

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 PHILIP'S CATHOLIC PRIMARY AND NURSERY
SCHOOL
ST PHILIP'S AVENUE, LEEDS LS103SL

School URN

108033

Date of Inspection and OE
grade

21st/22nd June 2017
GRADE:1

E-mail address

headteacher@st-philips.org

Chair of Governors

Mrs Marion Francis

Headteacher

Mrs Elizabeth Taylor

RE Subject Leader

Miss Hannah Taylor

Date and grade of last S48
inspection

10th/11th July 2012
GRADE: 1

Section 48 Inspector/s

Mrs Roxanna Drake and 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.

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 Catholic school.

- Inspirational leadership and management, including governance are deeply committed to, and highly proactive in, implementing the Church's mission in education.
- The school's Senior Leadership Team (SLT), which includes the Religious Education (RE) Leader, are all extremely effective. They put 'Christ at the centre' of their decision making and ensure that a wealth of opportunities are provided to help pupils, staff and families develop their own personal relationships with God.
- The parish priest as a new member of the governing body has quickly given support to the dedicated and highly skilled SLT, teachers, teaching assistants, pupils and parents.
- High quality Collective Worship (CW) is central to the life of the school and is a key part of every school celebration.
- Pupils are extremely polite and helpful to visitors and this goes hand in hand with their excellent behaviour. They willingly accept responsibility for caring for each other.
- Teaching is good, some is outstanding but none is inadequate. Staff subject knowledge is good overall and pupils are motivated and enthused by the challenges presented to them. Pupils across the school remain on task and are confident about their learning.
- Pupil attainment across the school is consistently high and in the final key stage are mostly above average.
- Assessment in RE is well embedded within the curriculum. Moderation activities take place within the school, under the guidance of the RE Leader, and with other schools in the Leeds Catholic Compass Partnership.

- Leaders and managers are rigorous in their analysis of data. Pupil review and data in RE meetings are held each term, which challenge teachers, but also provide all involved with specific feedback in relation to any additional support that may be required for groups within the school.
- Curriculum provision is broadened through pilgrimage to local and national places of interest and the study of other major world faiths.
- All stakeholders have extensively and thoroughly explored the newly introduced policy and provision for relationships and sex education (RSE).
- The school promotes and benefits from collaborative working with the other schools in the local neighbourhood and within the Leeds Catholic Compass Partnership.
- All key issues from the last Section 48 inspection have been addressed.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- The Governing Body, assisted by the Senior Leadership Team, that includes the RE subject leader, should undertake a timely review of the school's Mission Statement, involving all stakeholders.
- To further drive up standards, a more systematic and rigorous process for the monitoring and evaluation of the teaching of RE across the school, should be developed.
- With the support and guidance of the Chaplaincy team, provide regular opportunities for children in Years Four, Five and Six to take specific responsibility for the planning and delivery of Collective Worship in Key Stage Two.

Information about this inspection

The Inspection of St Philip's Catholic and Nursery Primary School, Leeds, 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 inspectors 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, marking and feedback and the responses the children make to these.
- The extent to which the RE curriculum promotes learning for individuals and groups of pupils, particularly those pupils who require extended challenges in order to ensure maximum progress.
- The quality of Collective Worship and how well the pupils respond to it.
- The quality of the leadership and management, especially in the way they promote, monitor, evaluate and develop the provision of Catholic Education and plan for further improvements to outcomes, for pupils at St Philip's Catholic Primary and Nursery School.

The inspection was carried out by two inspectors over one and a half days.

- The inspectors and the head teacher completed lesson observations across the school.
- The inspectors observed acts of CW involving the whole school and separately in four classes.
- Meetings were held with the head teacher, the RE subject leader and prospective RE leader, parish priest, governors, parents, school council, chaplaincy team and Mini Vinnies.
- A very comprehensive sample of evidence covering the RE/Catholic Life of the school was made available.
- The school's monitoring and tracking files show that pupil progress and attainment data was analysed.
- Samples of pupils' work, examples of marking and data from pupil were scrutinised along with parental feedback from various liturgical celebrations and school events.
- Minutes of governors' meetings and head teacher reports were scrutinised.
- CW planning and RE action plans were scrutinised.
- Displays in classrooms and around the school and a wealth of photographic evidence of activities throughout the liturgical calendar year, to show special themed work which has taken place in school and in the local community, have been noted.

Information about this school

- St Philip's Primary and Nursery is an over- subscribed, single-form entry Catholic primary school, which serves the parish of St Margaret Clitheroe.
- The school has a published admission number (PAN) of thirty pupils. Currently there are two hundred and sixty eight pupils on roll.
- Fifteen per cent of the pupils are supported at school action/school action plus and three per cent have a statement of special educational needs or education health care plan.
- Eighty two per cent of the pupils are Catholic; eighteen per cent have another Christian denomination.
- There are eleven full time teachers and one part time teacher. Seven of these teachers are Catholic and two of them hold the Catholic Certificate for Religious Studies or equivalent.
- The head teacher and RE Leader regularly attend diocesan training and Catholic Compass Partnership events to share good practice with their colleagues.
- The school works in active partnership with Catholic Care and the Leeds Catholic Compass Partnership.
- Since the last S48 inspection (2012), a number of significant changes have taken place at the school. The senior assistant head teacher has taken on the responsibility as RE lead, a new parish priest has been appointed, a new chair of governors was elected in September 2016 and four newly qualified teachers (NQTs) have been appointed to the school.
- The school provides a breakfast club before school and an after school care club.

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 show pride in attending a happy school and involve themselves in a variety of events that closely link their homes, the school and parish communities together on a regular basis.
- From their earliest days in the school, high expectations are set by the school with regard to pupils' participation in daily CW. The additional inspector witnessed the pupils' abilities in Year Six as they demonstrated how they effectively planned and led a class CW for Year Four.
- The school's Chaplaincy team is well established and children were clear that their role was unique within the school. They act as good role models for their peers, are given responsibility for monitoring the Worship Focus tables within the classrooms and take a lead during whole school CW.
- 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. Parents viewed discipline within the school and the importance attached to moral aspects as attractive elements of the school. They also appreciate the additional support that the school accesses from Catholic Care.
- Relationships within the school are very strong and reflect a community working together for the overall good. Staff and pupils treat each other with mutual respect and parents are very appreciative of the support the school provides for them on a daily basis. Pupils take full responsibility for themselves and their actions.
- Across the school, the pupils concentrate very well in their lessons and show an enthusiasm for their learning in RE. Overall, they make good progress as they move through the school and exemplary progress in some year groups. Strategic intervention led by senior managers since the last inspection has resulted in a significant rise in the number of pupils achieving higher standards.
- Teachers are aware of the capabilities of the pupils in all the different groups in the school and have high expectations for all. In particular, children with SEND make good progress in RE from their different starting points.
- Pupils in the school's proactive chaplaincy team ensure that continuous prayer permeates throughout the school each week. The weekly 'Statement of Intent' is sent into the classrooms and the pupils enhance this through personal silent prayer and their own written prayers and evaluations of their RE tasks and activities. They oversee the worship area in each class ensuring that the necessary class resources are to hand. They are also responsible for the distribution of the Wednesday Word for pupils and their families each week.
- The school community, led by the pupils, regularly raises sums of money, which benefit local and global charities. The pupils are very clear about their

responsibilities as global citizens and, under the guidance of key staff, are very focused in their planning and organisation of events.

- Parents also reported that the school is a very happy, welcoming place where children are encouraged to fulfil their potential in all areas of their lives. They expressed their pride that pupils' overall development, including their faith, was a strength of the school.

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

- The teaching is mainly good, some is outstanding and none is inadequate.
- In the some of the lessons observed, good and imaginative use was made of a wide range of resources including I Pads .Partner dialogue was a consistent and successful strategy employed by staff to enable pupils to respond effectively and confidently. The pupils in the Reception class focussed on identifying those people who help them in their own homes, school and church. Careful targeted differentiation of tasks enabled the Year Three pupils to identify the ways in which St Paul's actions changed after meeting Jesus. Evidence of further challenge and an expectation of pupils working at Level Five was evidenced in Year Six.
- As they move through the school, pupils are encouraged to develop and express their own opinions and understanding. In Year Two, pupils felt well supported by staff and their peers as they shared their young understanding of deep philosophical and theological questions e.g. 'Who created God?'
- The quality of work in the RE books is of a high standard. Presentation is generally good and marking is in line with the school's policy. Feedback often probes pupils further and pupils usually respond to any question posed with a written commentary.
- Pupils across the school are familiar with the 'I can' statements as an aid to the assessment of their progress. To accelerate children's progress further the school needs to ensure that 'Driver Words' are displayed and verbalised regularly.
- The school monitors teaching and learning. Class data is referred to during data review meetings and teachers are challenged to give explanations for a child's or groups differing rates of progress.
- Teaching Assistants are effectively deployed across the school in a number of ways during RE lessons. They are very effective when take 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.
- 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. Leading CW was not an easy activity for some pupils, one commenting that 'Presenting made my heart skip a beat, but it gave me more confidence'.
- A weekly celebration assembly incorporating CW and a school response to 'Hampers for Hope' was witnessed. This provided the opportunities for the pupils to celebrate and display their caring attitudes to others, their sporting and musical talents within and outside the school. A parent's written comment on this event, 'A lovely emotional assembly with lots of information for a new generation to learn,' was a good reflection of the celebration.

- 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 different groups in the school. They were all able to give examples of how they are fulfilling the Church's mission within their school and in the wider community.
- The school has very strong links with Catholic Care. The staff, pupils and families value this additional dimension to the school's pastoral care.

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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- Key issues for improvement that were identified on the previous S48 inspection report have been addressed in all three areas by the school.
- Since the previous inspection, a new parish priest, chair of the governing body, new members of the governing body and new members of staff have been appointed, including NQT's.
- Leaders and governors have an outstanding commitment to the Church's mission in Catholic Education and work in partnership with the Diocese and the Leeds Catholic Compass Partnership to ensure that the RE curriculum and the Catholic Life of the school remain at the heart of its ethos and purpose.
- The head teacher leads by example in her determination to provide the best possible Catholic education for the pupils.
- The newly appointed RE Leader is very effective in her role. Through her professional drive and strong sense of purpose, she is ensuring that RE and the Catholic Life of the school continually moves forward. Succession planning for this important role is being secured for the future with another member of staff shadowing the RE leader.
- In recent months the Governors and senior leaders have rewritten the school's vision in order to explicitly state that Christ is at the centre of their work within the school and its community. The vision now needs to be shared and explored with all stakeholders .
- Pupil progress in RE is monitored by the senior leaders. Meetings with staff identify those pupils who are on track to make expected progress and those who need additional support.
- The parish priest is extremely supportive of the school and works closely with the senior leaders and school staff to help them to deliver high quality CW and liturgical celebrations. He has a strong vision for the future of the parish and school communities working closer together. The close proximity of the parish church is an excellent resource.
- Other resources fully utilized by the school community are the recently re-dedicated Peace Garden and a garden of remembrance for a previous chair of governors. Both are tranquil places ideal for prayer, contemplation and reconciliation.
- Governors are regular visitors to the school and provide appropriate feedback to the senior leaders in relation to the Catholic life of the school. They are pro-active and

are willing to challenge the school by asking leading questions about pupil performance and achievement, in particular in relation to RE.

- The Catholic Life of the school is discussed through the head teacher's report at full governing body meetings and is the first priority in the school's development plan.
- Governors ensure that that the school's RE budget is appropriately monitored and adequate to meet the school's identified priorities in RE/ Catholic Life.
- The school's leaders and managers fulfil all canonical and statutory responsibilities.