

# 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

OUR LADY OF GOOD COUNSEL CATHOLIC PRIMARY,  
Pigeon Cote Road, Leeds, LS14 1EP

School URN

108030

Date of Inspection and OE  
grade

20/21 June 2018  
GRADE: 1

E-mail address

s.flaherty@ourladys.org

Chair of Governors

Mrs Kathleen Walpole

Headteacher

Mrs Stephanie Flaherty

RE Subject Leader

Mrs Stephanie Flaherty/ Mrs Frances  
Hughes

Date and grade of last S48  
inspection

24/25 June 2013  
GRADE: 1

Section 48 Inspector

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:*

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

**COLLECTIVE WORSHIP**

1

### Summary of key findings:

**This is an outstanding Catholic school.**

- Our Lady of Good Counsel Catholic Primary is a deeply committed and caring community, characterised by outstanding leadership and dedicated staff, united in wholeheartedly promoting the Catholic mission of the school.
- The mission statement of the school is successfully promoted and understood, thus enabling the whole community to live out the Gospel message in their daily lives.
- The Catholic Life (CL) of the school is deeply embedded, ensuring that all pupils can contribute to and benefit from the excellent provision. They know that the school is made special by its Catholic ethos and they have a tremendous sense of belonging, shared by their parents and carers.
- Religious Education (RE) is outstanding. Skilled teaching builds pupils' understanding from an early age so that they become religiously literate young people as they move through the school who can then consider, question, reflect on and apply Catholic teaching in their daily lives.
- Teaching is engaging and motivating, with a wide range of strategies employed to sustain pupils' interest and harness their involvement to best effect.
- Attainment is good, with an increasing number of pupils achieving beyond age related expectations by the end of Key Stage 2.
- Collective Worship is excellent, based on a clear policy and very effective implementation. Leaders have very good knowledge of how to plan and deliver opportunities for worship that is inclusive of all at an age appropriate level. Pupils' skills in preparing and leading Collective Worship are well developed. Links with the school's parish, through the parish priest, are well established, and the priest is a frequent visitor.
- Leadership roles in the school are clearly defined, they are supported and held to account by a committed governing body.
- The inspirational headteacher, supported by an equally committed deputy headteacher, ensures that the mission of the school to be role models within the 'family of God' impacts positively on the school's wider parish and local

communities. All staff are very secure in their support for the strong Catholic ethos within the school.

- Effective and supportive partnerships have been developed by the school, particularly with the other schools in the local Diocesan cluster.
- Recommendations raised in the previous Section 48 RE inspection have been effectively addressed.
- All canonical and statutory duties are fulfilled.

### **What the school needs to do to improve further:**

- Ensure that action planning provides a secure measurable platform for year-on-year increases in the number of pupils achieving age-related expectations or better and that individual progress is tracked effectively.
- In order to aid their future strategic planning, the governing body should raise their expectations in the standard of detailed information that they require from senior leaders with regard to attainment and progress in RE.
- Consider how to build on the outstanding Collective Worship in the school to give pupils more opportunities and new spaces to develop their prayer life.

### **Information about this inspection**

The Inspection of Our Lady of Good Counsel Catholic 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 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 key issues for action identified in the previous Section 48 Inspection have been addressed.
- 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 the 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.

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

- The inspector and headteacher completed a 'teaching and learning walk' throughout the whole school.
- The inspector observed acts of Collective Worship involving the whole school led by Year 5 and separately in two other classes.

- Meetings were held with the headteacher ( who is also one of the RE leaders), deputy head, the second RE subject leader, parish priest, governors, parents, representatives from the school council, mini vinnies, faith friends and Year 6 prefects.
- A comprehensive sample of evidence covering the Catholic Life of the school was made available.
- The school's data files which show group attainment data were analysed.
- Samples of pupils' work, examples of marking and data from pupil and parent questionnaires, minutes from governors' meetings, headteacher reports and annual reports to governors by the RE leaders were scrutinised.
- School newsletters, Collective Worship planning and the whole school development plan were scrutinised.
- Displays in classrooms and around the school and 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

Our Lady of Good Counsel Catholic Primary is a one form entry school in the parish of Blessed Edmund Sykes in East Leeds.

58% of the pupils are Catholic, 21% have another Christian denomination and 21% have no religious affiliation.

15% of the pupils are supported through the special educational needs and disabilities register.

15% of the pupils have English as an additional language.

The RE leaders regularly attend local Catholic RE cluster meetings to share good practice with their colleagues.

### 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>

- All pupils are active participants in the Catholic Life of the school. They have a full understanding of the school's mission statement 'As the family of God, with Jesus, we love, learn and enjoy' and they contribute significantly to the application of the mission in their daily lives.
- They show a sincere respect for themselves and their peers, and for the environment of the school. The behaviour of almost all pupils is excellent. They show an ability to focus, reflect, listen and consider religious, spiritual and moral issues. They are able to forgive and be forgiven. They enjoy and celebrate the success of others.

- They acknowledge the importance of prayer, learning about the person of Jesus and using his example to help the younger children when they are having friendship difficulties.
- They understand the importance in caring for each other. This can be seen in the close relationships built up between the Year 4 'faith friends' and the pupils in Reception, Year 1 and Year 2.
- Established groups of pupils are effective in developing the Catholic Life of the school through their activities. The Mini Vinnies group regularly attend a luncheon club for elderly members of the community alongside their ongoing numerous fundraising activities. The 'faith friends' enthusiastically and independently plan short reflective tasks that help the younger children understand formal prayers and elements of liturgies more deeply.
- Pupils participate willingly in the school's chaplaincy provision, through the liturgical celebrations in school and parish, and through voluntary activities such as the Travelling Rosary and their involvement in parish masses.
- The pupils respond very well to the school's support for their personal and emotional needs through the curriculum and pastoral care given by all members of staff. One of the children stated that they loved coming to school because of the care and support that they receive from all of the staff.
- Pupils value and respect the Catholic tradition. They develop a sense of wonder through frequent opportunities for reflection, and have an understanding that they are called by God to put the needs of others first.
- Pupils play a significant part in the evaluation of the Catholic Life of the school through regular questionnaires. The pupils acknowledge that their comments and ideas are valued by the staff and have influenced the school's overall development.
- The Catholicity of the school is very effectively presented in its environment through impressive displays of themes, pupils' work, religious artefacts and focal points for worship.
- The headteacher's vision of ensuring that the 'family' that is Our Lady of Counsel Primary continues to develop and provides support for every member of its community is borne out in the pastoral care given to pupils, families and staff. Support is given willingly where and when it is needed, both within and after school hours.
- This pastoral care and support is highly praised by parents and grandparents.
- The curriculum is designed to offer many opportunities for moral and spiritual development of pupils, through Catholic social teaching within the RE curriculum and Relationship and Sex Education (RSE). Parents reported that they are well informed of the content of the RSE programme.
- The RSE policy is currently being updated in line with diocesan requirements.
- Leaders and governors have ensured that the Catholic Life of the school is the highest priority in its strategic development planning. Governors receive regular reports from the headteacher.
- Self evaluation of the Catholic Life is accurate in identifying strengths and areas for development. Monitoring has been systematic in judging the impact of Catholic Life provision through the use of questionnaires for parents and pupils. Governors now need to use this information to inform their strategic planning for the school going forward.
- There has been a good level of continuing professional development (CPD) offered to staff and this has strengthened their understanding of mission and their roles within the school.
- Parents are overwhelmingly supportive of the school, recognising the strength of its Catholic ethos and the effect this has on their children as they move through the school and onto high school. They talk about the 'family feel' and the 'community spirit' that exists. They can readily identify the positive impact that the school has on

the spiritual and moral development of their children and praised the teaching of positive attitudes to learning which their older children have carried through into high school and beyond.

## RELIGIOUS EDUCATION

### Religious Education is outstanding.

How well pupils achieve and enjoy their learning in Religious Education.	<b>1</b>
The quality of teaching, learning and assessment in Religious Education.	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	<b>1</b>

- Attainment and progress in Religious Education is good overall. As soon as pupils enter the school in the Early Years Foundation Stage (EYFS), they start to develop their religious literacy and knowledge of scripture so that by the end of Key Stage 1 (KS1) most achieve age-related expectations and a small number achieve beyond these. By the end of Key Stage 2 (KS2) most achieve age-related expectations with increasing numbers achieving beyond these, indicating continued good progress.
- Most groups make comparable progress with each other. The school is working hard to address the gap between boys' and girls' attainment at KS1 in RE. Lesson observations are showing that boys' knowledge and skills can be more accurately evidenced through the use of oral assessments rather than reliance on written responses in the younger classes.
- The school provides very effective support for pupils with special educational needs or disabilities. All adults who work with individuals and small groups of children ensure that they are consistent in their use of religious vocabulary during the sessions in order to continuously upskill the pupils.
- As a result of very good teaching, pupils are able to reflect spiritually and are aware of the demands of commitment to religious life. They concentrate well and are able to work collaboratively with their peers on a variety of learning tasks. They actively seek to improve, prompted by challenging feedback from teachers.
- Pupils' enjoyment of Religious Education lessons is widespread across year groups, as a result of the variety of learning tasks and opportunities they are offered.
- The quality of work in pupils' books is consistently of a high standard across the school. This is mirrored by the work on display on classroom walls and in corridors.
- Pupils across the school are religiously literate at age appropriate expectations. In the Nursery they are able to show understanding that everyone in the world is a member of God's family. The Reception pupils were able to label in detail drawings and models of a church. Year 2 pupils demonstrated a very good knowledge of gospel stories where Jesus asked his disciples to trust in Him.
- Year 3 pupils were given different tasks to complete around the story of the Good Samaritan, they enjoyed the role play opportunities and were able to express their opinions about which person in the story did the 'right thing'. The pupils in Year 4 used their knowledge of the parish community to reflect on the different ways that members of the clergy and parishioners fulfil the Church's mission of service to others.
- Most teachers know their pupils well and make careful plans to differentiate learning tasks to match pupils' stage of learning, to consolidate previous learning and develop independence. They are creative in the way in which they approach religious topics, leading to a high level of enjoyment and engagement. Praise and affirmation are used

constantly. Pupils are encouraged to express their thoughts openly and without judgement, to question and disagree if they wish, in an atmosphere of mutual respect.

- Marking is focused clearly on learning intentions and challenges pupils to make improvements or to extend themselves. Pupils are responding appropriately, demonstrating a deepening of their learning.
- Assessment is used appropriately, following Diocesan guidelines, for summative and formative record keeping. This is moderated informally within school regularly and within the local Catholic cluster of schools. Pupils across the school are familiar with the 'I can' statements as an aid to the assessment of their progress. However, they do need to develop the confidence to assess their own performance against the criteria as they move through the school.
- Current data shows good attainment throughout EY, KS1 and upper KS2 . In these classes teaching is well planned and linked carefully to current assessment requirements. As the pupils move through KS2, the number of pupils performing at age related expectations is increasing over time. In some classes across the school, teachers are using the 'driver words' effectively to provide the pupils with clear guidance on how to achieve the higher levels of attainment.
- Teaching assistants are deployed effectively throughout classes during RE lessons. They engage with particular groups or individual pupils with skill and sensitivity. Their prompting and support enables pupils to engage with the lesson and make good progress .
- The RE curriculum meets the requirements of the Bishops' Conference, with 10% or more of the timetable dedicated to the subject across all year groups. It is appropriately supplemented with regular periods when the whole school focuses on major world faiths. Pupils reported that they found these focus weeks useful as they were able to make comparisons with their own faith experiences.
- The school leadership and governors ensure that Religious Education is well resourced, giving a high priority to professional development opportunities for staff, many of whom have accessed courses during the last 12 months.
- The RE coordinators are very knowledgeable and committed leaders, with a passion for the subject. They monitor the subject effectively, collaborate with partners and communicate new developments to colleagues. They share monitoring and both have shown the high priority they are giving to developing standards.
- RE assessment data is collected regularly and analysed to identify the performance of different groups and areas for improvement. At present, the tracking of assessment data does not reflect the actual progress in learning made by pupils. This is an area for continuing consideration, particularly in the light of impending Diocesan and national developments in RE assessment.
- Governors receive annual reports from the RE leader which provide them with clear information about areas of strength within the teaching and learning in RE and areas that still need further development. They now need to be updated regularly about the attainment percentages across the school so that they can continue to hold the school's leaders to account in order to further raise attainment and secure outstanding progress.

## **COLLECTIVE WORSHIP**

### **Collective Worship is Outstanding.**

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

- Pupils act reverently and respectfully in Collective Worship. They are attentive and they engage willingly with the themes presented. Prayers are recited confidently, reflective periods of silence are maintained without disturbance and singing is very joyful.
- Excellent practice exists in the preparation and leadership of Collective Worship by pupils. They are acquiring skills in a carefully structured progression, starting from the youngest pupils choosing artefacts for a focal point and preparing the worship environment, through to writing and reading prayers as they get older and, in groups, following a set plan in devising a liturgy for use with their peers in the classroom. Pupils lead these prayer services confidently and with enthusiasm, but also with dignity and respect for the reverential nature of the event.
- The inspector observed Year 1 pupils preparing a central prayer focus, confidently responding to the chosen reading and then praying for guidance when they are worried about something. In Year 6, four pupils had prepared the worship and sensitively guided their peers through a powerful reflection about the plight of refugees in our world today. The class all focused maturely on how they could support those who are less fortunate than themselves in their everyday lives.
- Pupils learn a variety of methods of prayer, formal and informal. Their knowledge of the Church's liturgical year is very well developed, through appropriately planned celebrations and displays. They are introduced to a sense of ritual through the structure the school uses for classroom acts of worship. These include a 'gathering', a themed reading from the Gospel, reflection on its message, with consideration of key questions, and a mission to take into that day's activities.
- Pupils' spiritual development is very effectively influenced by the acts of Collective Worship. They have a sense of awe and wonder from an early age, and see prayer as a central part of their daily lives. The Year 5 pupils carefully prepared a reflective worship for the whole school focused on the saints and how they can influence our lives, following a focused creative RE day during the previous week. The whole school showed high levels of engagement during the worship and sang with joy and enthusiasm at the appropriate times.
- Parents gave further evidence of the spiritual influence of worship at school, of children 'singing hymns at home', 'praying the Rosary' and 'talking to Grandad in heaven'.
- Pupils spoke warmly of their opportunities, including the school's encouragement of their prayer life at home, through the travelling crib in Advent, and the travelling rosary in May. Pupils, led by the 'faith friends', welcome the re-development of a 'prayer garden' in the school grounds, where they can go privately to reflect and pray.
- The school plans for Mass to be celebrated at important times, with whole school and class masses through the year. The school encourages the participation of parents and carers at these celebrations. The new parish priest is working closely with the school to plan the themes and practice of each Mass. He is full of praise for the school in its preparation of worship and in the response and participation of pupils.
- Leadership of Collective Worship is well organised with clear plans being produced for staff containing themes allied to the liturgical season which are then adapted by all teachers, or groups of pupils, to provide acts of worship in their classes.

- Teachers' knowledge of the leadership of Collective Worship and Catholic tradition is regularly updated through an effective training programme led by the RE leaders and in collaboration with other Catholic cluster schools. With support from the senior leaders, staff follow an appropriate plan of themes, readings and prayers, allied to the liturgical season, and these are adapted by groups of pupils, to provide acts of worship in their classes.
- Evaluation of the impact of Collective Worship among pupils is regularly carried out by the senior leaders through the use of pupil and parent questionnaires. This information needs to be made available regularly to governors in order to assist them in their future strategic decision making.
- Members of the governing body are regular visitors to the school and provide informal feedback to the school about the quality of the Collective Worship that they attend. They now need to consider formalising this feedback in order to ensure that they are rigorous in their monitoring of the impact of the provision for Collective Worship at Our Lady of Good Counsel Primary school.