

# 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

IMMACULATE HEART OF MARY CATHOLIC PRIMARY  
SCHOOL, A VOLUNTARY ACADEMY,  
HARROGATE ROAD, LEEDS, LS17 6SX

School URN

147486

Date of S48 inspection and  
OE grade

November 17<sup>th</sup> and 18<sup>th</sup>, 2021  
OE Grade: Outstanding

E-mail address

school-office@ihomcps.co.uk

Chair of Governors

Mr. A. Charlwood

Headteacher

Frances Clark

RE Subject Leader

Claire Hill

Date and grade of last S48  
Inspection

March 4<sup>th</sup> and 5<sup>th</sup>, 2015  
OE Grade: Outstanding

Section 48 Inspector

Roxanna Drake

# 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 Primary School**

- The headteacher and senior leaders are passionate about the responsibility they have to promote the Catholic Life of the School.
- The governor with responsibility for the Catholic Life of the school and the chair of governors are regular visitors to school. Along with other governors, they monitor, promote and evaluate the provision for the Catholic Life of the school to an outstanding degree.
- Leaders and governors ensure that Religious Education (RE) has full parity with other core subjects and fully support all diocesan requirements. They ensure that the Catholic Life of the school is a high priority.
- The school works very closely with the St Gregory the Great Catholic Academy Trust.
- The Personal Social and Health Education (PSHE) curriculum linked to the teaching of RE makes an outstanding contribution to pupils' knowledge and understanding of societal challenges for individuals, particularly at upper Key Stage Two. Pupils are able to use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically.
- The extent to which pupils contribute to and benefit from the Catholic Life of Immaculate Heart of Mary School is outstanding. Almost all pupils value and actively participate in the Catholic Life and mission of the school.
- Almost all pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of almost all pupils is exemplary. In proportion to their years, they show an ability to listen, to give thanks, and to empathise with the lives of others. They are quick to congratulate others.
- There is a strong emphasis on the school's commitment to Catholic social teaching, especially to the dignity of every human person.
- Leaders are very visible as models in preparing and presenting acts of Collective Worship and are models of outstanding practice.
- Praying together is a part of the daily experience for all pupils and staff and pupils are very reverent and respectful.

- Pupil voice features strongly at Immaculate Heart of Mary School and numerous groups are available for them to join such as the Mini-Vinnies, Eco Challenge Committee, School Council and the more recently formed Faith in Action award group.
- Parish links are extremely strong. One parent commenting, 'There is a huge overlap between the parish and the school, for example - altar servers; Beavers; Brownies and the school choir'.
- The school has addressed the key areas for development raised in the last Section 48 inspection
- The governing body has ensured that all canonical and statutory duties are fulfilled.

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

- Develop the understanding and skills of pupils in planning and leading acts of Collective Worship in a variety of contexts from an early age through:
  - Greater focus on what is expected at each age phase and
  - Increasing pupil self evaluation of child led acts of Collective Worship and their recording on a standard document to aid quality assurance and improvement.
- Continue to raise standards in Religious Education by ensuring that expectations for pupils are consistently high, particularly for the more able.

### **Information about this inspection**

The Inspection of Immaculate Heart of Mary Catholic Primary School 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). While following the inspection schedule as published, the inspector acknowledged the significant impact of the Coronavirus pandemic on schools over a sustained period, and took this into consideration when reaching judgements.

The inspector reviewed in detail the following aspects:

- The extent to which any key issues identified for action 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
- How well pupils achieve and enjoy their learning in RE.
- The quality of teaching, learning and assessment of RE.
- How well pupils respond to and participate in the school's acts of Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school, Religious Education and Collective Worship.

The inspector conducted the following inspection activities:

- A focused learning walk of all the teaching areas with the Headteacher and Deputy Headteacher
- RE teaching and learning was observed covering all key stages.
- Observation of acts of Collective Worship covering all key stages. This included pupil led, teacher led and shared teacher and pupil led acts of Collective Worship to classes and key stages.
- Detailed discussions were conducted with the headteacher, the deputy head who is also the RE subject leader; the PSHE subject leader, the subject leader for Collective Worship, chair of governors, the governor responsible for RE, the parish priest, representatives from the Mini Vinnies, the Eco Team and the Faith in Action group and other pupils and parents.
- Scrutinised a wide range of planning, monitoring and evaluation documentation including the school's Diocesan Self Evaluation Form (DSEF), the School Improvement Plan (SIP) and the RE action plan, the Relationship and Sex Education Policy (RSE), the school website, newsletters, parental surveys and feedback; RE displays in classrooms and public areas; and evidence of religious celebrations were noted during the inspection.
- Discussion and analysis with the RE subject leader of the school's RE pupil progress and attainment tracking system.
- A detailed scrutiny of pupils' RE workbooks and recorded evidence of excellence in RE, covering all key stages.
- Analysis of the headteacher's reports to governors, the latest governing body minutes, and the RE budget.

### **Information about this school**

- Immaculate Heart of Mary Catholic Primary School is one of two primary schools serving the Parish of St John Vianney in North East Leeds. The school converted to academy status on 1 March 2020. The school is part of the St Gregory the Great Catholic Multi Academy Trust.
- It is a popular, over-subscribed two form entry school with an admission number of 60. One year group, currently Year 4, comprises three classes. This was a result of a bulge year group in 2017.
- A new headteacher was appointed in September 2021. The deputy head teacher was in post at the last inspection. The current parish priest took up his appointment recently and is a member of the governing body.
- There are eleven full time teachers and nine part time teachers, two of these hold the Catholic Certificate of Religious Studies (CCRS). The full time equivalent (fte) total number of Catholic teachers is eight. All teachers teach RE. The school also employs 16 (fte) classroom support staff.
- The school provides a before and after school club. A wide range of after school extra-curricular activities is available for pupils to join.
- The proportion of pupils from minority ethnic backgrounds is well below average. The proportion of disadvantaged pupils who are supported through the pupil premium is below average. The proportion of disabled pupils and those who have special educational needs is below average. The proportion of pupils with an education, health and care plan is average.

## 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

- The headteacher and senior leaders are passionate about the responsibility they have to promote the Catholic Life of the School.
- The extent to which pupils contribute to and benefit from the Catholic Life of Immaculate Heart of Mary School is outstanding. Almost all pupils value and actively participate in the Catholic Life and mission of the school. As one parent commented, 'The children are very proud of their school. They have a strong sense of loyalty and Catholic identity'.
- Almost all pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of almost all pupils is exemplary at all times. In proportion to their years, they show an ability to listen, to give thanks, and to empathise with the lives of others.
- The half term virtue 'Patience' was used and drawn upon by the pupils to reflect upon their own understanding of the virtue and for them to place it into the perspective of their own lives.
  - Almost all pupils enthusiastically embrace the demands that membership of the school community entails. Entry to competitions, organized by the school, is keenly supported. One pupil shared, 'There was a competition to draw the best football shirt to win a football'. Another pupil shared, 'I love our school. It has lots of nice people in it'.
  - There is a strong emphasis on the school's commitment to Catholic Social Teaching, especially to the dignity of every human person. Year Six have adopted St George's Crypt in Leeds as a charity to support. During the coronavirus pandemic 2020-2021, the school community provided food and clothes banks for school and parish families who were in need
  - Pupil voice features strongly at Immaculate Heart of Mary School and numerous groups are available for them to join such as the Mini-Vinnies, Eco Challenge Committee, School Council and the more recently formed Faith in Action award group. Kindness is shown to others regularly and to those not a part of the community. Groups and individuals are very active; they plan fundraising events, both at school and within the parish; non-uniform days, donations to Cafod and parish fairs. The Mini-Vinnies have worked closely with the parish St Vincent De Paul Society (SVP) members to design and make Christmas cards for prisoners; collected food to make hampers for families in need; and designed posters to place in classrooms requesting unused clothing and toiletries for the poor and homeless.
  - Teaching in the wider curriculum strongly supports the Catholic Life of the school. Pupils are able to express opinions, they know about how to develop strong relationships and understand how to keep safe in age appropriate ways. Knowledge gained through PSHE,

RE and RSE, are used by pupils to explore themes and topics and explain their arguments. Year Six classes discussed issues concerning homelessness, and their previous experiences on the discussion of drug and alcohol abuse in their PSHE lessons gave them an excellent starting point for their discussions.

- Character education and education in virtues are central elements in the life of the school. Pupils have a clear understanding of the virtues and they know how virtues help them to be the best that they can be.
- The parish priest is a regular and inspiring visitor to the school. He praised the pupils for their understanding of liturgy and the depth of knowledge they have about their faith. He welcomes questions from the pupils usually after class masses and acts of Collective Worship.
- Parish links are extremely strong. One parent commented, 'There is a huge overlap between the parish and the school, for example - altar servers; Beavers; Brownies and the school choir'. Plans for events, such as the re-introduction of the family Masses on a Sunday have been arranged. This exemplifies the school's wish to evangelise and strengthen parish links even further. Children share the readings and the school choir leads the singing.
- Displays around school are of the highest standard and clearly promote the Catholic Life of the school.
- Each classroom also has a religious focus area, displaying the correct liturgical colour and appropriate artefacts to engage the children spiritually.
- The governor with responsibility for the Catholic Life of the school and the chair of governors are regular visitors to school. Along with other governors, they monitor, promote and evaluate the provision for the Catholic Life to an outstanding degree. They are passionate about the school's mission. They provide challenge and support to leaders, ensuring the maintenance of high standards and excellent outcomes in all areas. The headteacher's report on the Catholic Life is a regular agenda item at all full governing body meetings.
- The school has a dedicated 'Holy Space room'. Staff and pupils use this holy space at various times throughout the week for prayer, acts of Collective Worship and reflection. Artefacts for prayer and liturgy and resources for character education, some chosen by Mini-Vinnies, are in the 'Holy Space' room as well as in each class base.
- The school works very closely with the St Gregory the Great Catholic Academy Trust. Meetings focus on continuing professional development (CPD) and enable Catholic Life leaders to share their expertise.
- The school improvement plan clearly prioritises the development of the Catholic Life of the school. A term by term RE action plan for the year outlines initiatives to be covered.
- The school has highly successful strategies for engaging with almost all parents and carers: these include Google classroom and digital media such as Twitter, Tapestry, the school website, texts, email, as well as weekly informative newsletters from school, the Wednesday word, and the Diocesan RE newsletter. One parent commented that the RE newsletter, 'Tells us what each year group does'. Another shared that, 'The school sends us dates of future events that are coming up'. A number of the parents were happy that all the sacramental dates for Key Stage Two pupils are shared by the school and are on the parish website.
- Sacramental preparation takes place in school led by teacher catechists and the vice chair of governors. Due to the large numbers of pupils taking First Holy Communion in 2022 (90) the decision to confer the sacrament in groups of 15 has been made.

## RELIGIOUS EDUCATION

### Religious Education is outstanding

How well pupils achieve and enjoy their learning in Religious Education	<b>2</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>

- Most pupils and groups, including those with special educational needs and disabilities, make good progress in each key stage. Expectations based on new interim standards for primary RE were introduced in 2020. Analysis of standards indicates that pupils are making good progress, which is commendable given the impact of the coronavirus pandemic and resultant home learning. However, not enough pupils are working at greater depth in Year Six and across the school.
- Almost all pupils concentrate exceptionally well and behaviour is exceptional.
- The end of year expectations, along with the expectations for each unit, are used to give both formative and summative assessment of pupil achievements.
- The coronavirus pandemic 2020-2021 caused great disruption for the whole community. Parents praised the staff for the way they made sure that home learning was a positive activity and feedback was given very promptly. Since return to school in September 2021 there has been a concerted effort by all staff to fill the gaps in pupils' learning. It was noted that the Early Years Foundation Stage RE entry baseline identified and reflected results lower than expected. Learning prayers and sharing bible stories was a priority in the curriculum. Planning has been adapted to cater for the majority of pupils yet there is evidence across the school that pupils who are able to work at greater depth need further challenge.
- The quality of RE teaching is good overall. Some teaching is outstanding. All lessons observed used creative elements and a variety of styles including discussion, partner talk and group task or activity. A very mature yet lively debate concerning rights and wrongs took place in upper key stage classes. Having empathy was stressed in the Year Three lesson on the relationship between Elizabeth and Mary.
- The PSHE curriculum linked to the teaching of RE makes an outstanding contribution to pupils' knowledge and understanding of societal challenges for individuals particularly at upper Key Stage Two. Pupils are able to use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. Upper key stage pupils were able to discuss the topic of homelessness and link this to how Jesus would expect us to treat them and were able to quote the parable of the Good Samaritan as one to use as an example.
- Teachers in lower Key Stage Two plan RE lessons together. They are confident in their subject expertise and have a good understanding of how pupils learn.
- Opportunities to use other subjects as a cross curricular medium are often taken up. In response to a question posed to upper Key Stage Two pupils asking, 'Where would God put the Ten Commandments today?' responses, on Mount Fuji, Japan or Christ the Redeemer statue, Brazil, as geographical links, were noted.

- The study of other faiths, Hinduism, Sikhism and Judaism, takes place at Key Stage Two.
- Staff have attended all the creative RE CPD delivered through the Diocese of Leeds and the RE subject leader is keen to ensure that staff new to the school have this opportunity.
- RE assessment 'driver words', 'Assessment Statements', and the use of key words are important indicators of achievement across the school. Pupils are very aware of how well they are performing as the statements appear in pupil workbooks. The 'Leeds Diocesan Assessment Statements' are regularly updated and annotated by the teachers, allowing all pupils the opportunity to refer to them during the course of a taught unit. All lessons observed had a shared learning objective.
- The written work in pupils' RE workbooks has benefitted from teachers stressing the importance of key writing skills and there was evidence in workbooks across the school of various writing styles being used - newspaper reports, letter writing, cartoon captions and biographies.
- All staff rigorously apply the school's marking and feedback policy. Next steps for improvement are a common feature of work in RE across the school.
- The youngest children have access to both inside and outside provision. This was used to an outstanding degree to provide a number of linked activities to explore the visit from the Angel Gabriel to Joseph. A letter written by pupils to the Angel Gabriel from Joseph outlining the items that a baby would need after it was born was then posted in the red-letter box.
- In Key Stage One the pupils can select challenge stickers. These ask a further question about the topic and a written response is required. A combination of play activities and structured teacher support linked to the theme was evident in Year One enthusing and capturing pupils' imagination.
- In Year Two an outstanding explanation of what a mystery is and on knowing that there are three persons in one God was given. Pupils were able to relate to these and through talking with their talk partners were able to verbalise their thoughts more clearly. One pupil's response to selecting three different things about herself, 'I am a girl, I am a daughter and I am a sister', was used as a further example for the pupils.
- The school holds two parents' meetings during the year to enable parents and carers to speak with their child's teacher about their child's progress. They also receive an end of year report. Tapestry, a digital platform, enables the parents of younger children to share a more intimate part of their child's life in school.
- Additional funds have been put into the RE budget for 2021-2022 to purchase extra resources.
- Leaders and governors ensure that RE has full parity with other core subjects and fully support all diocesan requirements. They monitor and evaluate the RE curriculum through organized and focused visits - curriculum days, talking to pupils, learning walks and book scrutiny.

## **COLLECTIVE WORSHIP**

### **Collective Worship is outstanding**

How well pupils respond to and participate in the school's Collective Worship	<b>2</b>
The quality of provision for Collective Worship	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision for	<b>1</b>

- Year Six prefects, of which there are 15 pairs, act as class prefects for the 15 classes in school and each week they plan, prepare for and lead an act of Collective Worship for their designated class. An appropriate recording document, with a section for self-evaluation, would facilitate their preparation plans and ensure that, over a half term, a variety of prayer styles, scripture readings, resources and mission given are used.
- Pupils throughout the school support the teacher with Collective Worship, but do not yet benefit from a systematic understanding of the role that they can play in each year towards a shared experience of prayer and liturgy.
- The Marian grotto and the Crucifix scene within the grounds of the parish church are used throughout the year for classes and groups of pupils to share prayers. Processions also have taken place, celebrating Mary during the month of May and on Christ the King feast days.
- 'I Wonder' was incorporated into class acts of Collective Worship as a point for reflection and also as a questioning technique. 'I wonder how Noah felt when he boarded the ark to set off on his journey?' was asked of lower Key Stage One pupils.
- The youngest pupils easily accepted their invitation to pray as they all joined in together, 'Head to heart, shoulder to my shoulder, I belong to you, God my Father'.
- Staff and leaders have an excellent understanding of the church's liturgical year, seasons and feasts and are passionate about ensuring that pupils have high quality experiences of the church's liturgical life. They have a thorough and comprehensive understanding of the purpose of prayer and liturgy.
- Praying together is a part of the daily experience for all pupils and staff and pupils are very reverent and respectful.
- To facilitate attendance at whole school and class Masses, acts of Collective Worship and Nativity performances, calendar dates advertising these are published well in advance and are included on the weekly newsletter.
- Leaders are very visible as models in preparing and presenting acts of Collective Worship and are models of outstanding practice. Leaders' acts of Collective Worship had a clear purpose, message and direction and were age appropriate.
- The professional development of staff in liturgical formation and planning for Collective Worship is a high priority. Each member of staff has a class Collective Worship planner, which records acts of Class Collective Worship each week.
- Leaders and governors engage in monitoring visits and plan regular opportunities for the review of the acts of Collective Worship.