership and management, in raising achievement and supporting all pupils in RE, are outstanding. The RE Coordinator communicates a strong sense of spiritual purpose for all adults and pupils within school and works hard to ensure high quality of provision and faith development. Governors play a key role in the self evaluation of the school and ensure all statutory requirements are fulfilled. They understand how well the school is doing and what needs to be done to develop further. No expense is spared in ensuring that school is a stimulating environment with appropriate resources to enhance teaching and learning. The school places the promotion of equality of opportunity at the heart of its work. The diversity of St. Patrick's community is celebrated and valued for its positive contribution to the ethos of the school. There is a strong sense of the Mission of the church within education and committed personnel to monitor and evaluate the quality of provision and who use outcomes to identify areas for development. Adults recognize that all pupils have Christ within them, possess God given talents and have unique value. Consequently they are cherished and helped develop socially and emotionally and in the process grow in confidence and have a strong regard for others.

## INSPECTION JUDGEMENTS SUMMARY

ASPECT	GRADE	DESCRIPTOR
<b>OVERALL EFFECTIVENESS</b>	<b>1</b>	<i>Outstanding</i>
<b>THE CATHOLIC LIFE OF THE SCHOOL</b>		
How effective are Leadership and Management in developing the Catholic life of the school?	<b>1</b>	<i>Outstanding</i>
How good is the quality of Collective Worship?	<b>1</b>	<i>Outstanding</i>
<b>RELIGIOUS EDUCATION</b>		
How well do pupils achieve in RE?	<b>2</b>	<i>Good</i>
How effective are Teaching and learning in RE?	<b>1</b>	<i>Outstanding</i>
How well does the RE curriculum meet the needs and interests of pupils?	<b>1</b>	<i>Outstanding</i>
How effective are Leadership and Management in raising achievement and supporting all pupils in RE?	<b>1</b>	<i>Outstanding</i>