

# 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 PETER & ST PAUL CATHOLIC PRIMARY ACADEMY  
Crofters Lea, Yeadon. LS19 7HW

School URN

139354

Date of S48 inspection and  
OE grade

13/14 July 2022  
Outstanding

E-mail address

schooloffice@ssppyeadon.com

Chair of Governors

Mr Mark Foster

Headteacher

Mr Christopher Power

RE Subject Leader

Mrs Angela Filarowski

Date and grade of last S48  
Inspection

12/13 March 2015  
Outstanding

Section 48 Inspector/s

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 Catholic school.**

- St Peter and St Paul's Catholic Primary Academy, Leeds is a highly committed, caring community with faith and a shared mission at its heart.
- The inspirational headteacher, who parents and governors say has 'refreshed and re-energised' the school, and all other leaders have a determined and unwavering commitment to promoting the Catholic life of the school and the well-being of all pupils and staff.
- The mission of the school 'Learning through Faith, Hope and Love' is proclaimed from the moment you enter the main entrance, where the beautiful stained glass images of St Peter and St Paul rise above your head. This mission is repeated through every area of the school environment and daily life, enabling all to grow their faith and spread God's love to others.
- The Catholic Life (CL) of the school, which is outstanding, is the prime driver of the school's decisions, systems and actions. Pupils, parents and staff talk about the CL provision as being 'embedded in the soul' of the school and they know it is a special place to be because 'God's light is here'.
- Pupils are well behaved. Almost all of them enthusiastically embrace the challenges that come with being part of a Catholic community. One older child told the inspector he thought it was sad that a friend on his street didn't believe in God, because 'he will have less places to go when he needs help'.
- The school's Religious Education (RE) provision is of a high quality. Pupil attainment is good and, in some cases, outstanding. This is the result of good levels of concentration and engagement.
- Teaching of RE is consistently good and is sometimes outstanding. Teachers build on the existing levels of knowledge that children have on entry to the reception class and

as they move through the school almost all become confident, religiously literate young people.

- On rare occasions, opportunities for some more able pupils to use their considerable existing knowledge and skills are lost.
- In their Collective Worship (CW) pupils, frequently led by their older peers, are almost always engaged and inspired, demonstrating high levels of concentration and spiritual awareness. Children speak very enthusiastically about their leadership roles in this and other aspects of the school's life.
- Teachers are confident in their subject knowledge and their own faith, which helps them to support pupils, appropriate to their age, as they plan and lead CW.
- As a result of the high-quality CW provision, almost all pupils have an excellent understanding of the Church's liturgical year, seasons and feasts.
- The recommendations raised in the previous Section 48 RE inspection have been effectively addressed.
- All canonical and statutory duties are fulfilled including the amount of time dedicated to Religious Education in the timetable.

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

- As the school embeds the newly revised national expectations in Religious Education it should further develop teachers' confidence in making accurate judgements about pupil attainment, especially with higher performing pupils.
- The school should explore additional ways to challenge more capable pupils, making them use their prior knowledge and skills to extend their learning and faith experience further.

### **Information about this inspection**

The Inspection of St Peter and St Paul's 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 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 visited all RE lessons at least in part and conducted 3 full lesson observations in a range of year groups.
- The inspector observed acts of Collective Worship in almost all classes, as well as the whole school singing liturgy, led by the headteacher and children from different age groups. The Y6 Collective Worship was planned and led by children in that class and was shared online and live with three other schools within the Bishop Wheeler Catholic Academy Trust (BWCAT)
- Meetings were held with the headteacher, RE leader, members of the pastoral and pupil support team, two of the newest members of staff, the parish priest, governors, parents, and pupil representatives.
- A comprehensive collection of evidence covering the Catholic Life of the school, as well as other aspects of school life, was examined. This included timetables, policies and attainment reports.
- Samples of pupils' work, examples of marking, data from parent and pupil questionnaires, minutes from governors' meetings, headteacher reports and RE leader's reports to the governors were scrutinised.
- The school's website, Twitter account, recent newsletters, collections of photographs and the impressive school newspaper, which is published termly, were additional sources of evidence
- Collective Worship planning and monitoring documents were provided along with current whole school and RE development/action plans.
- The school leadership provided a detailed Diocesan Self Evaluation Form (DSEF) for the inspector to scrutinise prior to the inspection.
- The inspector received 2 written submissions from parents.
- Displays in classrooms and corridors, often containing photographic evidence of activities that have taken place in school and in the wider community, were included as evidence.

### **Information about this school**

- The school is a one-form entry primary with 210 pupils and is a founding member of the Bishop Wheeler Catholic Academy Trust (BWCAT). The school is usually oversubscribed.
- The overwhelming majority of Y6 pupils transfer to St Mary's Catholic Academy, Menston.
- The school is situated within easy reach of the parish church of the same name and the links with the parish priest and wider parish community are very strong.
- 99% of pupils are baptised Catholics.
- 1% of pupils use English as an additional language.

- 5.2% of pupils are eligible for Free School Meals.
- 10% of pupils are on the SEN register with of these 8 children being in receipt of Funding for Inclusion (FFI).
- 93.4% of pupils are White British. Other ethnic groups make up the remainder of the pupil population.
- The senior leadership team is very strong. All members are practicing Catholics.
- The headteacher was appointed in April 2021 but previously served as headteacher in another Diocesan school. He has led training for the Diocese for aspiring headteachers. He has recently been appointed as a Section 48 Inspector.
- The experienced RE leader supports colleagues in other schools through the BWCAT RE leaders' network. She is totally dedicated to maintaining and improving the religious education of the pupils in St Peter and St Paul's and the wider Trust and Diocesan community.

## 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

- Pupils at St Peter and St Paul's are proud to be members of the school community and value its Catholic character greatly.
- From the moment they enter the school pupils are encouraged to be involved actively and directly in the Catholic life of the school, and many take up this opportunity with enthusiasm, especially as they reach the end of Key Stage 2 (KS2).
- Groups such as the School Council, Mini Vinnies, Sports Leaders, Faith in Action, Altar Servers, Lunchtime Servers, Y6 Buddies and CW Leaders give them numerous contexts in which to grow their faith understanding.
- Display throughout the school is enthused with the school's mission statement 'Learning through Faith, Hope and Love'. Throughout the school there is high quality Catholic imagery as well as prayer areas, RE work, inspirational quotations, references to biblical stories, faith vocabulary and much more. This helps pupils to feel totally at ease with their faith and provides them with a constant reminder that God loves them.
- The school's mission is celebrated and well known by even the youngest of pupils. They live their mission in the way they interact with, and show consideration and care for each other, across all ages and beyond the school building.
- By the time pupils leave the school they have grown into happy, confident and overwhelmingly emotionally secure individuals. This was clearly demonstrated to the inspector in several interviews with older pupils and observations of the rehearsals for the Y6 production of 'Oliver'.

- The charitable work undertaken by the school, often in conjunction with the parish St Vincent de Paul group, and frequently for causes decided on by the pupils themselves, is outstanding. From fun runs and enterprise projects to collecting for the local food bank or – in one child’s case – spending a whole night in a cardboard box, pupils at the school live their faith and make a significant difference to those less fortunate than themselves. CAFOD, Water Aid, The Little Sisters of the Poor, Catholic Care, Zarach, Winston’s Wish, Cancer Research and the British Legion are among others that have benefited.
- The school has adopted Diocesan recommendations for the provision of Relationships Education and this helps pupils gain an excellent understanding of loving relationships within a Christian ethos.
- The school’s Twitter account, website and newsletters frequently report the Catholic life of the school, helping to cement a cohesive faith community.
- Opportunities for pupils to engage in sport and other extra-curricular activities are extensive, allowing them to grow emotionally and physically into strong, positive individuals.
- The school’s staff are, without exception, firmly committed to the Catholic life of the school. They talk about their faith to each other and find support and new understanding from them. The recent introduction of Faith Mentors in the school is a much valued resource.
- Relationships are excellent between the staff and the pupils. Children know they are safe and cared for, and every one of them has been allocated two trusted adults who they know they can go to if they are worried about something.
- The school is blessed with a relatively new building, cared for by an outstanding site superintendent. It is a light, warm and comfortable place to be.
- The school recently reviewed its behaviour management strategies and the revised systems are very positively appreciated and accepted by parents and pupils. Good behaviour is rewarded in numerous ways, but includes the awarding of house points and stickers and the Good Samaritan and Virtue certificates. Consequently, pupils’ behaviour is almost always exemplary.
- Pupils and staff are given the opportunity to attend retreats at specific times in the school year and these help to enhance their spiritual development. They also have the chance to gather for prayer at the beginning of the day during specific seasons in the church’s year, such as Lent and Advent, or in May and October, when they say the Rosary together.
- Meditation and use of the Wednesday Word and Friday Examen have become part of the school’s curriculum provision and these, alongside prayer journaling, enhance pupils’ spiritual development.
- The parish priest is relatively new to the community but is fully involved with every aspect of the school’s faith life. Staff, parents and pupils value him greatly.
- Preparation for receiving the sacraments of Reconciliation, Holy Communion and Confirmation is undertaken in partnership with the school and the parish.
- The school has solid systems in place to support more vulnerable pupils and families. The recent introduction of a Learning Mentor role has greatly enhanced these systems. Parents were very keen to praise this initiative and speak very positively about the impact it has on their children.
- The leadership of the school, including governors, are firmly committed to ensuring that Christ is at the centre of everything that happens. They are exemplary role models and are hugely respected by parents and pupils.

- Parental engagement in the Catholic life of the school is high. They attend many of the liturgies both in school and at church and feel very well informed about the school's day-to-day activities. They particularly enjoy the Tapestry, Twitter and Marvellous Me Apps, as well as attending the Friday Collective Worship followed by the Celebration Assembly which follows it and is led by the older children. They love the newsletters and the termly newspaper.
- The school enthusiastically takes a lead on RE with its Trust partners and actively works with the Diocese to improve provision.

## 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>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	<b>1</b>

- During their time at St Peter and St Paul's almost all pupils make at least expected progress and reach the expected national standard, with some in each cohort doing better than this.
- Pupils with special educational needs make progress comparable to their peers because of the good teaching and experienced support they receive.
- Pupils, relative to their ages, express their religious knowledge and skills confidently and demonstrate good levels of reflection, spirituality and moral awareness.
- Almost all pupils across the school demonstrate active interest and engagement during lessons.
- When asked about their understanding of how well they do in RE lessons, children talked about the assessment systems in school with ease.
- The school is using a Trust-wide agreed set of criteria for the identification of higher attainment. The inspector believes these criteria are not yet fit for purpose and consequently in some cases attainment may be inaccurately judged.
- The quality of work in pupils' books is good, with some outstanding.
- Teachers are confident in their subject knowledge. They use well established assessment and feedback systems – which most children understand – to effectively plan lesson activities and future learning.
- In a small number of instances opportunities for challenging some pupils are lost, for example during class discussions or in the tasks given to them.
- In the most successful lessons, pupils are offered opportunities to be physically active, to engage in debate and collaborative tasks, to play games, sing, do art work and role play or hot seat sessions and are asked to make use of their prior knowledge and skills, for example in research work.
- The school has consistently invested in RE as a subject and consequently resources are excellent.
- All staff have high expectations of behaviour in lessons and in all other aspects of school life. Almost all pupils respond positively to these expectations.

- Pupils know when they have done well. They are motivated to be awarded team points, stickers and praise from their teachers.
- The school complies fully with the RE requirements of the Bishops' Conference and the allocation of RE within the curriculum is at least the required amount in both key stages.
- RE is given due precedence over other core subjects within the timetabling, resourcing and planning decisions made by senior leaders.
- The RE curriculum is organised, coherent and well planned.
- The school is regarded by Trust partners as a lead school for RE.
- The RE leader, is highly committed, respected and knowledgeable and actively responds to Diocesan and Trust initiatives to improve provision.
- Leaders ensured that RE teaching and learning continued despite the constraints of the pandemic. Parents were keen to acknowledge this success and praised the school for the almost immediate implementation of online learning at that time.
- Professional development in RE and the faith life of the school is a priority. As a result, teaching is never less than good.
- Learning about other faiths is covered during focused weeks in the year. The pupils respond well and develop a respectful awareness of the four main faiths other than Christianity.
- The school's governors are fervently supportive of everything it does. They are in school frequently and have good strategic and timely systems in place to enable monitoring and self-challenge.
- The governors are very supportive of the headteacher and are mindful of their responsibilities to monitor his work-life balance.

## COLLECTIVE WORSHIP

### Collective Worship is Outstanding

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

- Acts of worship and prayer at St Peter and St Paul's are integral to the daily life of the school.
- Almost all pupils participate enthusiastically and with genuine reverence, reflection and respect. The inspector was particularly impressed with the singing liturgy, which happens every week, and was a joy to attend. Pupils sang the school's hymn (written by a member of staff) with gusto.
- All pupils, from the moment they enter the school are involved in the leadership and planning of worship at an age appropriate level. In the youngest classes they prepare the prayer focus display. In the older classes, supported by teachers, they take turns to plan and lead, occasionally even leading Trust-wide worship online.

- Systems are in place across the school to ensure consistency. This is valued by pupils and staff alike. The inspector felt that some older pupils could be encouraged to move beyond these systems occasionally, to enhance their skills further and make worship even more engaging and creative.
- Pupils are aware of the seasons and feasts of the liturgical calendar because they celebrate Mass and other liturgies frequently at the parish church and in school.
- Pupils of all ages are confident in their use of the language of their faith, its artifacts, traditions and scripture. They talk comfortably about the Word, a tabernacle, virtues, acts of mercy, baptism, sacraments, and vocation. It was a delight for the inspector to hear one child in the youngest class tell his teacher that the Bible “Has stories about Jesus and about before he was born”.
- Many pupils – especially in older classes – voluntarily attend acts of worship such as praying the Rosary in October and May. Sometimes the Prayer Garden hosts liturgical celebrations and prayer.
- Collective Worship is purposeful and directly linked to mission, virtues and the liturgical year. Some of the pupils’ awareness of the saints of the Church, the lives they led and lessons we can learn from them is of a high quality.
- Staff members leading worship are experienced and confident in their own faith life and this is extremely obvious to the pupils, helping them to grow their own spiritual awareness.
- Parishioners, parents and other members of the wider community join school worship opportunities, including events such as the annual May procession.
- The parish priest is a regular visitor in school. Pupils, parents and staff mentioned his willingness to ‘do more than the norm’ as a real strength.
- Leaders at all levels make worship a priority and ensure its practice and impact is always under review.