

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
TORRE RD, LEEDS LS9 7QL

School URN

108036

Date of S48 inspection and
OE grade

24/25 March 2022
Outstanding

E-mail address

head@stpatrickleeds.org.uk

Chair of Governors

Mr Stephen Sadler

Headteacher

Mrs Claire Grady

RE Subject Leader

Mrs Geraldine Webster/ Mrs Claire
Grady

Date and grade of last S48
Inspection

22/23 June 2015
Outstanding

Section 48 Inspector/s

Mrs Alixena Lubomski /
Mr Mark Brennan

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.

- St Patrick's Catholic Primary, Leeds, 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 celebrated in every area of the school environment 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. RE teaching builds pupils' understanding from an early age so that they become religiously literate young people as they move through the school. In the majority of the RE lessons they display the capacity to question, reflect on and consistently apply Catholic teaching in their daily lives.
- Teaching is engaging and motivating, with a wide range of creative strategies being employed to sustain pupils' engagement and develop their subject knowledge to the best effect.
- Most of the pupils achieve at least age-related expectations in RE as they progress through school. The school continued to teach RE online/in school throughout the lockdown periods of the pandemic and are pro-active in ensuring that any gaps in knowledge are being systemically filled.

- Collective Worship is excellent, based on a clear policy and 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 very well developed. Links with the school's parish, through the parish priest, are well established, and the priest is a frequent visitor.
- Pupils' confidence is developed so effectively by the opportunities given to them to participate in, plan and lead acts of worship that by the time they are in older classes they feel able to change plans and insert their own ideas into a themed liturgy.
- The headteacher communicates her vision with passion; for her, the school's catholicity, and how it applies to everyone, is of the highest importance, and all acknowledge her outstanding leadership.
- She is supported by an equally committed and able senior leadership team, including a knowledgeable and enthusiastic leader of Religious Education and a group of experienced and enthusiastic governors.
- 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.
- The 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.

- Continue to provide high quality continuous professional development for all staff in order to ensure that high quality teaching and learning is sustained over time.
- Review provision for the teaching of other faiths and embed regular, high quality teaching and learning into the RE curriculum.

Information about this inspection

The Inspection of St Patrick's Catholic Primary 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 inspectors 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 two inspectors over one and a half day(s):

- The inspectors completed lesson visits throughout the whole school.
- The inspectors observed acts of Collective Worship involving the whole school led by the headteacher and members of year 6 online, a Key Stage 1 Collective Worship, a class worship in year 5 and a year R worship in their classrooms.
- Meetings were held with the headteacher, RE leaders, other members of the senior leadership team, the parish priest, governors, parents, and pupil representatives from across Key Stages 1 and 2.
- A comprehensive sample of evidence covering the Catholic Life of the school was made available.
- Samples of pupils' work, examples of marking, data from parent questionnaires, minutes from governors' meetings, Headteacher Reports and the RE leaders' reports to the governors were scrutinised.
- 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

- St Patrick's Catholic Primary is an oversubscribed one-form entry school which serves the parish of St Patrick's, Leeds.
- 86% of the pupils are Catholic, 8% are from other Christian backgrounds, 1% are from other faith backgrounds and 5% have no religious affiliation. There are seven Catholic teachers.
- 14% of the pupils are supported through the special educational needs and disabilities register.
- 38% of the pupils are classified as disadvantaged and are in receipt of pupil premium funding.
- 47% of the pupils have English as an additional language.
- An RE leader regularly attends local Diocesan RE cluster meetings to share her expertise and good practice with 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.	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 are very active participants in the Catholic Life of the school. They have a full understanding of the school's mission statement: 'Christ be within me' and are able to articulate this confidently through a range of media, e.g. presentations, prayerful singing and liturgical dance.
- They show a sincere respect for themselves and their peers, and for the environment of the school. The behaviour of all pupils is excellent. They show an ability to focus, reflect, listen and consider matters religious, spiritual and moral. They are able to forgive and be forgiven. They readily acknowledge and celebrate the success of others.
- They recognise the importance of prayer, both formal and spontaneous. During lockdowns, they valued opportunities to pray at home with their families through the daily online Collective Worship.
- They demonstrate high levels of kindness and care for each other. This can be seen particularly in the close relationships built up between the pupils across the year groups as they play together during playtimes.
- Pupils participate willingly in the school's chaplaincy provision, through the liturgical celebrations in school and parish, and through voluntary activities such as the year 4 'Faith Friends' group.
- 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. The children eagerly stated that they loved coming to school because of the care and support that they receive from all of the staff. They are particularly complimentary about the ways in which their school creatively found ways to keep them 'feeling that they were still part of a school family' during the lockdown periods of the pandemic. This sentiment was echoed by the parents.
- Pupils highly 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 love each other as they wish to be loved. They show confidence in expressing their faith through participation in the annual St Patrick's Day parade through the city of Leeds.
- The Catholicity of the school is very effectively presented in its environment through vibrant displays of themes, pupils' work, religious artefacts and focal points for worship, including the central Prayer Garden.
- Parents are overwhelmingly supportive of the school. They value the strength of its Catholic ethos and speak highly of the positive impact that it has on their children's personal and social development. They sincerely appreciate the range of pastoral support and care given to pupils and families by the school, and their partner agency Catholic Care, over the last two years. Examples shared with the inspectors

demonstrated the school community's commitment to fulfilling their school mission, 'Christ be within me'.

- Catholic Social Teaching is a core element of the curriculum across the school. The Mini Vinnies' team take a strong lead in involving their peers and the wider school community in a supporting a variety of charities each year, both local and global.
- The Relationship and Sex Education (RSE) policy has been developed and regularly reviewed and is being implemented in line with current diocesan requirements.
- Leaders and governors have ensured that the Catholic Life of the school has the highest priority in its strategic development planning. Governors make a significant contribution to the Catholic Life of the school on a day-to-day basis through their suitably focused visits and rigorous monitoring activities.
- Self-evaluation of the Catholic Life is accurate in identifying areas for development. Monitoring has been systematic in judging the impact of Catholic Life provision through the use of regular questionnaires for parents and feedback from pupils and staff.
- There has been a good level of continuing professional development (CPD) offered to staff over time, including the 'Catholic Foundations Stones' programme. Personalised training plans during staff induction is strengthening their understanding of mission, curriculum and their roles within the school.

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 and progress in Religious Education at St Patrick's is good. From their earliest days in the school, pupils start to develop their religious literacy and knowledge of scripture so that by the end of Key Stage 1 most achieve age related expectations. By the end of Key Stage 2 almost all pupils achieve age related expectations.
- Most groups of pupils make comparable progress with each other. The school's effective support for pupils with special educational needs or disabilities, through careful planning and allocation of resources, has been enabling this group to achieve higher assessment levels than previously. 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 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.

- 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 of a good standard in most classes. However, teachers do not yet ensure that all pupils take pride in their RE work in every area of the school.
- Pupils across the school are religiously literate at age-appropriate expectations. The youngest children in the Reception class are beginning to show a secure knowledge of the key stories about Jesus' life. The teacher carefully chooses age-appropriate visual resources that enthuse and engage the pupils in their learning.
- In Key Stage 1, the teachers ensure that they provide their pupils with high levels of challenge through skilful questioning and open-ended tasks. Year 1 were able to choose an action and share these as Lenten promises with their peers. Year 2 shared their books with the inspector with pride, they have a clear understanding of the importance of prayer in their lives and could explain different ways to pray. Regular religious artwork, alongside written responses, also enables the Key Stage 1 pupils to express their deeper understanding of religious symbols and how they make links between the message of the Gospels and how they should try to live their lives.
- Year 3 pupils show a good understanding of the parables linked to forgiveness. In year 4, the pupils rose to the challenge of re-enacting Jesus' triumphant entry into Jerusalem. They explored the Bible texts thoroughly and gave mature responses to 'hot seating' questions directed to the main characters in the recounts.
- Strong teaching in Upper Key Stage 2 is accelerating the progress of pupils. The classroom environments support the pupils' learning very effectively and encourage independent research skills. The pupils have a good level of religious literacy and are very successful in using this in their discussions and recorded tasks. They take pride in their work and rise to the high expectations set by their teachers.
- Marking across the school is focused clearly on learning intentions and regular extra challenges are deepening pupils' learning.
- Assessment is used appropriately, following Diocesan guidelines, for summative and formative record keeping. This is moderated within school and with the local Catholic cluster of schools.
- Teaching assistants are deployed very effectively throughout classes during RE lessons. They engage with particular groups or individual pupils with skill and sensitivity. Their prompting and support enable 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. However, it is not yet adequately supplemented with regular periods focusing on major world faiths.
- The school leadership and governors have given much prominence to ensuring that Religious Education is well resourced, including a high priority given to professional development opportunities for staff. This training is supported in school through successfully targeted coaching of staff where required.
- The RE leaders are very knowledgeable and committed professionals who have ensured that RE teaching and learning has continued to improve despite the constraints of the pandemic. They monitor the subject effectively, collaborate with external partners and communicate new developments to colleagues.
- RE assessment data is collected regularly and analysed to identify the performance of different groups across the school and areas for improvement.

- Governors receive regular reports from the RE leaders which provide them with clear information about areas of strength within the teaching and learning in RE, the impact of actions taken and areas that still need further development. As governors they are also pro-active in carrying out lesson visits and book scrutinies with the school's senior leaders.

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

- Pupils across the school act reverently and respectfully in Collective Worship. Their attention is focused and they engage willingly with the themes presented. Prayers are recited confidently, reflective periods of silence are maintained without disturbance and they confidently share their thoughts and feelings when required.
- 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 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.
- Pupils learn a variety of methods of prayer, formal and informal. Their knowledge of the Church's liturgical year is well developed, through appropriately planned celebrations and displays. They are introduced to a sense of ritual through the structure the school uses for its whole-school and classroom acts of worship. These include a 'gathering', a themed Bible reading, reflection on its message, with consideration of key questions, and a mission to take into that day's activities.
- A strength of Collective Worship is the development of pupils' reverence, particularly through regular times of reflection, either in silence or supported by quiet music. Religious singing witnessed by the inspectors also provides the pupils with opportunities to express their emotions and personal responses to the themes being focused upon.
- The inspectors witnessed a range of whole key stage and class worship: year R showed joy in their singing; Key Stage 1 pupils used gesture to 'remove' any sadness or worries that they felt; year 5 pupils prepared and led a worship about Reconciliation and acknowledged the saint of the day, St Oscar Romero; year 6 pupils assisted the Headteacher confidently with a whole school worship online. Pupils' spiritual development is very effectively influenced by the acts of Collective Worship. They have a sense of awe and wonder, and see prayer as a central part of their daily lives.

- Parents gave further evidence of the spiritual influence of worship at school. They talked about the positive impact of CW in lockdowns, this was held daily online and many parents participated with their children and younger siblings. They acknowledge that the CW was often followed by further related discussions in their homes.
- The school plans for Mass to be celebrated regularly with whole school and class masses in church throughout the year. The school encourages the participation of parents, carers and parishioners at these celebrations online and in person. The parish priest works very closely with the school and is fulsome in his praise of the school in its preparation of worship and in the response and participation of pupils.
- Detailed thought and preparation ensure that leadership of Collective Worship is focused on ensuring the most suitable provision for the pupils. Staff are effectively supported across the school in the planning of themes, readings and prayers, allied to the liturgical season. These are then adapted by all teachers, or groups of pupils, to provide acts of worship in their classes and key stages.
- Leaders evaluate the impact of Collective Worship through regular pupil voice activities and governors are proactive in ensuring that they spend a substantial amount of time in the school during the year in order to moderate the senior leaders' evaluations themselves.