

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION
**ST. PHILIP'S CATHOLIC PRIMARY+ NURSERY
SCHOOL MIDDLETON LEEDS**

School URN	383/3379
School DfE Number	383/3379
E-mail address	taylor03@leedslearning.net
Chair of Governors	Mr John Kirkwood
Headteacher	Mrs Elizabeth Taylor
RE Subject Leader	Mrs Susan Mumby
Date of Inspection	10 th - 11 th July 2012
Section 48 Inspector	Mrs Barbara Ford

INTRODUCTION

The Inspection of St Philip's Catholic Primary School and Nursery 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 2010).

The inspector reviewed in detail the following aspects:

- the extent to which the pupils contribute to the Catholic life of the school;
- the effectiveness of the use of assessment to support learning in RE;
- the quality of (class-based) Collective Worship provided by the school;
- the overall effectiveness of leaders and managers in developing the Catholic life of the school.

She shared in a whole school Mass led by Year 3, a memorial act of Collective Worship in the Peace Garden and a class worship in Year 1. She observed Religious Education (RE) lessons in Nursery, Years 2 and 6. She held meetings with the vice-chair of governors together with a second nominated governor, deputy headteacher, who is the RE subject co-ordinator, members of staff, pupil council and parish priest. She examined school documentation including the school's Self Evaluation Form (SEF), the School Improvement Plan, monitoring, assessment and tracking records, completed parent and pupil consultation, samples of teacher planning and pupils' RE books and 'Records of Achievement'.

INFORMATION ABOUT THE SCHOOL

St. Philip's Catholic Primary and Nursery School serves the parish of St Margaret Clitheroe Leeds and is situated in Middleton, in the inner-south part of the city of Leeds, considered to be an area of high social deprivation. Currently there are 223 pupils on roll, of whom 60% are baptised Catholics. Attendance is high at 96.8%. Most families are white working class, with an increase in families from BME backgrounds. Fourteen languages are spoken and 29.4% are of Eastern European or Black African origins who uphold the Catholic faith.

From a teaching staff of nine full time teachers, eight are Catholic. All teachers teach RE. Two teachers (including the headteacher) hold the Catholic Certificate of Religious Studies (CCRS) or equivalent qualification and one other member of the teaching staff is working towards it.

St. Philip's has achieved the 'Healthy Schools' and 'Activemark' awards and the 'Stephen Lawrence Education Standard' at Level 1. St. Philip's School maintains close links with the other schools in the area and is also an active member of the faith-based cluster of schools linked to Mount St Mary's Catholic High School, to which the majority of Year 6 pupils transfer in Year 7. Governors are exploring the feasibility of becoming part of the Leeds Catholic multi-academies trust.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

1

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

1

CAPACITY FOR SUSTAINED IMPROVEMENT

1

Main findings

St Philip's school provides an outstanding quality of Catholic education. The outcomes for pupils, the provision for Catholic education, the effectiveness of leaders and managers and the school's capacity for sustained improvement are outstanding in most areas. The school continues to build on previously outstanding performance and its capacity for sustained improvement is also outstanding.

Since the last (S48) inspection, The 'Godly Play' space has been further developed to provide a unique opportunity for pupils to hear Scripture and to respond in a way that encourages reflection and discernment, and a more rigorous approach has been developed for assessment, with a child-friendly version of the attainment targets used on a weekly basis by adults and pupils, strengthening pupils' skills in self-assessment.

Teaching extends well beyond the boundaries of the classroom and permeates every moment experienced by the pupils and the adults in the school. The Catholic vision proclaimed by the school is a living reality. *'Where everyone is valued and learning is celebrated'*.

The Governing Body and dedicated Headteacher, supported by an established leadership team and devoted staff, continually work towards sustaining an ambitious vision. Self-evaluation is outstanding, leading to very effective strategic planning.

Vibrant, interactive displays depicting both the liturgical life of the school and exciting learning opportunities, celebrate the school's Catholic identity. Behaviour is exceptional and pupils play well together across age groups, demonstrating concern for the needs of others. Pupils have an advanced understanding of spiritual, moral, social and cultural issues, and they are confident to plan and deliver thoughtful and meaningful Collective Worship for their peers and the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

Embed the new whole school programme for EPR (Education in Personal Relationships) provision and in consultation with all stakeholders, implement the new SRE (Sex and

Relationships Education) policy, in line with diocesan advice, training support and guidance.

Embed the 'Chaplaincy Team' within the day-to-day life of the school, ensuring all pupils, are aware of their roles and responsibilities, and understand how the 'Chaplaincy Team' can support their peers.

Set and record end of year targets and continue to monitor pupils' levels of attainment in RE, by further developing assessment procedures in RE, identifying and improving outcomes for vulnerable groups and embedding a more effective whole school (including Foundation Stage) tracking system, utilising the 'I Can' targets.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

1

Outcomes for all pupils are outstanding. Learning extends far beyond that of the RE subject syllabus and permeates every aspect of the child's life and personal development.

From a starting point the pupil levels are well-below national expectations in RE, the standard of attainment in Learning about Religion (AT1) and Learning from Religion (AT2) of all pupils is at least good and in many cases is outstanding. The Early Years curriculum provides a solid foundation, built upon throughout KS1, by the end of which, 97% of pupils are attaining Level 2 or above with 10% of pupils at Level 3. The pupils maintain steady progress throughout KS 2 and the vast majority of them reach a confident Level 4 in the subject with a significant number attaining Level 5 by the end of Year 6. Pupils' progress in RE is outstanding and that of pupils with special educational needs and those from disadvantaged backgrounds particularly so. Pupils enjoy re-reading their 'Record of Achievement' started in Reception and are amazed at their progress.

Recently pupils were asked to apply to be part of the 'Chaplaincy Team' and one declared, "I am a gentle, kind person. This job will be taken very seriously by me. I love to worship God and pray. I will make a wonderful member of the 'Chaplaincy Team' and I will try my best at all times."

Behaviour is exceptional and pupils play well together across age groups, demonstrating concern for the needs of others. Enterprise skills are shown by the pupils, as they think of increasingly novel ways to get their parents and peers to part with their money for good causes. St Philip's is a locally-recognised 'Fair Trade' school and hopes to gain national recognition in 2012.

Pupils are reflective in their work, often writing prayers in their journals, 'Dear God, when someone does something to hurt me, please guide me to forgive them and take responsibility. Let me be a good person, not only on the outside, but on the inside too.' Pupils have an advanced understanding of spiritual, moral, social and cultural issues. All pupils have responsibilities to their class or to the wider life of the school, as Planet Protectors, Safety Rangers, librarians, Playground Squad, Harmony Group or mentors, and have good opportunities to develop their social skills, sense of responsibility and service to others, for example the School Council, who are committed to biodiversity and

healthy living and reminded everyone to, “Find the green bibs and sashes and remember ‘Planet Protectors’ are there to make sure we all do our bit to save the world.”

They were instrumental in updating the library and improving play facilities with the obstacle courses. Pupils are confident to plan and deliver thoughtful and meaningful Collective Worship for their peers and the school, for example the beautiful ‘First Sacraments’ celebration Mass led by Year 3, with Year 6 as cantors, concluding with the moving and inclusive ‘Liturgical Dance’ of the Celtic blessing.

“When I go to Mass, I feel honoured, because when Fr. Eamon gave me the bread, it felt like Jesus was right there and everyone around me was happy and joyful.”

They also take part in events organised by the Diocese such as the Good Shepherd Celebration Liturgy, which this year was led by Years 5 and 6, at the Cathedral. Bishop Arthur said that it was one of the best he had seen and was particularly impressed by the prayerfulness of the Liturgy. Older pupils offered prayers, comfort and support to their friend and his mother in the ‘Peace Garden’ during a ‘Memorial’ service for his ‘amazing’ dad.

These are the grades for pupils’ outcomes

How well pupils achieve and enjoy their learning in Religious Education.	1
Taking into account:	
• the quality of pupils’ learning and their progress	1
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
• pupils’ attainment in Religious Education	1
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school’s Collective Worship.	1

PROVISION

How effective the provision is for Catholic education.

1

The provision for Catholic education is outstanding. Overall RE teaching is good with many aspects of outstanding practice. High quality teaching typically incorporated evidence of strong subject knowledge, use of a range of teaching styles with differentiated and well planned, age appropriate, and imaginative activities linked to assessment of pupil’s prior learning. ‘The Way the Truth and the Life’, with particular focus on the attainment targets, is used to drive the lessons and raise achievement of all learners. Role play/drama, artwork and ICT sustain pupils’ concentration, motivation, application and overall enjoyment of RE lessons.

Teaching extends well beyond the boundaries of the classroom and permeates every moment experienced by the pupils and the adults in the school. The Catholic vision proclaimed by the school is a living reality, for example the ‘child-friendly’ mission statement is *‘To teach us about Jesus, not just in RE, but by being a part of this school, so that we can live like Jesus would want us to.’*

The social, moral and spiritual development of the pupils is a significant strength of the school and this is the direct result of the wholehearted dedication and commitment of each member of staff to that mission and vision. *‘Where everyone is valued and learning is*

celebrated'. Support staff are trained and experienced in helping those who are struggling, using differentiated work, where appropriate.

Vibrant, interactive displays depicting both the liturgical life of the school and exciting learning opportunities, celebrate the school's Catholic identity. Very young children were enthralled during an outstanding 'Godly Play' lesson about 'The Good Samaritan' teaching them 'to begin to recognise that our actions can hurt others'. Their learning was extended outdoors, across many areas of the curriculum. On a 'helping hand' template one dictated, "I can be good, by sharing my toys with my friends."

Older pupils were taught to 'know that the apostles realised God could work through them and say how'. They remembered previous learning about the gifts of the Holy Spirit and were engaged and motivated using role play to re-enact a miracle. They recorded their dialogue on 'Chatterbox recorders' and knew that The Holy Spirit helped Peter and John heal the man who could not walk, when they said, "Get up and walk, in the name of the Lord Jesus Christ."

The oldest pupils were challenged to live out their mission '*to help us realise that we all have gifts and talents and to help us use them, so that we will do the best we can*', during an outstanding lesson linking 'Called to Serve' with transition (Moving On). The pupils respond very well to the teacher's high expectations and readily take ownership of their learning, being adept at finding chapter and verse in the bible and linking St Theresa's words "Christ has no body on earth but yours" to real examples of 'service to others' for example using your hands to feed the homeless at 'Simon on the Streets'.

In Foundation Stage assessment includes on-going observations, photographic evidence and regular recording in individual profiles, readily available to parents and carers. Year 2 pupils were aiming at Level 3 targets 'I can see why people who believe in God do certain things', whilst Year 6 were focused on Level 5 'I can explain how what I believe in and what I think is important in life and will encourage me and others to act'. Target-setting in RE needs to be included more formally in the school's pupil-tracking processes, as planned.

The curriculum effectively provides pupils with a deep insight into their Catholic Faith and helps pupils see it in relation to other World Faiths. Visits to the Jewish Centre and a mosque help deepen their understanding. A governor said, "St Philip's is a fine example of racial harmony." He is impressed that pupils can say 'Thank you' in all fourteen languages spoken in school. Other cultures are celebrated and each class studies a country in depth. Work in PSHE and the recently revised EPR programme demonstrate St Philip's commitment to caring for the needs of the whole child and leaders are committed to continuing to consult parents about SRE (Sex and Relationships Education)

The provision for Collective Worship is a significant strength of the school. It is central to the life of the school and a key part of every school celebration. Developing children's abilities and confidence to be involved in the planning and delivery of Collective Worship starts at a very young age. A variety of themed events take place each year, for example CAFOD days, Lent and Advent liturgies. The Wednesday Word, Travelling cribs, Scripture Sacks and *Walk with Jesus* Lenten packs differentiated by age are taken home by pupils overnight to share with their families and prove to be very popular. In response to a CAFOD challenge, a family promise was made and a prayer was composed at home, "Creator God, loving Lord, bless this earth, your creation and our home. Fill it with your peace. Help us to protect our planet throughout Lent and always. Amen."

These are the grades for the quality of provision

The quality of teaching in Religious Education.	2
The use of assessment to support learning in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	1
The quality of Collective Worship provided by the school.	1

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

1

Self-evaluation is outstanding, leading to very effective strategic planning. The Headteacher is well-thought of and dedicated. She empowers a group vision, ensuring that leaders are deeply committed to the Church's mission in education, and excellent role models, ensuring that improvements to the Catholic life of the school are integral to the School Improvement Plan. Governors are keen to make a difference to outcomes for pupils and are proud that the pupils feel so safe. The school is fully compliant with all statutory and canonical requirements. The majority of governors attended a retreat day at Ampleforth Abbey last school year and are currently involved in engaging even more parents in the life of the school with SHS (School Home Support). The Parish Priest is now part of the governing body and sacramental preparation took place in school this year with Fr. Eamon supporting the preparation sessions regularly. Parents and pupils say how much they enjoy taking part in preparation and celebration of the First Sacraments. Scrutiny of the RE budget suggests that RE allocations are higher than other core curriculum areas with £8,400 being allocated in this last financial year (2011/12). Funds were used for staff training on the new translation of the Liturgy with CJM Music, a Foundation Stones day with Fr. John Wilson and major expenditure on refurbishing the Godly Play space with its resources and the purchase of new translation missals and Mass cards.

The school is an active member of the local Catholic partnership and also works successfully with a number of services provided by the Diocese of Leeds for example the excellent director of the diocesan schools' music service, who coaches Years 5 and 6 to use their voices so beautifully to praise God, the local authority and others. The RE subject leader attends regular cluster meetings organised through the Office for Education and Schools which seeks to identify and promote best practice in Catholic education. The school has links with Catholic Care 'Schools and Community Service' which provides counselling and social work support services to the school. The school also promotes close and productive links with Mount St Mary's Catholic High School, to which the majority of pupils transfer for their secondary education. Recently Year 5 enjoyed a day there, learning new skills and allaying any anxieties. This was in direct response to parents requesting more experiences to aid transition.

Year 6 pupils take part in a residential pastoral retreat based at Myddleton Grange, Ilkley. School leaders and managers actively promote community cohesion at St. Philip's. Pupils' friendship bonds cross cultural/faith/social/economic boundaries. Leaders respect differences, value diversity and ensure equal opportunities for all. Parents and carers are very supportive of the school and feel listened to and welcomed and a parent forum 'Chatterbox' has been set up to encourage parents and carers from different backgrounds

to become as fully involved in the life of the school as is possible. ‘Stay and Play’ sessions in Foundation Stage are very popular with parents and carers, “The children’s confidence blossoms, they are taught to be more ‘giving’ than ‘taking’. The whole approach to my child comes from the Bible. He is treated as an individual, with personal gifts and talents to be nurtured in the very way we do at home. He is encouraged to care, to be kind and to listen to others as Jesus did.”

Leaders and managers promote Community Cohesion very effectively. As associate members of the South Learning Trust, pupils engage with others from different schools in the area. These links continue to be extended globally so that through work with CAFOD, they are aware of the needs of others, as evidenced by the generosity of the pupils’ families who are compassionate and open-hearted. The Stephen Lawrence Education Standard, which promotes racial harmony, has been achieved whilst working with other Catholic schools.

These are the grades for leadership and management

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	1
How effectively leaders and managers promote Community Cohesion.	1