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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

HOLY SPIRIT CATHOLIC PRIMARY ACADEMY
Bath Road, Heckmondwike, WF16 9EA

School URN	148849
Date of S48 inspection and OE grade	13 th -14 th July 2022 Outstanding
E-mail address	office@holyspiritprimary.co.uk
Chair of Governors	Mrs. Loretta Gibbons
Headteacher	Mr. John Cooper
RE Subject Leader	Mrs. Louise Jefferson
Date and grade of last S48 Inspection	5 th -6 th November 2015 Good
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 Primary School

- Pupils have a full understanding of the mission of the school, they embody the Christian virtues that underpin that mission and so contribute significantly to the application of the school's mission to '*build God's kingdom of love, peace and justice*' in their daily lives.
- The behaviour of almost all pupils is exemplary. Pupils are very happy at school.
- Pupils participate in the evaluation of the Catholic Life of the school through questionnaires. However, pupils do not take a lead in planning improvements to the Catholic Life of the school.
- Pupils feel a real connection to the parish. Pupils spoke with affection about the parish priest who 'talks to us at Mass' and is a regular and popular visitor to the school. They commented that they like being 'close to the parish' and enjoy the Mass in the parish that they attend every Thursday.
- The school's mission statement is a clear and inspiring expression of the Church's mission in education. It is central to the faith and life of the school. All staff are fully committed to the implementation of the mission across the whole life of the school.
- The school is a strong, joyful community where high-quality relationships of mutual trust and support abound.
- Behaviour in RE is excellent and pupils enjoy their lessons, particularly when related to their own lives.
- Pupils said that they'd like 'more discussions', 'more role-play' and 'more art' in RE, because there is 'a lot of writing to do'. In both key stages, pupils are offered opportunities for extended writing that does aid their progress, but work scrutiny reveals a lack of consistency in the balance of activities teachers provide.

- Teachers communicate high expectations to their pupils who respond positively. They plan sequential lessons to ensure the curriculum is covered. They are an experienced team with high levels of confidence because their subject knowledge is very good.
- The RE curriculum is very teacher directed so lessons can lack pupil-centred activities and some lessons lack pace with the pupils listening to the teacher's input for too long.
- The RE leader, who is the deputy headteacher, is an inspirational leader of the subject.
- Acts of prayer and liturgy engage all pupils, who participate with genuine enthusiasm. Pupils' engagement is reflected in their excellent singing, their responses, their playing of musical instruments and the depth of reverent participation.
- Acts of prayer and liturgy are central to the life of the school on a day-to-day basis. There is a commitment to engaging, purposeful and regular liturgical celebrations which give a spiritual character to the life of the school.
- During the inspection, pupils led acts of worship alongside adults. Whilst acknowledging the disruption caused by the prolonged pandemic, there is little evidence of a comprehensive strategy for building up pupil leadership skills in class acts of worship as pupils progress through the school.
- Leaders have expert knowledge in how to lead and plan quality Collective Worship, they model outstanding practice.

What the school needs to do to improve further.

- Review the roles and responsibilities in the leadership of RE and Collective Worship using the capacity built by senior leaders to ensure each area remains the school's priority.
- Formalise the monitoring and evaluation of Catholic Life to ensure it results in well-targeted and planned improvements to further enhance the Catholic Life of the school.
- Enhance the quality of Collective Worship by the extensive promotion of pupil leadership and planning of class acts of worship.

Information about this inspection

The Inspection of Holy Spirit Catholic Primary 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). 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 the school has addressed the points for improvement from the previous Section 48 inspection.
- 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 RE.
- The quality of teaching, learning and assessment in RE.
- How well leaders and governors promote, monitor and evaluate the provision for RE.
- 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 examined the school website prior to the inspection. A 'learning walk' through school was conducted. The inspector observed three acts of Collective Worship involving the whole school, and individual classes. The inspector observed five RE lessons in each key stage. Discussions were held with the headteacher, the deputy headteacher who is also RE leader, the chair of the academy council, a foundation and parent governor, three teachers and two support staff as well as twenty-one pupils and nine parents. The school's self-evaluation documents and the school's attainment data were analysed. The school's monitoring of RE and Collective Worship was examined. A wide selection of pupil work including examples of moderated RE work were scrutinised. A comprehensive sample of evidence covering the Catholic Life of the school was made available. Displays in classrooms and around the school and photographic evidence of current activities and those from previous years, including residential visits, were noted.

Information about this school

- Holy Spirit Catholic Primary Academy serves the parishes of Holy Spirit, Heckmondwike and St. Paul of the Cross, Cleckheaton.
- Holy Spirit is a feeder school for St. John Fisher Catholic High School, Dewsbury.
- Holy Spirit became a member of the Blessed Peter Snow Catholic Academy Trust (BPSCAT) in December 2021. There are 14 Catholic schools in the BPSCAT.
- The school has 209 pupils on roll organised into 7 classes.
- 85% of pupils are baptised Catholic, with 4.7% from other Christian denominations and 5.2% from other faith backgrounds. 4.7% of pupils have no religious affiliation.
- 7.6% of pupils have English as an additional language.
- The proportion of pupils with special educational needs and/or a disability is below the national average.
- The proportion of pupils who have an Education, Health and Care Plan is above the national average.
- The proportion of pupils who are eligible for Free School Meals is at the national average.
- The school has 9 teachers, 8 of whom are Catholic, and 9 teachers teach Religious Education.
- Attainment on entry into the Foundation Stage is at the national age-related average.
- The current headteacher and deputy headteacher were appointed to their posts in 2008.
- The parish priest of Holy Spirit and St Paul of the Cross is vice-chair on the academy council.

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	2

- 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 virtues that underpin that mission and so contribute significantly to the application of the school's mission to '*build God's kingdom of love, peace and justice*' in their daily lives.
- The behaviour of almost all pupils is exemplary. Pupils are very happy at school. Pupils are respectful, they listen to adults and one another, they give thanks, and accept and give praise. Pupils spoke readily not only about the importance of forgiveness, but its nature, 'forgiveness sets you free, because it's not good to hold grudges.' Pupils put their understanding of forgiveness into action at playtime when they were seen forgiving and making peace with one another without any intervention from adults.
- Pupils demonstrate a real love for their school which is 'a community', 'a family', 'like a home' where 'we are looked after' and 'we look out for each other'. Pupils spoke of their love of the school's outside space, the many opportunities to learn and play a sport, the opportunities for music and the school's closeness to the parish. These views are widely held.
- Pupils know that they have a responsibility to 'care for those who have less'. They take the lead and participate with great enthusiasm in the many initiatives the school provides. The Mini-Vinnies, a mix of key stage 2 pupils, are a recognised and very active group who take a leadership role in shaping the Catholic character of the school by choosing charities for the school to support. All pupils take full advantage of the opportunities the school provides to serve their community e.g., collecting for the local food bank, poppy appeal, Mary's Meals, shoe box appeal, CAFOD, Catholic Care, Purple Day for Advent, Christmas Fair, Mother's Day Raffle, Yellow Day for Ukraine.
- Pupils participate in the evaluation of the Catholic Life of the school through questionnaires. These are analysed by the headteacher, and points made by pupils are actioned. After one pupil commented 'Yes, but I don't know what to do about [living the virtues]', leaders devised 'Signs you are Living the Virtue'. However, pupils do not take a lead in planning improvements to the Catholic Life of the school.
- Pupils feel a real connection to the parish. Pupils spoke with affection about the parish priest who 'talks to us at Mass' and is a regular and popular visitor to the school. They commented that they like being 'close to the parish' and enjoy the Mass in the parish that they attend every Thursday.
- The school's mission statement is a clear and inspiring expression of the Church's mission in education. It is central to the faith and life of the school. 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, with the next retreat day planned for the autumn term.

- The school is a strong, joyful community where high-quality relationships of mutual trust and support abound. One member of staff voiced what is shared by all, 'I enjoy the relationships we are able to build with the children and their families. We are a team and I feel valued as a member of it.' All staff promote high standards of behaviour and exemplify the school's chosen virtues to one another and to pupils, 'our children and adults are guided by our monthly virtues and these flow through everything that we do.'
- The environment of Holy Spirit speaks clearly of Christ and his Church. There are vibrant displays of the school's mission and the virtues, seasons of the Church's year, celebrations of pupil work, religious artefacts, and focal points for worship.
- The school recognises the dignity of all members of the community and is attentive to the pastoral care of all pupils and staff. The staff know the pupils very well and pupils say that they know who they can talk to. The school prioritises the mental well-being of its pupils and families particularly through the support of its Catholic Care worker. Staff commented that the school's leadership is attentive to their own needs, and several staff spoke to the inspector about their admiration for the pastoral care shown to them by leaders.
- The school has adopted the diocesan policy for RSE and uses the approved 'Ten Ten' programme entitled 'Life to the Full'. RSE is well led and well taught across the school.
- The school's leadership is deeply committed to the Church's mission in education. Leaders embody Christian virtues in their relationships and professional practice. The headteacher and the deputy headteacher 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 the virtues.
- Sustaining the Catholic character of the school is given priority by leaders. This is demonstrated by the nature and tone of the school's ethos which the headteacher, deputy headteacher and governors have created and sustain by their leadership. The virtues are central to the life of the school, as one governor commented, 'This is a school of faith, but the virtues are accessible to all, those of faith and no faith because they ground them as human beings.' However, the priority given to the Catholic character of the school is not reflected in the monitoring and evaluation of its Catholic Life.
- The school has successful strategies for engaging with parents and the additional support leaders signpost for parents is often taken up. Parents spoke about the positive impact of 'see-saw' as a communication tool. They were also very appreciative of the 'pastorally orientated sacramental preparation' that gave their children 'confidence' not only in what to do when receiving a sacrament, but 'in their faith'.
- School leaders have been enthusiastic in their response to diocesan initiatives. The school has planned and implemented the teaching of the virtues and the impact is visible in the whole life of the school. The school joined the BPSCAT in December 2021.

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	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- As soon as pupils enter the school in Reception, 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. In KS2, sustained progress ensures that 86% of pupils meet age-related expectations with some pupils working at greater depth. This is supported by the consistent use of 'I Cans' which shows what learning is required and is linked by teachers to their feedback that tells pupils how well they have done.
- Progress is enhanced by teachers who use skillful questioning enabling pupils to draw out their knowledge by making links with other concepts. In a Reception lesson on joining God's family, the teacher enabled pupils to link what happens at a baptism to their knowledge of Easter and the Ascension, 'the baby is looking up to heaven where Jesus is because he died for us'. In a Year 2 lesson on 'Peter's Cure of a Lame Man' the teacher's questioning allowed pupils to demonstrate their knowledge of lots of bible stories where sadness turns to joy. In a lesson on the 'Successors of St Peter', the teacher enabled pupils, using their white boards, to make links between the role of the Pope and the virtues by carefully drawing out the positive characteristics required of a present-day pope. In another lesson on 'Faith in Action', the teacher used questioning to explore the meaning of 'solidarity' and 'works of mercy' enabling pupils to link it with their previous learning on the concept of the Church as the 'Body of Christ'. Such strategies not only enable pupils to demonstrate their progress but show that almost all pupils are religiously literate and can think theologically and ethically.
- Behaviour in RE is excellent and pupils enjoy their RE lessons, particularly when related to their own lives. In a Year Three lesson, pupils related prayer to the power of friendships in their own lives. In Year Six, pupils were given opportunities to apply the 'Works of Mercy' to situations that they face in life.
- In conversation during the inspection, pupils made it clear that they are challenged in RE and that RE is often more challenging than their English work because 'deep answers are needed not just a focus on the structure of the story'. Pupils also said that they'd like 'more discussions', 'more role-play' and 'more art', because there is 'a lot of writing to do'. In both key stages, pupils are offered opportunities for extended writing that does aid their progress, but work scrutiny reveals a lack of consistency in the balance of activities teachers provide.
- Teachers communicate high expectations to their pupils who respond positively. They plan sequential lessons to ensure the curriculum is covered. They are an experienced team with high levels of confidence because their subject knowledge is very good.
- The RE curriculum is very teacher directed so lessons can lack pupil-centred activities and some lessons lack pace with the pupils listening to the teacher's input for too long.
- All teachers use 'I Cans' to guide their marking and feedback. Teachers use these to focus on pupils' next steps in learning. Most teachers give pupils time to respond to feedback, but work scrutiny shows that sometimes pupils do not respond to feedback.

- Teachers celebrate the effort and achievement of pupils in lessons, in class displays and in the school hall, ensuring pupils show good levels of motivation.
- Leaders and governors ensure that the RE curriculum meets the requirements of the Bishops' Conference, and that a minimum of 10% of the teaching timetable is given to the subject. The curriculum follows the diocesan approved programme *The Way, the Truth and the Life* and is supplemented by the teaching of other faiths.
- Governors ensure that RE is a key priority with regular briefings given to the academy council by the RE leader and the discussion of RE in meetings of the governing body. They ensure that RE has full parity with other core subjects. RE is very well resourced and the school's financial commitment to RE is consistently high.
- The RE leader, who is the deputy headteacher, is an inspirational leader of the subject. She is well-organised, keeps extensive monitoring records, is committed and effective. She works very closely with teachers to support and challenge them to ensure the provision for RE is outstanding. As RE subject leader, she enjoys an excellent reputation among her colleagues and across the BPSCAT. She has a strong vision for the subject and knows what is required to ensure RE remains outstanding. She has been particularly effective in building the capacity of RE by her coaching of teachers, giving leaders and governors an opportunity to review the roles and responsibilities in the leadership of RE.
- Following the pandemic, the RE monitoring cycle is now in full operation.
- Leaders and governors have knowledge of key stage outcomes for RE and the progress of all significant pupil groups at key intervals during the school year.

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

- Acts of prayer and liturgy engage all pupils, who participate with genuine enthusiasm. Pupils' engagement is reflected in their excellent singing, their responses, their playing of musical instruments and the depth of reverent participation.
- During the inspection, pupils led acts of worship alongside adults. Whilst acknowledging the disruption caused by the prolonged pandemic, there is little evidence of a clear and comprehensive strategy for building up pupil leadership skills in class acts of worship as pupils progress through the school.
- Pupils have an excellent understanding of the liturgical year, particularly through the seasonal liturgies at Easter and Christmas, and are knowledgeable about the various colours, artefacts and responses used in the different liturgical seasons.
- The experience of working in a prayerful community has a visible effect on the spiritual and moral development of all pupils, particularly through the school's promotion of the virtues in acts of worship.

- Acts of prayer and liturgy are central to the life of the school on a day-to-day basis. There is a commitment to engaging, purposeful and regular liturgical celebrations which give a spiritual character to the life of the school.
- Acts of worship are given the highest priority. Whole school acts of worship are high quality occasions which help strengthen the community, promote Christ-centred living and are cherished by all.
- Staff help pupils to plan worship and the Mini-Vinnies group are supported when they plan and lead worship for specific liturgical celebrations.
- Parents and parishioners have opportunities to attend acts of worship and these occasions are becoming the norm following the pandemic.
- Leaders have expert knowledge in how to lead and plan quality Collective Worship, they model outstanding practice.
- The professional development of staff in liturgical formation is a leadership priority. The deputy headteacher is central to providing regular input during staff meetings, giving support to individuals and together with the headteacher, liaising with the parish priest to plan an extensive calendar of liturgical celebrations and sacramental preparation.
- Leaders prioritise the monitoring and evaluation of acts of prayer and liturgy. The subject-leader regularly monitors the quality of acts of prayer and liturgy and governors are provided with regular reviews.