

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 BENEDICT'S CATHOLIC PRIMARY SCHOOL, a
Voluntary Academy
Stationfields, Garforth LS25 1PS

School URN

138945

Date of S48 inspection and
OE grade

10-11 July 2018
Outstanding

E-mail address

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Chair of Governors

Mr Andrew Russell

Headteacher

Mr Kieron Flood (Executive Head)
Mr John Wooley (Head of School)

RE Subject Leader

Niamh McKeown

Date and grade of last S48
Inspection

26-27 June 2013
Outstanding

Section 48 Inspector/s

Mr Christopher Devanny

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 Catholic school

- St Benedict's is a deeply committed and caring Catholic community, characterised by outstanding leadership and dedicated staff, united in wholeheartedly witnessing to the Catholic mission of the school.
- The school's leadership is deeply committed to the Church's mission in education. Leaders embody Christian values in their relationships and professional practice. The executive headteacher and the head of school are an inspiration for the whole community through their witness to the Gospel.
- Leaders and governors have ensured that the Catholic Life of the school is the highest priority in its strategic improvement planning.
- Improvement planning is thorough and accurately identifies strengths and areas for development.
- The provision of continuing professional development for the Catholic Life of the school is a key leadership priority.
- Governors are very effective at holding the school's leadership to account.
- The school's leadership works well with the parish priest. Links with the parish are well established.
- The quality of Religious Education is outstanding.
- Attainment in Religious Education is consistently high. Progress over time is never less than good.
- The quality of teaching in Religious Education is consistently good and some teaching is outstanding.
- Pupils enjoy their learning. They concentrate well, they demonstrate excellent levels of engagement and their work is purposeful and well presented.
- The quality of Collective Worship is outstanding.
- Outstanding practice exists in the leadership and preparation of acts of worship by pupils.

- Leaders ensure that Collective Worship improvement planning is a key leadership priority.
- Effective partnerships exist, particularly with the Bishop Konstant Catholic Academy Trust (BKCAT) and the Diocese.
- Parents are overwhelmingly supportive of the school. They spoke with gratitude and warmth about the school.
- The school very effectively addressed all areas for improvement from the previous Section 48 inspection (2013) and Diocesan Canonical Review (2016).
- School leaders have fulfilled all canonical and statutory duties.

What the school needs to do to improve further:

- Incorporate the Catholic virtues into the review of the school's mission.
- Devise a pupil friendly summary, which encapsulates the school's Catholic mission.
- Create systematic opportunities for pupils to evaluate the Catholic Life of the school.
- In Religious Education, bring consistency to standard operating procedures by:
 - reviewing the use of 'I Can' statements
 - reviewing the use of developmental or next step marking
- In Collective Worship, ensure that pupil led acts of worship are included in the school's monitoring cycle.

Information about this inspection

The Inspection of St Benedict's Catholic Primary, a Voluntary Academy, 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:

- The extent to which the school has addressed the points for improvement from the previous Section 48 inspection and the latest Canonical Review.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision of Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.
- How well pupils respond to and participate in the school's Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

One inspector conducted the inspection over one and a half days. The inspection comprised the following activities:

- The inspector and head of school observed the teaching of Religious Education in all Key Stage 1 (KS1) and Key Stage 2 (KS2) classes.
- The inspector observed the teaching of Religious Education in the Early Years Foundation Stage.
- The inspector observed one whole school act of worship and three acts of class based worship. The inspector observed one act of class worship with the school's Religious Education subject leader.
- The inspector held discussions with the executive headteacher, the head of school, the Religious Education subject leader, the vice-chair of the academy council and three other school governors, eight parents and a representative group of pupils.
- The inspector held a telephone conversation with the parish priest.
- A range of documents were made available and scrutinised, including the last Section 48 report, the latest Canonical Review, the Diocesan Self Evaluation Form, the School Improvement Plan, Religious Education and Collective Worship action planning, Religious Education subject leader files, teaching and worship observation records, the school's prospectus, school policies and minutes of academy council meetings.
- The inspector analysed attainment and progress data for Religious Education.
- The inspector scrutinised a sample of pupils' work in Religious Education from every class.
- The inspector scrutinised displays around the school, in classrooms and the school's website.

Information about this school

- St Benedict's Catholic Primary is a Voluntary Academy within the BKCAT. The school converted to academy status in November 2012.
- The school is a one form entry school in the parish of St Benedict's in Garforth. The school has a published admissions number of 30 and caters for children aged 3-11 with a 15 place Nursery.
- The school has 241 pupils on roll, 89% are baptised Catholic, 6% are of another Christian denomination, 1% are of another faith and 4% of pupils are of no religious affiliation.
- Three teachers hold the Catholic Certificate in Religious Studies and two teachers are currently undertaking it. Ten teachers teach Religious Education.
- The proportion of disadvantaged pupils eligible for support through pupil premium funding is below the national average.
- The proportion of pupils supported through the special educational needs and disabilities register is below the national average.
- The proportion of pupils who have education health care plans is below the national average.
- The proportion of pupils who have English as an additional language is well below the national average.
- The senior leadership team has remained constant since the last Section 48 inspection. In September 2017, the existing headteacher became executive headteacher with responsibility for St Benedict's and one other Catholic primary school

within the BKCAT and the existing deputy head of St Benedict's became head of school.

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.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- All pupils actively participate in the Catholic Life of the school. They have a full understanding of the mission of the school, they embody the Christian values that underpin that mission and so contribute significantly to the application of the school's mission in their daily lives.
- Pupils deeply value the Catholic character of the school and articulate their love for the school as a Catholic community. For example, one pupil said, "we try to live our lives as Jesus did", another stated, "we live out the golden rule, to treat others as we would like to be treated". Pupils were keen to explain the meaning of the school's logo displayed on their school uniform and across the school: a variety of pupils at different times said it shows "we are all different, but all united in Jesus".
- Pupils show a deep respect for themselves, others and the environment. The behaviour of almost all pupils is exemplary. Pupils said, "We look out for each other", and variously described St Benedict's as "welcoming", "fun", "about friendship", "sharing happiness" and "kindness" and is a "joyful" place. Two pupils talked about how they always help children who arrive during the year not knowing anyone: "we make a big effort to show that you are welcome". These views are widely held.
- Pupils, appropriate to their age and capability, have an excellent understanding of loving relationships. Pupils feel very safe and are eager to come to school. Pupils speak highly of the recently introduced 'Good to be Green' positive behaviour strategy because it recognises the vast majority of pupils who display excellent behaviour at all times.
- In proportion to their years, pupils show an ability to reflect and listen, to give thanks, to forgive and to accept forgiveness. Pupils are aware of the need to care for our common home, the earth, and show this concern through their membership of the Eco-Council and through reflections and missions in their acts of Collective Worship.
- Pupils relish opportunities to take on leadership responsibilities in the Catholic Life of the school. Pupils choose their own charity to support. Most recently, they chose to support Candlelighters, a children's cancer charity. Using funds raised by the Parent Teacher Association, pupils chose to buy 'World Gifts' from CAFOD to present to significant members of their community. Older pupils are exemplary role models for younger pupils: they act as mentors 'walking alongside' younger pupils, offering encouragement and support. Older pupils take younger pupils to church for the celebration of Mass, they sit with them in liturgies and whole school gatherings and they support young readers across the school. As a result, older pupils are developing their self-awareness, personal responsibility and capacity to care for others.

- Pupils are alert to the needs of others in the community and wider world. They recognise the importance of justice and peace through their fundraising for the Good Shepherd, St Vincent's for the homeless and CAFOD. Pupils have bought 'World Gifts' because, as one pupil said, "they help to change lives for the better." Pupils have sung and provided gifts at a local care home for the elderly, for the luncheon club and visited Martin House, a charity for children with life-limiting conditions. They have worked with Churches Together to cook and serve meals for local refugees and asylum seekers. The introduction of Mini Vinnies in 2016 has enabled a group of pupils to turn their concern for justice into action. They have devised and implemented a variety of projects, sometimes working with BKCAT schools, including the 'Christmas hamper project' and 'Operation Christmas Child'. All these activities demonstrate how pupils are effective at developing the Catholic Life of the school, and know what it means to have a vocation because they are generous in joyfully offering themselves in the service of others.
- Pupils are not sufficiently involved in evaluating the Catholic Life of the school. The school has recognised this and plans have been made to address this deficiency in pupil leadership, but to date these plans have yet to be implemented.
- Pupils respect and deeply value the school's links with the parish community. They were actively involved in the planning and leading of the Silver Jubilee celebration for the previous parish priest and the induction Mass for the current parish priest. Two classes celebrate Mass with the parish every Tuesday morning. Pupils participate in the Sacrament of Reconciliation every Advent and Lent.
- The mission statement is a clear expression of the Church's mission in education. However, the pupils and most staff clearly focus on the school's logo as the central image that promotes and sums up the Catholic mission of St Benedict's. The school's leadership should build on this and consider introducing a pupil friendly summary that encapsulates the school's Catholic mission for all members of the community.
- All staff are fully committed to the implementation of the mission across the whole life of the school. The staff pray together and they willingly participate in activities designed to meet their spiritual needs: the school delivers an annual continuous professional development (CPD) day on the Catholic character of the school; all staff embark on pilgrimage together to Ampleforth Abbey, Osmotherley and Mount Grace Priory. Staff, including support staff, participate in *Catholic Foundation Stones*, the annual programme run through the BKCAT that enables staff to renew or reflect on their own faith journey and their purpose in the endeavour that is Catholic education. All staff are effective moral exemplars for the pupils because of the high quality relationships that exist between all colleagues. While staff work hard, parents spoke about how "teachers go the extra mile" for the children in their care, have "a personal touch" and see teaching as "more than just a job".
- The school's Catholicity is present in excellent displays of seasons of the Church's year, pupil work, religious artefacts, class saints and focal points for worship: the school's environment speaks clearly of Christ and his Church.
- The curriculum offers many opportunities for spiritual and moral development; the practice of reflective meditation is embedded, the 'Good to be Green' positive behaviour strategy promotes self-control and a developing sense of the common good. The school provides regular opportunities for pupils to sing through CJM Music and the 'Big Sing Liturgy Thing' with both BKCAT schools and schools in Leeds. Pupils are growing in their understanding of ecology and see themselves as stewards of their own bodies and creation promoted by opportunities to learn from Catholic social teaching which informs Personal, Social and Health Education particularly through 'Ethos statements' and the school's programme for Relationships and Sex Education (RSE).
- Parents know the content and timing of the existing RSE programme. In light of new statutory measures beginning in September 2020, the school has identified gaps in its

RSE provision and has plans in place. It has purchased new resources, principally 'A Journey in Love' that is faithful to Catholic teaching, to supplement its provision of RSE.

- The school recognises the dignity of all members of the community and is attentive to the pastoral care of all pupils and staff. The Catholic Life and Pupil Support governor sub-committee review policies and structures to ensure the wellbeing of all pupils. The school prioritises the mental health of its pupils through the use of 'Worry Monster' boxes and 'Chatterboxes' in classrooms and the use of specific staff identified to support children to reduce anxiety and to provide a vehicle to express their emotions.
- The school's leadership is deeply committed to the Church's mission in education. Leaders embody Christian values in their relationships and professional practice. The executive headteacher and the head of school are an inspiration for the whole community through their witness to the Gospel: they exemplify modern day discipleship and inspire all members of the school community to uphold the faith and practise gospel values.
- Leaders and governors have ensured that the Catholic Life of the school is the highest priority in its strategic improvement planning. Improvement planning is thorough and accurately identifies strengths and areas for development. However, to ensure clarity of purpose, leaders must use the definitions within the inspection schedule to ensure that Catholic Life is distinct from Religious Education and Collective Worship in the School Improvement Plan.
- In the autumn governors and staff reviewed the existing mission statement. It is now a priority that the mission should incorporate the Catholic virtues alongside gospel values to meet diocesan expectations. The school has already begun to plan for this improvement in its Catholic Life provision.
- Governors are very effective at holding the school's leadership to account. Governors act strategically, they ask appropriate and searching questions and, through the work of the Catholic Life and Pupil Support sub-committee, gain an effective knowledge and understanding of the Catholic Life of the school.
- The school's leadership works well with the parish priest. The parish priest has a good understanding of the Catholic Life of the school from his regular visits and communications from the school. He is supportive of the school community, and alongside the school's leadership, plans the liturgical life of the school. He has supported learning in Religious Education and has initiated a weekly Mass for pupils in the parish church. The parish priest commends the pupils for their increased reverence and knowledge of the faith, and deepening commitment to the Eucharist. School leaders work in partnership with the parish in the provision of the sacraments of Reconciliation, Eucharist and the planning for Confirmation.
- The provision of continuing professional development (CPD) for the Catholic Life of the school is a key leadership priority. The executive headteacher is a key leader of the BKCAT's vision for the development of Catholic Life across the Trust. The school commits one full training day each year to the development of the Catholic Life of the school and all staff journey together on annual retreat. The school now collates examples of the Catholic Life of the school through evidence books in each class, an initiative introduced by the Religious Education subject leader. The school attended the recent diocesan CPD on RSE. The opportunities offered to staff, together with the diligence shown by governors in recruiting staff supportive of the Catholic character of the school, has strengthened their understanding of mission and their roles within the school.
- From the evidence of questionnaires and interviews, parents are overwhelmingly supportive of the school. Parents spoke with gratitude and warmth about the school. For example, 'I've never felt an outsider here'; 'the school is awesome'; 'my children have bloomed here'; 'we're a family here'; 'they make it look easy, but I know it takes

so much work behind the scenes to make this school what it is'; 'the Christian values they taught my child, he still lives by them, long after he left'.

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

- Attainment in Religious Education (RE) is consistently high. Progress over time is never less than good. As soon as pupils enter the school in the Early Years Foundation Stage (EYFS), they begin to develop their religious literacy, knowledge of scripture and the Catholic faith so that by the end of KS1, almost all pupils make expected progress and significant numbers of pupils make outstanding progress and exceed age-related expectations. In KS2, sustained progress ensures that at least 90% of pupils meet age-related expectations and no less than 40% exceed age-related expectations.
- Most groups, including the small numbers of pupils who are disadvantaged, and pupils who have special educational needs (SEN) and/or disabilities, make at least expected progress. At the end of KS2, male pupils make comparable progress to female pupils.
- Pupils are religiously literate, and relative to their age and capacity, they are aware of religious commitment and the demands it places upon people of faith. In EYFS, pupils were learning about God's family and could draw, build, label and describe the different parts of a church and what is required of those who go into church. In Year 1, children were engaged in a teacher narrated creative role-play of the 'Calming of the Storm' and could reflect on the emotions of the disciples and the motivation of Jesus and the implications that following Jesus could bring. In Year 3, pupils reflected on the change that meeting Jesus made to Paul while in Year 6 pupils could apply their understanding of the gifts of the Holy Spirit to life demonstrating the commitment necessary of disciples of Jesus.
- The school's investment in the 'Bibles for children' scheme supports the development of pupils' religious literacy. Pupils are gifted a bible in Year 2 and again in Year 4. Teachers use these bibles as study or reflection aids. The pupils take their bible home at the end of Year 3 and Year 6.
- Pupils enjoy their learning. They concentrate well, they demonstrate excellent levels of engagement, their work is purposeful and they seek to apply what they have learned in RE to future tasks. Pupils commented that they particularly enjoy the creative strategies and thinking skills they use: "I enjoy thinking things through", "I like role playing", "hot seating", "writing emails and letters," "I like when we do art and make links with it". Pupils recognise that the creative strategies are not just "fun" but enable them to show their learning.
- Pupils in KS2 are aware of their level targets and actively seek to improve their work, prompted by feedback from teachers.
- From the evidence of observations, school records of observations and scrutiny of pupil work, the quality of teaching in RE is consistently good and some teaching is outstanding.

- A particular strength of RE teaching across the school is the effective questioning skills used in lessons to deepen understanding and challenge pupils to work at greater depth.
- Teachers use appropriate creative strategies to engage pupils and promote learning. All teachers have very good subject knowledge, supplemented by high quality CPD opportunities through the BKCAT and the Diocese's Creative RE days that the school supports.
- Teachers have high expectations, know their pupils well and plan to differentiate learning to match pupils' stage of learning, to consolidate previous learning and develop independence. For example, in upper KS2 teachers used technology to develop independent working practices in pupils, modelled responses as an aid to demonstrating the importance of using sources and making links and used incisive questioning to stimulate deeper learning.
- Marking and feedback is based on appropriate RE assessment objectives and challenges pupils to make improvements or to work at greater depth. However, the use of this strategy is not consistent across the school. While teachers give feedback, some do not ensure that pupils respond to feedback and so miss opportunities to promote learning. To promote further progress in learning, the school should also consider increasing the frequency of peer-to-peer feedback of pupil work.
- Assessment practice follows diocesan guidelines. Teachers moderate work together, and with the BKCAT schools on a regular basis. Some teachers use the 'I Can' statements as an aid to the assessment of progress, but the use of 'I Can' statements is inconsistent. Leaders need to review the use of 'I Can' statements across the school.
- Teaching assistants are integral to learning in RE. They are involved in the planning of RE and work effectively with groups of pupils and individuals with skill and sensitivity. In one class, which was learning about the early Church, the teaching assistant deepened the understanding of a group by her skillful questioning of pupils.
- Leaders and governors ensure that RE meets the requirements of the Bishops' Conference in every respect. At least 10% of curriculum time is devoted to RE. The curriculum follows the diocesan programme *The Way, the Truth and the Life* and is supplemented by the teaching of other faiths and themes which meet the needs of pupils at St Benedict's and is responsive to the topics in the International Primary Curriculum and the joint curriculum themes devised and implemented in partnership with the BKCAT.
- Leaders and governors ensure that RE has full parity with other core curriculum areas, supporting a full CPD programme of RE at Trust and diocesan level. RE is very well resourced and the school's financial commitment to RE is consistently high.
- Leaders use RE monitoring data through a shared BKCAT data tracker to evaluate the school's performance. Pupil progress meetings analyse the performance of individual pupils and enable teachers to focus on pupils that need intervention or extra support.
- The governors have a good working knowledge of standards in RE promoted by regular headteacher reports and presentations by the RE subject leader. These strategies, together with governor monitoring days, inform governors of the subject's strengths and areas for development.
- Leaders have effective plans in place to ensure continuous improvement in the provision for RE. Improvement planning is thorough and accurate and monitors progress each term through realistic success criteria.
- Senior leaders and governors support the RE subject leader in her professional practice. She is organised, committed and effective. She works very closely with senior leaders to ensure the provision for RE is outstanding. The shadowing of the previous post holder for an academic year ensured that the RE lead moved into the role with confidence and an appropriate knowledge base enabling her to demonstrate a passion

for the subject and proficiency as a middle leader. The RE subject leader enjoys a good reputation among her colleagues who view her as a lead practitioner.

- Governors have fulfilled all canonical and statutory duties in relation to RE.

COLLECTIVE WORSHIP

Collective Worship is Outstanding

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

- There is a genuine enthusiasm at St Benedict's for Collective Worship. Acts of worship engage all pupils' interest. Pupils act with reverence, recite prayers confidently, reflect silently and sing joyfully.
- Outstanding practice exists in the leadership and preparation of acts of worship by pupils. They are acquiring the confidence and skills to lead and plan worship through a carefully structured progression. In the EYFS and through KS1 pupils choose artefacts for the focal point and dress the prayer table as well as compose and read prayers. In KS2, pupils lead parts of the worship and in upper KS2, pupils use a liturgy planner to plan and lead the whole act of worship. The inspector observed three acts of class worship that exemplified this structured progression and demonstrated creative and thoughtful planning, deep reflection and excellent engagement. The experience of living in a faithful, prayerful community has a visible effect on pupils' spiritual and moral development and relationships.
- Pupils learn a variety of approaches to prayer, both formal and informal. They are aware of the importance of reflection, practise guided meditation and are creative in their use of scripture, artefacts and music. Pupils have an excellent knowledge of the Church's liturgical year through appropriately planned celebrations and displays.
- Collective Worship is central to the life of the school for all members of the community, whatever their own faith background. Praying together is part of the daily experience for all pupils and staff.
- The head of school, through the Wednesday Word whole school worship, models excellent worship for staff and pupils that has a clear purpose, message and direction.
- Staff are highly skilled in helping pupils plan and deliver quality worship. For example, in Year 3, the teacher modelled excellent worship, narrating the sequence of the worship with skill, reverence and poise so that pupils could engage fully and display the confidence and skills to take a lead.
- Staff have an excellent understanding of the liturgical year and are passionate about ensuring that pupils always have high quality experiences of worship.
- Parents speak with warmth about the school's acts of worship and the reverence of the children both in school and in church. Parents respond very well to the school's invitation to attend acts of worship.
- All leaders deliver engaging and inspiring Collective Worship that encourages all pupils and staff to reflect on their relationship with God and live as witnesses to the Gospel. Their extensive understanding of liturgy sustained by their own willingness to engage in

CPD opportunities, personal pilgrimage and retreat, provides a source of knowledge and experience to aid high quality acts of worship that models best practice.

- Leaders ensure that Collective Worship improvement planning is a key leadership priority. The development of the provision for worship is integral to the school improvement plan. Leaders implemented the recommendations on worship from the latest Canonical Review and CPD opportunities for all staff have included training from an external lead practitioner, from CJM Music and attendance at diocesan training.
- Leaders and governors formally monitor the quality of Collective Worship. Leaders ensure best practice through first targeting and then reviewing areas for development for individual teachers. Pupil led worship is not sufficiently included in the school's monitoring cycle. The school has recognised this and plans have been made to address this deficiency, but to date these plans have yet to be implemented.
- St Benedict's Catholic Primary School is at the heart of the community in this area of Leeds. School leaders are discerning but also unyielding in their pursuit of excellence and success for all pupils in their care. Together with the support of its academy council, the school strives to ensure that all receive the best that Catholic Education can offer.