

# 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 PATRICK'S CATHOLIC PRIMARY SCHOOL  
GEORGE AVENUE, HUDDERSFIELD

School URN

107750

Date of S48 inspection and  
OE grade

14<sup>th</sup> & 15<sup>th</sup> November 2018  
Outstanding

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Chair of Governors

Canon Ian Smith

Headteacher

Mr Harry Rowan

RE Subject Leader

Miss Katie McKenzie

Date and grade of last S48  
Inspection

12<sup>th</sup> -13<sup>th</sup> December 2013  
Outstanding

Section 48 Inspector/s

Mrs Patricia Ainge

## 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 is the school in providing Catholic Education.

1

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

**COLLECTIVE WORSHIP**

1

### Summary of key findings:

#### **This is an outstanding school**

- All leaders have a thorough understanding of their responsibility to the school, the Church and the community. Their shared sense of vision and mission result in a school where all stakeholders feel valued and are empowered to achieve.
- There is a tangible desire to achieve the best for everybody inherent in the leadership and they use this not only to improve their own school but also to help other schools across the Diocese.
- The skilled leadership and vision of the executive headteacher is clear. His deep sense of mission and desire to achieve the best for each pupil drives the school forward.
- He is ably supported by a skilled head of school, the Religious Education (RE) coordinator and two assistant headteachers, and together they make an extremely effective team, giving strong and committed leadership
- The governing body, chaired by the parish priest, provide valuable support and challenge. They have a wide range of skills and take an active part in the school.
- The Catholic Life of the school, RE and Collective Worship (CW) are given very high priority in the school and a clear sense of mission is owned by all stakeholders.
- Catholic social teaching is clearly embedded within the school, all stakeholders having a very good understanding of their responsibility to help others both in the local community and further afield. It was evident from all conversations, from the pupils to the governors, that there is a clear understanding that they are called to live out the Gospel message on a daily basis. .
- The environment speaks clearly of the Catholic nature of the school, the many displays and artefacts both around the school and in the classrooms being of high quality.

Designated spaces such as the remembrance garden provide opportunity for pupils to reflect. These all combine to give excellent witness to the Catholic ethos of the school.

- RE leadership is effective, the RE coordinator providing valuable support and expertise to all staff. She is a source of strength in the school.
- Teaching is never less than good and a great deal of it is outstanding with pupils engaged and enthusiastic about their work.
- Curriculum provision is enhanced by the use of creative strategies and also by different initiatives such as the study of other faiths and work with charitable organisations, for example Cafod and the Gianna Project
- Assessment is firmly embedded within the curriculum and assessment tasks take place at regular intervals. Moderation meetings are held within the school and also within different partnerships to ensure equality of standards.
- Attainment is very good and progress is excellent, many pupils making above average progress across both key stages.
- Pupils are extremely well behaved and have clear respect for themselves and for each other. Their behaviour in lessons is outstanding.
- All leaders including governors, closely monitor all aspects of the Catholic nature of the school. A programme of formal monitoring is in place and informal monitoring takes place on a regular basis.
- Collective Worship is excellent. A wide and varied range of Collective Worship is offered to all pupils and staff and worship planned and led by pupils is of a very high standard. Pupils' attitudes to Collective Worship are excellent, showing respect, reverence and engagement with the message of the worship.
- The school benefits from working in close partnership with other Catholic schools as well as many other agencies to support the wellbeing and education of the pupils.
- Pastoral care within the school is given a high priority and is very effective. Staff and pupils are supported formally and informally and opportunities for personal growth are offered to all. A Catholic Care worker is employed by the school and her role is diverse and effective.
- Music is a strength of the school, some pupils working regularly with the Diocesan Music Service, some being part of the school choir and some singing in St Patrick's Church choirs.
- Parents are very supportive of the school, being confident that it is a safe and secure environment for their children and valuing the feeling of community and warmth present in the school. Many have had several children at St Patrick's and many attended the school themselves. They are appreciative of the communication between themselves and the school and the values that school imparts.
- All areas 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.**

- Make the differentiation of RE tasks more consistent across the year groups, drawing on the excellent practice that already exists within the school in some classes.
- Share the outstanding teaching that is happening in some classes across the school.
- Continue to drive up attainment by

- Improving the consistency and quality of feedback in books in some classes ensuring that it is designed to deepen understanding and encourage progress.
- Ensuring that pupils respond to this feedback in a manner appropriate to their age group.

### **Information about this inspection**

The Inspection of St Patrick's Huddersfield 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 2017).

The inspector reviewed in detail the following aspects:

- How successfully the school has addressed the points for improvement arising from the last inspection and the latest canonical review.
- The provision made by the school for Catholic Life, RE and Collective Worship.
- How children contribute to and benefit from the Catholic Life of the school.
- How well pupils achieve and enjoy their RE.
- The quality of teaching in RE and how well pupils respond to this.
- The RE curriculum and how well it promotes pupils' learning.
- How well children contribute to and benefit from Collective Worship in the school.
- Leadership and management and how well they promote and monitor the provision for Catholic Education at this school.

The inspection was carried out by one inspector over one and a half days:

- The inspector was given a tour of the school by the headteacher. This included a visit to the Remembrance Garden.
- Teaching and learning were observed in all classes across both key stages
- A range of Collective Worship was observed including an act of worship entirely prepared and led by pupils, a whole school act of worship led by the headteacher and Early Years Foundation Stage and acts of worship for particular classes.
- Interviews were held with the executive headteacher, the head of school, the RE coordinator, the chair of governors plus one other governor, pupils, parents, members of the Wonderers team and the Catholic Care worker. Informal discussions took place with other staff.
- A sample of work was scrutinised from every class and three books were closely examined to view progress.
- Other documentation was also scrutinised including CW folders, the RE coordinator's files, the file from the Catholic Life committee on the governing body and data files. These included evidence of rigorous monitoring.
- Evidence in other forms was seen during the inspection such as photographic evidence, displays of previous work and the school website.

- A range of documents was made available and scrutinised including the Diocesan Self Evaluation Form (DSEF), the RE action plan, the School Improvement Plan (SIP), the most recent canonical return, attainment and progress data, documents evidencing action taken to meet targets from the previous Section 48 inspection and planning for Collective Worship.
- Tracking data was scrutinised and discussed with the headteacher and head of school.
- Displays around the school and in classrooms were noted.

### **Information about this school**

- St Patrick's is an oversubscribed two-form entry school in the northern urban area of Huddersfield. In March 2008, the school agreed to federate with Our Lady of Lourdes School in Sheepridge under one governing body with one headteacher. The school serves the newly created Parish of the Holy Redeemer.
- 68% of pupils are Catholic, 17% from another Christian background and 12% are of another faith.
- The percentage of pupils known to be eligible for free school meals has increased over the last 3 years although it is consistently well below the national average. It currently stands at 8% but the school do not believe that this is a true reflection of the number of pupils who are eligible for free school meals.
- The percentage of pupils from minority ethnic groups has increased and is very high compared to the national average. There are 19 different languages spoken in school. Currently 24% of pupils speak English as an additional language.
- Approximately half the pupils are white British. Other ethnicities with a significant representation at the school include: any other white background; white and black Caribbean; Pakistani; Indian; African, and white and Asian.
- Currently 4% of pupils are on the Special Educational Needs and Disability register and 10 pupils have an Education and Health Care plan in place.
- There are 17 full time teachers and two part time teachers. Of these 12.5 (full time equivalent) are Catholic and one of these holds the Catholic Certificate in Religious Studies.
- The executive headteacher, head of school and RE leader regularly attend diocesan training and events organised by different partnerships of Catholic Schools to share good practice with their colleagues. The school is proactive in helping others, not only through federating with another school but also within the area and across the Diocese.

## Full report - inspection judgements

### CATHOLIC LIFE

#### The Catholic Life of the school is outstanding

|   |          |
|---|----------|
| The extent to which pupils contribute to and benefit from the Catholic Life of the school.                    | <b>1</b> |
| The quality of provision for the Catholic Life of the school  | <b>1</b> |
| How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school | <b>1</b> |

- The Catholic Life of the school is given an extremely high priority by all stakeholders. A sense of purpose pervades the school, all stakeholders inspired by a common vision and working together to achieve a common goal. This is expressed in the mission statement which is central to the Life of the school.
- Pupils are clearly highly committed to and enthusiastic about their school. They are proud to be pupils of St Patrick's and understand the need to live out the Gospel message in their daily lives.
- They are very involved in the Catholic Life of the school, identifying with and taking ownership of the mission of the school. This is evident in their relationships, their behaviour and their desire to improve life for others.
- Pupils are polite and courteous. They are extremely well behaved and their conduct in lessons is exemplary. They feel safe and secure and show respect for themselves and for each other.
- All pupils, regardless of their faith background, demonstrate both respect and reverence in all Collective Worship. They participate fully and are engaged and responsive in all acts of worship.
- Relationships between all stakeholders are excellent. Staff provide an excellent role model for the pupils and they, in turn, reflect this in their relationships with each other. Examples of this are seen in the way the older pupils buddy the younger ones and in the introduction of friendship stops in the playground by the School Council.
- Many pupils have active roles in school. Some of these are named roles such as Mini Vinnies or the School Council, but the majority of pupils show initiative in other ways. Examples of this are supporting the shoebox appeal, taking part in the choir and in Knit and Natter in Year 6, which is a group formed to support the Gianna Project and offer the pupils an opportunity for informal chat with staff and each other.
- The Personal, Social, Health and Economic (PSHE) education of the pupils is of a high quality. The school has a programme in place for Sex and Relationship Education (SRE) and this is progressive throughout the school.
- Pastoral care of staff and pupils is excellent, support being both formal and informal. Pupils are confident that their problems will be addressed and that they know to whom they would go if a problem should arise. A Catholic Care worker is employed and both staff and pupils access her support. She was very positive in her praise for the school and clearly adds another dimension to school life, being active both in working directly with the pupils and staff and also in encouraging outreach. She leads the Gianna

project and is instrumental in encouraging all pupils to understand the need to live out the message of Jesus today.

- All staff promote the Catholic ethos of the school with enthusiasm. Teachers have high expectations of each pupil and clearly know the capabilities and needs of every pupil in their class, including the few that have special educational needs. Children attain at a very high level and progress well as they journey through the school.
- Catholic social teaching is well embedded within the school, all members sharing a keen sense of responsibility towards others. This is seen in their work to help people in the local community as well as those further afield. Many opportunities are provided for pupils to live out their Christian mission and make a difference to others. Examples of these opportunities are the school's work to support Cafod, the Gianna project, the Christmas Child appeal and a project to help the people suffering from the Kerala flood disaster.
- Music is a strength of the school. There is an excellent choir who have performed in many places, including the Albert Hall. The Diocesan music service works with one year group each week and some of the pupils are also members of St Patrick's Church choirs. The choir has visited the Leonard Cheshire Home and homes for the elderly in the region.
- Parents spoke highly of the school, praising it for its excellent communication and the sense of family that is present in the school. They were appreciative of the welcoming and friendly atmosphere.
- The environment makes the Catholic nature of the school very clear. This is true both inside and outside the building. Outside, the remembrance garden and the woodland area offer opportunity for reflection and experiences of awe and wonder. Inside, the many displays in the Hall and corridors are thoughtful and of a high quality. All classrooms have a designated prayer space, which is dressed in accordance with the liturgical year and conforms to the high standards demanded by the school.
- All leaders are highly committed to the school and work hard to realise its mission. They understand the school's strengths and areas for improvement and have a comprehensive action plan in place to address the latter.
- Their understanding of the mission of the Church has motivated them to share their expertise generously across a number of other schools, thus benefitting the wider Catholic community. They work with their federated school and within a number of different partnerships to share expertise, promote good practice and constantly strive for improvement.
- All leaders are extremely thorough in monitoring and promoting the Catholic Life of the school. Comprehensive strategic planning documents are in place, for example the Diocesan Self Evaluation Form (DSEF) and a thorough action plan for RE which works together with the School Improvement Plan (SIP). The governing body have established a committee for the Catholic Life of the school and they provide both support and challenge for the senior leaders. Informal monitoring of the Catholic Life of the school takes place with great regularity, the executive headteacher and head of school visiting classes on a daily basis and the governors coming into school every week. More formal monitoring was evidenced in a range of further documentation, for example the subject leader's file on RE and canonical returns.

## RELIGIOUS EDUCATION

### Religious Education is outstanding

|  |   |
|--|---|
| How well pupils achieve and enjoy their learning in Religious Education                            | 1 |
| The quality of teaching, learning and assessment in Religious Education                            | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 1 |

- Pupils are very enthusiastic about their RE lessons and apply themselves well. Their behaviour is excellent whether working as a class, a group, in pairs or independently. They remain on task and concentrate well. This enables them to produce work of a high standard.
- Lessons are clear in their purpose. They all begin with a learning objective which is shared with the pupils at the start of the lesson. Pupils are then able to refer back to it at the end of the lesson to assess their own progress. All tasks are designed to achieve the stated learning objective.
- I Can statements are used in all classes to allow teachers to monitor individual progress and pupils to recognise their achievement.
- Pupils have a good understanding that the lessons they learn in RE are messages for today and should be brought into their everyday life. One boy in Year 6 said, "It moulds our life." All pupils believe that their RE lessons are different from other lessons.
- Attainment is high across the school. The majority of pupils achieve at or above expected levels in each year group and the different groups of children perform well.
- Progress is excellent. Many pupils enter the school slightly below the national average in RE but most pupils progress to achieve expected levels by the end of Key Stage 1 and many of them achieve higher than expected levels by the end of Key Stage 2.
- The school follow the Way the Truth and the Life scheme of work but adapt and enhance it to ensure that progress and attainment are high. Creative strategies are employed and a range of tasks designed to engage the pupils and to stimulate thought. Other faiths are studied and these are often enhanced by visits to different places of worship.
- Teachers have a high degree of expertise. The number of Catholic teachers is an advantage but support and Continuing Professional Development (CPD) ensures that all staff are enabled to grow and develop on both a personal and professional level.
- Teaching is consistently of a high standard, much of it being outstanding with no teaching being less than good. A variety of stimulating and enjoyable lessons was seen, which testified to the creativity and commitment of the staff. The school now needs to share the excellent practice so that the number of outstanding lessons increases.
- Support staff are well deployed within classrooms, often to support an individual but they are proactive in using their expertise to assist where needed.
- The pace of lessons is good and tasks are creative and varied but some classes would benefit from more differentiation to ensure that all tasks are designed to motivate and

ensure progress. This is already taking place in some classes so sharing this good practice would further enhance attainment and progress.

- Marking in books can be thorough and formative but this is not the case in all classes. More focussed marking with steps for development should be included for all pupils with time set aside for pupils to respond to these in a way that is age appropriate. The good practice already in place in some classes needs to be shared to enable this to happen in all classes.
- Assessment and monitoring are firmly embedded within the school. Termly assessments take place and data is collected and analysed. Results are used to inform next steps.
- Moderation meetings are held to assure the standardisation of results. These take place each term within school but they are also assured by moderation meetings within the different Catholic clusters to which the school belongs.
- The RE leader is highly skilled and motivated and offers both support and encouragement across the school. Her commitment and knowledge are a great asset to the school and she provides guidance and leadership in both RE and Collective Worship. She attends local meetings run by the Diocese and a range of other meetings to ensure that her knowledge and expertise are maintained.
- Leaders and managers operate a rigorous system of monitoring, both formal and informal. Formal monitoring includes lesson observations, data scrutiny and planning and work scrutinies. Informal monitoring takes place regularly as senior leaders and governors walk around the school, visit classrooms and converse with staff and pupils.
- RE is clearly regarded as a core subject, full parity being given to it both in status and funding. All changes required by the Diocese in terms of sacramental teaching have been implemented.
- CPD in RE is given a high priority and results of this can be seen, for example, in the creativity which enhances RE lessons. A bi-annual event takes place with the other Catholic schools in the All Saints cluster as well as regular RE inset with other schools.

## COLLECTIVE WORSHIP

### Collective Worship is outstanding

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|---|----------|
| How well pupils respond to and participate in the school's Collective Worship                     | <b>1</b> |
| The quality of provision for Collective Worship   | <b>1</b> |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | <b>1</b> |

- The standard of Collective Worship in the school is excellent. All acts of worship seen were of a high quality and engaged both pupils and staff. Prayer frames each day in school and many opportunities are offered throughout the week. The reverent and thoughtful behaviour of the pupils during all acts of worship was outstanding.

- A high level of experience and expertise is present among many staff and this is used to great effect to ensure the high standard of all worship in the school. They are excellent role models for the pupils, giving the pupils regular experiences of high quality worship.
- Staff ensure that pupils are exposed to a variety of forms of worship and of prayer including traditional prayer, spontaneous prayer, quiet reflection, role play, singing and dance.
- Pupils participate with enthusiasm in worship led by the staff, taking on what are clearly familiar roles, for example lighting the candle in the lower classes and reading prayers with confidence further up the school. One example of this was an act of worship led by the executive headteacher and the Early Years Foundation Stage (EYFS). The pupils' contribution was carefully and skilfully linked to the message of Jesus and the way that the pupils could live that out themselves. All worship ends with a mission for the pupils to focus on for that day.
- This excellent practice creates a firm base for the pupils to begin to plan and lead their own worship and this is well established within the school. Pupils learn from a young age to participate in planning and leading their own Collective Worship and there is a progressive plan in place with expectations stated for the end of each year.
- This was demonstrated clearly by a highly effective act of worship in Year 3, which was led by the teacher and the children together and which featured some planning on the part of pupils.
- An outstanding act of worship was then seen in Year 6 which was entirely planned and led by the pupils. The calm and reverent atmosphere they created and the way they involved and engaged all pupils was exemplary.
- The provision for Collective Worship is outstanding. Staff ensure that pupils experience a range of different forms of worship, for example, traditional worship such as Mass and the Sacraments, small group worship, praise for Our Lady and worship pertaining to particular seasons such as Lent and Advent. They are always careful to ensure that the worship speaks to the pupils and that they understand the message the gospel has for us today.
- Music is a feature of worship. It is used to create atmosphere as well as to aid prayer and reflection. Singing as a form of prayer is highly valued. Pupils join in with enthusiasm and the choir sing with confidence, enthusiasm and a high degree of skill.
- Voluntary worship is a feature of the school, for instance worship based on the Rosary, which was led by the children, was very popular.
- Opportunities are created for parents, parishioners and other stakeholders to participate in the school Collective Worship and they are greatly appreciative of these.
- Leaders ensure that Collective Worship is regularly evaluated through observation and discussion. More formal monitoring of Collective Worship also takes place with observations being evaluated and used for improvement.
- Leaders ensure that opportunities for personal development are available to staff to support their planning and delivery of Collective Worship. Non Catholic staff are supported by Catholic staff and the head of school and RE coordinator use their excellent understanding of Collective Worship to help others develop.
- Some staff have completed the Catholic Foundation Stones and others are beginning the course shortly.
- The parish priest is a frequent visitor to school and his thoughtful support is of great benefit to the school. He is instrumental, together with the headteacher, in promoting sacramental preparation in school.

- Links with parish are good. One class from Key Stage 2 attends the parish Mass on a weekly basis.
- Collective Worship is well resourced. Artefacts and drapes support the liturgical year and are used with confidence to aid prayer and reflection.
- The impact of living in a praying Catholic community on all stakeholders is very evident. It creates a community of people who are active in their faith, who live out the message of the Gospel and whose worship celebrates their lives and their relationships with God and each other.