

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST URBAN'S CATHOLIC PRIMARY SCHOOL

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Chair of Governors

Mrs Margaret Gan

Headteacher

Miss Tara McStay

RE Subject Leader

Miss Tara McStay

Parish Priest

Fr Michael Krychiwskyj

Date of Inspection

12th June & 9th July 2013

Section 48 Inspector

Joe Ginty

INSPECTION JUDGEMENTS

Inspection Grades:

1 is Outstanding, 2 is Good, 3 Requires Improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

1

LEADERS AND MANAGERS

1

Summary of key findings:

THIS IS AN OUTSTANDING SCHOOL

- The school's Mission Statement, *'We are a Catholic School with Jesus Christ at our centre and we follow the examples set by Him in the Gospels to endeavour to include all'*, is a living reality actively subscribed to by all members of the school community, manifest through hard work, positive and trusting relationships, mutual respect, care for others and active engagement with the prayerful, spiritual and liturgical life of the school.
- Pupil attainment and progress in Religious Education (RE) has been consistently good over a number of years. Pupils work conscientiously, take a pride in their work, rise to challenges and enjoy what they are doing. The Spiritual and Moral development of the pupils is outstanding.
- Teaching in RE is consistently good with outstanding features. Recent additions to the staff together with ongoing professional development, has ensured that the diverse needs of the pupils are being met.
- Prayer, liturgy and worship are central to the daily life of the school.
- The governors, headteacher and senior leaders share hope in ambitious vision for the future direction of the school.
- All members of the school community regard their school *'as a place where everyone is valued as a child of God, where everyone is enabled to mature towards their full growth in Christ and achieve their rightful potential'*.

What the school needs to do to improve further:

- Agree and adopt procedures that recognise and record the developing faith and spirituality of the pupils in a meaningful way.

Information about this inspection

The Inspection of St Urban's 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 Diocesan Administrator 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 2012).

The inspector reviewed in detail the following aspects:

- pupil attainment and progress in RE;
- provision of, and pupil response to, Collective Worship (CW);
- the pupils' contribution to the review and evaluation of the Catholic Life of the school;
- the teachers' holistic approach to the RE scheme, 'The Way, the Truth and the Life' (WTL);
- the staff confidence in the use of assessment strategies in RE;
- actions identified by the school to improve further.

The inspector shared morning prayer with staff, observed four RE lessons, two acts of class-based Collective Worship and a Class Mass. Meetings were held with the headteacher (who is also the RE coordinator), the Chair of Governors, the RE Governor and the School Council. The school provided a broad range of evidence including the Self-Evaluation Form (SEF), the School Development Plan (SDP) and Religious Education Development Plan (REDP).

Information about the school

- This is a broadly average-sized primary school serving the parish of St Jeanne Jugan, situated in North Leeds and the pupils come from diverse socio-economic backgrounds.
- The school has an admission number of 30 and is regularly over-subscribed. There are currently 206 pupils on roll, 95% of whom are of the Catholic Faith and there are seven single age classes in the school.
- Attendance tracking has had a positive impact and attendance of 96.4% is above the national average.
- The percentage of pupils with EAL is below the national average at 10% as is the percentage of pupils with special educational needs at 14.3%.
- Attainment on entry is historically broadly in line with national expectations. The school meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.
- There are eight full-time teachers all of whom are Catholic with three having CCRS or equivalent qualification.
- Collaboration with other schools has been used effectively to extend and improve the Catholic Life of the school and the RE curriculum.
- Since the previous Section 48 inspection in 2008, there have been significant changes at the school. The headteacher took up her post in January 2013. There have also been several new appointments to teaching and teaching assistant posts.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	1
How well pupils respond to and participate in the school's Collective Worship.	1

- Pupils take responsibility for planning action and shaping activities in the school and the parish community. This is particularly evident in the many achievements of the representative Pupil Council. All pupils take full advantage of the opportunities the school provides for their personal support and development and for evaluating the Catholic Life of the school.

- Pupils are curious, imaginative, and intuitive and understand what makes them who they are. They are proud of and contribute to their school ethos and values and have a strong sense of school ownership.

- They express their own views and beliefs with confidence and actively subscribe to the teaching of Jesus and other key Christian figures.

- They treat others with high levels of respect and know acutely that their behaviour always has consequences. They are alert to the needs of others. They care for others in the school and it is impossible to be lonely at St Urban's. Their concern for others extends to those in the local community and those in countries suffering hardship.

- They take full responsibility for themselves and their actions and their behaviour is exemplary at all times.

- The standards pupils achieve in RE are consistently high and the progress they have made is consistently good over time. Progress during Reception Year is outstanding.

- Pupils display an enthusiasm for tackling challenging activities. They are highly motivated, committed to succeed, sustain their concentration extremely well and thoroughly enjoy their work.

- All pupils, from the youngest age, engage fully in prayer, liturgy and worship. They are good listeners, articulate in their expression and pray with reverence and heart-felt meaning. They value and respect the Catholic tradition of the school and its links with the parish community. Pupils regularly prepare and lead worship in a variety of settings with confidence and enthusiasm.

- They demonstrate an excellent understanding, appropriate to their age and capabilities, of the Church's main seasonal celebrations and they are at ease and act with respect when working with those of other faith traditions.

- The experience of living and working in a prayerful community has a very positive effect on all pupils.

The provision for Catholic Education is Outstanding

The quality of teaching and how purposeful learning is in Religious Education.	1
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	1

- Teaching in RE is consistently good across all year groups with outstanding features. Where teaching is outstanding the teacher's good subject knowledge, thoughtful planning based on assessed prior learning, effective use of the RE scheme of work and imaginative use of a range of resources are all contributory factors.
- Teachers are gaining confidence in the use of the recently introduced '*I can*' statements in line with diocesan recommendations. There is every indication that once embedded, this will prove to be a highly effective way of ensuring that pupil learning in the knowledge and understanding of RE moves at a fast pace and individual targets are set as next steps to learning.
- In line with the requirements of the WTL scheme for RE assessment tasks are completed by the children and levelled by teachers. Results are collated termly and analysed carefully. As use of this data tracking system is expanded, the school will obtain a wholly accurate picture of pupil attainment in RE and determine the ongoing progression of all pupils.
- The spiritual development of the pupils is a significant strength of the school but as yet is not systematically recorded. Through the judicious use of (some of) the higher level '*I can*' statements which are related to spiritual rather than 'academic' development, together with astute observation, the staff of the school could agree and adopt procedures that recognise and record the developing faith and spirituality of the pupils in a non-prescriptive but meaningful way.
- High quality resources, including technology are used very effectively, together with the support provided by other adults to support learning. Pupils are highly motivated, sustain their concentration extremely well and thoroughly enjoy their work.
- Marking and dialogue between teachers, other adults and pupils are consistently of a high quality and are instrumental in maintaining pupils' learning and progress. Pupils have a clear idea of their attainment and know what they could do to improve further.
- Achievement and effort are celebrated through praise, a positive marking and rewards policy and is evident in the pupils' books and the colourful and vibrant displays in classrooms and other areas of the school. The ethos of the school is visibly and tangibly manifest.
- The school ensures that Sex and Relationship Education (SRE) is taught effectively to all children through the approved scheme '*In the Beginning*'.
- The school maintains links with other faith groups. Pupils of different ages will visit a variety of places of worship and parents of other faiths are invited into school to share their faith journey with the pupils. This is a developing strength of the school.

- Collaboration with other schools has been used effectively to extend and improve the curriculum for pupils. In particular the school benefits from its ongoing involvement in the North Leeds Catholic Schools Partnership (NLCSP) and enjoys very positive relations with the neighbouring Cardinal Heenan Catholic High School (CHCHS) to which the vast majority of pupils transfer at age eleven. The school is also actively involved in the Alwoodley Extended Services Cluster and the local Family of Schools Network.
- Collective Worship is central to the life of the school and a key part of every school celebration. Themes are current, rich and diverse and are relevant to the Church's Liturgical Year. The celebration of the Eucharist, when appropriate, is seen as the heart of Catholic school belief and celebration.
- Staff regularly review and plan improvements to the school's provision of Collective Worship and are highly skilled in helping pupils to plan and deliver quality worship. They have a thorough understanding of the purpose of acts of worship and the wide variety of forms they can take. They have an excellent understanding of the Church's liturgical heritage, its rites and seasons and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life. The themes chosen by pupils and staff reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils.
- The school staff together with the Parish Priest coordinate and organise worship to provide the children who are preparing for their first sacraments with opportunities to develop and deepen their faith. The broader school and parish community celebrate with the children in this part of their faith journey.
- Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression from their earliest years.

The Leadership and Management are Outstanding

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.

1

- Leaders, governors and managers demonstrate a commitment to the Church's mission in education, with spiritual and moral development a priority. Pupils are able to articulate the school's distinctive mission with understanding and appreciation. Staff and pupils have a high regard for the Catholic Life of the school and Collective Worship.
- Governors and leaders have a very clear understanding of the strengths of their school and areas they wish to develop further. This is evident in their School Development Plan (SDP) and Religious Education Development Plan (REDP). The school's own Self-Evaluation Form (SEF) is wholly accurate and the judgements are sound.
- The headteacher has been in her substantive post since January 2013 and displays articulately her clarity of vision and determination in leading the school forward. The headteacher is highly regarded by pupils, staff, parents and governors alike and morale in the school is very positive indeed.

- The governors, Parish Priest and senior leaders engage in regular meaningful discussion and share a common hope and vision for the future of the school and for the development of the liturgical, spiritual and social life of the school with parish community.
- The headteacher and senior leaders conduct a range of systematic monitoring activities relating to provision and outcomes. These include lesson observations, learning walks, assessment tracking and work scrutiny. This monitoring of R.E accurately identifies strengths and areas for development and informs future development leading to improved outcomes for the pupils.
- Leadership of RE by the headteacher is informed by a high level of expertise and vision which ensure that RE has a very high profile in the life of the school. The subject is extremely well resourced in terms of staffing, physical resources, capitation and curriculum time and compares favourably with other core subjects in the school.
- Together with the Diocese of Leeds and Local Authority agencies the school maintains an effective programme of ongoing professional development for governors and staff. The senior leadership further intends to make available the '*Catholic Foundation Stones*' programme for all staff who wish to subscribe to it. This will empower all staff and have a positive impact on the Catholic Life of the school.
- The school participates fully in developing and implementing a variety of effective partnerships. The school's provision and leadership and management make an excellent contribution to pupils' good and often outstanding achievement and well-being
- The long-serving Chair of Governors has signalled her intention to resign her tenure at the end of the academic year. The governing body is already taking steps to ensure that there is a full complement of Foundation Governors and an effective committee structure in order to continue to fulfil all canonical and statutory responsibilities.