

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

ROTHWELL ST. MARY'S CATHOLIC PRIMARY SCHOOL
Royds Lane, Rothwell, LEEDS LS26 0BJ

School URN

108018

Date of S48 inspection and
OE grade

June 7th and 8th, 2018
OE Grade Outstanding

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Chair of Governors

Rev Eamon McGeough

Headteacher

Miss. S. Leonard

RE Subject Leaders

Mrs. K. Hartley
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Date and grade of last S48
Inspection

May 21st and May 22nd, 2013

Section 48 Inspector

Mrs. R. 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

- School leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school to an outstanding degree. They are all deeply committed to the Church's mission in education and are able to share their enthusiasm and their ambition for the school, proving to be an inspiration to all the community.
- School leaders and governors regard the promotion of the Catholic Life of the school as primarily their leading responsibility.
- Quality resources are a feature throughout the school. The governors have ensured that the pupils' school environment is bright, modern and reflects the high expectations of all the community.
- All staff members promote high standards of behaviour by their example. They enthusiastically take part and actively promote all school activities, which reflect the Catholic Life and mission of the school.
- Almost all pupils are alert to the needs of others and seek justice for all within and beyond the school community. There is a zero-tolerance policy to bullying and the school's class buddying system ensures that there is an oversight from the pupils of others within the school.
- Almost all pupils, from their varied starting points, make outstanding progress in each key stage, with many achieving outstanding attainment.
- The school is a deeply caring community and does a great deal to support parents and staff.
- There is excellent teamwork exercised between the talented staff. Good relationships and strong communication ensures that all the community's needs are met.
- Almost all pupils enthusiastically embrace the demands that membership of the school community entails. The school recognises that all pupils have the right to be involved in making decisions and exercising choice.
- All staff have excellent Religious Education (RE) subject knowledge and are confident in teaching and sharing their faith. Outstanding RE teaching was evidenced.

- Leaders have expert knowledge in how to plan and deliver quality Acts of Collective Worship (CW). They are passionate about their role in the school and attach significant importance in cascading their enthusiasm through Continuous Professional Development (CPD) and team teaching. They are very visible as leaders of CW.
- Pupils' engagement, response to and participation in the school's CW is outstanding.
- Almost all pupils concentrate exceptionally well, and their behaviour is outstanding because almost all pupils enjoy RE.
- Key issues raised in the last Section 48 (S48) inspection have been acted upon.
- The governing body has ensured that all canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Develop the monitoring and evaluation of the Catholic Life of the school and CW through the addition of written informed comments from parents, carers and pupils.
- Increase the strength of the analysis achieved already by the governing body, concerning the Catholic Life of the school, by creating more in-depth minutes received at the termly subcommittee meeting.
- Enable older pupils to share and lead CW for younger pupils.

Information about this inspection

The Inspection of St. Mary's Catholic Primary School, Rothwell, Leeds, 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 inspector reviewed in detail the following aspects:

- The extent to which key issues identified for action in the school's previous S48 inspection have been addressed.
- The extent to which children contribute to and benefit from the Catholic Life of the school.
- The quality of the teaching, assessment, marking and feedback and the responses the children make to these.
- The extent to which the RE curriculum promotes learning for individuals and groups of pupils.
- The quality of CW provided at the school and pupils' active participation, preparation and leadership of it.
- The quality of the leadership and management, especially in the way they promote, monitor, evaluate and develop the provision for the Catholic Life of the school and plan for further improvements to outcomes, for pupils at St. Mary's Catholic Primary School.
- The school's partnership activities including home, school and parish links.
- During the inspection: Early Years Foundation Stage provision was observed, joint learning walks and teaching observations were undertaken with senior leaders; three RE lessons and four acts of CW covering all key stages were observed; one circle time session and one voluntary start of the day staff prayer meeting were evidenced. A whole school CW was evidenced and a whole school end of the week singing worship and praise.
- Formal meetings took place with the headteacher, RE subject leaders, a group of administration and support staff, a cross section of pupils representing the school, school ambassadors and the Mini Vinnies, a group of parents, the chair of governors, who is also the parish priest, and a governor responsible for RE.

- The school's RE data, pupil progress and attainment tracking system were scrutinized and discussed with the members of the leadership team and the RE subject leaders. A thorough scrutiny of pupils' RE books, including teachers' marking and assessment of RE, was conducted.
- There was a detailed scrutiny of the School Development Plan, prioritising the Catholic Life of the school, the Diocesan Self-Evaluation Form, the RE Action Plan, the RE budget, the Relationships and Sex Education Policy (RSE), staff and governor training records and governor minutes were noted. The school website, newsletters, parent and pupil survey feedback and reflection, RE displays in classrooms and public areas, together with photographic and digital evidence of religious celebrations held throughout the liturgical year were noted during the inspection.
- One inspector carried out the inspection over one and a half days.

Information about this school

- St Mary's is a Voluntary Aided Catholic Primary School within the Diocese of Leeds. It is a one-form entry school without a nursery. The school serves the parish of St. Mary's, Rothwell.
- Currently there are 211 pupils on roll. Of these 211 pupils 86% are baptised Catholics, a 10% decrease since the previous inspection. The remaining 14% of pupils are predominantly Christian.
- The school is very popular and repeatedly oversubscribed receiving approximately 80 applications for 30 places. Pupils transfer onwards to two Catholic High Schools in Wakefield, St Thomas a Becket and St Wilfrid's.
- Nine ethnic groups form the current intake with nine languages spoken, in addition to English. This is a significant rise since the last inspection. The proportion of ethnic minority pupils is still below the national average at 9%. There is a rise to 12% in the proportion of pupils with English as a second language, putting the school in the third quintile of schools nationally.
- The number of pupils with special educational needs (SEN) has increased with a higher proportion of the pupils accessing speech and language support within early years foundation stage (EYFS) and key stage one (KS1). The school is below the national average for special educational needs and disabilities (SEND). There are 10% of pupils classified as disadvantaged and in receipt of pupil premium funding. There are currently no pupils with an educational health care plan (EHCP).
- The school provides a before and after school club. A wide range of after school extra-curricular activities is available for pupils.
- Attendance is consistently high, and continually meets a target of 97%.
- The staffing is almost exclusively Catholic. This academic year, the governors appointed an additional Catholic Newly Qualified Teacher. There are 10 full time teachers and one part time teacher, four of these hold the Catholic Certificate in Religious Studies. All teachers teach RE. The school also employs nine full time equivalent classroom support staff.
- The governing body is full and is stable.
- The school employs and works closely with a social worker from the Diocesan Catholic Care and a speech therapist from the Local Authority.
- The head teacher and deputy head teacher were in post at the last inspection. The current parish priest took up his appointment to the parish in September 2016 and joined the governing body.
- St. Mary's works in partnership with a wide range of schools through the Catholic Compass Partnership of schools based in the Diocese of Leeds. The school is a strategic partner to the St. Anthony's Teaching School Alliance, the Rothwell Cluster and The Leeds Catholic Schools Association.

- St. Mary's has achieved a number of externally accredited benchmarks and awards including 'Healthy Schools', 'Advanced Healthy Schools', 'Active Mark', 'Arts Council Artsmark Gold', 'The Stephen Lawrence Level One Education Award' and 'The International Schools Award'. Most recently, the school was awarded 'The Working towards Dementia Friendly Award'.

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 extent to which pupils contribute to and benefit from the Catholic Life of St. Mary's school is outstanding. Almost all pupils appreciate, value and actively participate in the Catholic Life and mission of the school. As a group of pupils explained, 'We are all members of one of four houses in the school, St. George, St. Patrick, St. David or St. Andrew. Many groups help in the school, Mini Vinnies, the school council, the Planet Protectors, sports ambassadors, librarians and house captains.
- 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, to forgive and to be forgiven. They are quick to congratulate others. The weekly statement to live by, 'I notice that we are the same and we are different', was used and drawn upon for the pupils to reflect upon their own understanding of the statement and for them to place it into the perspectives of their own lives.
- Almost all pupils enthusiastically embrace the demands that membership of the school community entails. The school recognises that all pupils have the right to be involved in making decisions and exercising choice. Pupil review meetings enable them to voice their opinions and discuss their progress.
- Almost all pupils are alert to the needs of others and seek justice for all within and beyond the school community. The pupils enthusiastically donated clothes and toys for children in support of the Giana Project. There is a zero-tolerance policy to bullying and the school's class buddying system ensures that there is an oversight from the pupils of others within the school.
- Pupils readily participate in various charitable fund raising projects in support of Cafod; Catholic Care; the St. Vincent de Paul (SVP) society; Mini Vinnies; cards for the housebound and older parish members; Christmas dinner for homeless people; St. Gemma's Hospice. One pupil explained to me his latest fund raising activity outside of school. A parent commented that, 'My child respects other children and other people in need'. The parish priest's quote on the 'Called to Serve' display hints at the school being able to meet others' needs. 'God watches over us and does notice us, but it is usually through someone else that he meets our needs'.

- During the course of the liturgical year, the school's Mini Vinnie members take a positive and active role in promoting voluntary prayer, at lunchtimes, in the prayer garden. They joyfully give of their time and faith belief and actively promote the Catholic Life and mission of the school.
- The quality of provision for the Catholic Life of the school is outstanding. All areas of the school reflect and encapsulate its Catholic mission to all members of its community and visitors. All members of the community respect and value the school staff. CPD arranged for the staff includes a staff retreat day at the Briery. 'As a team we were all invited to go on retreat. This was such a wonderful day. We were given time to reflect and share these reflections with our team', commented a teaching assistant.
- The school's mission statement, 'Grow Together in Christ. Live and Learn in God's Love' is on display throughout the school and is a key feature on all policies, documentation and digital media used by the school. All stakeholders review the mission statement and pupils were able to discuss with me the recent class work that they had been doing on it. All staff members are fully committed to the implementation of the school's mission, 'Developing the potential of every individual by providing the best education through experience of our Catholic Christian community within which all members can grow in faith'.
- All staff members promote high standards of behaviour by their example. They enthusiastically take part and actively promote all school activities, which reflect the Catholic Life and mission of the school. Throughout the seasons of the year, they voluntarily give of their time to help support and guide the various groups in the school; Mini Vinnies; sports teams; the School Council, Planet Protectors and children following Sacramental programmes in liaison with the parish.
- School leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school to an outstanding degree. They are all deeply committed to the Church's mission in education and are able to share their enthusiasm and their ambition for the school, proving to be an inspiration to all the community. They have worked tirelessly during the last 2 years to create a stable governing body and combined sub committees, one of which is concerned with pupil support and the Catholic Life of the school, to which the RE leaders report. Although minutes are recorded at the meetings held concerning the Catholic Life of the school the committee follows a generic local authority agenda. Fuller recorded minutes, following a termly agenda item, concerned solely with the Catholic Life of the school, would strengthen their analysis. This would include updates of the milestones achieved in the RE action plan, reports from the class governors' visits, RE reports from the RE leaders including attainment and progress made by the pupils in RE, and its assessment.
- Displays in classrooms, in key stage areas and along corridors reflect the pupils' high quality work. 'Christ at the Heart of our School' formed a theme reflecting views of many members of the community and posed a question 'Who do you see reflecting the values of Christ in Rothwell at St. Mary's?' Other displays shared some of the pupils' deep thoughts and prayers, 'Please help us to be calm when something bad happens. Please help the people in London, who lost family in the events that took place, to stay positive'.
- Class named saints are displayed above the doors of classrooms and welcome everyone into the different classrooms. In addition, regular use is made of strategically placed small holy water fonts.
- School leaders and governors regard the promotion of the Catholic Life of the school as primarily their leading responsibility. As a governor commented, 'We expect challenge and make informed judgements'. The head teacher is passionate about this responsibility and cascades this down to the whole community.

- There is excellent teamwork exercised between the talented staff. Good relationships and strong communication ensures that all the community's needs are met within the school or through external agencies employed.
- The school development plan clearly prioritises the development of the Catholic Life of the school. Key areas for improvement are broken down in far more detail in the RE action plan, identifying those in leadership positions whose responsibility each is, what the objectives are and the milestones to complete.
- The school works very closely with the Catholic Compass Partnership. This leads to further collective, well-monitored and evaluated improvements taking place.
- Shared CPD with the Catholic Compass Partnership and the diocese is frequent and well planned. Staff members across the group appreciate the Catholic Life of the school in comparison to other schools and use school peer-to-peer discussions, as a focus for further improvements.
- The school has highly successful strategies for engaging with almost all parents and carers. This engagement benefits the pupils. Digital media such as a text messaging service, the website, newsletters from school including the Wednesday Word and diocesan RE newsletters are used. The parish also ensures that every means possible is employed to enable the parents and carers to have contact with the school and can thus appreciate the school's mission in a very active way.
- The school is a deeply caring community and does a great deal to support parents and staff. The school is regarded as a family. As one parent commented, 'The St. Mary's family makes me proud. It makes my children feel proud'.
- Parents feel very welcome in the school and are well informed. 'We are invited to lots of events, some organised by Friends of St. Mary (FOSM); all assemblies and liturgies; CW; Mass; parents information sessions and sports day'. Parents complete surveys about the school. These are then collated by the RE leaders. As a further extension to collating views, all parents and carers could be asked to fill in comments about any event attended, thus giving a written feedback to support the verbal comments made.
- All leaders and governors are highly ambitious for the Catholic Life of the school and lead by example. They are ardent about sharing their faith and their aim for an increase in evangelisation activity, and so make a highly significant contribution to the Catholic Life of the school. Pupils in Year 5, with special permission from the Bishop, have recently been confirmed and Year 6 pupils are preparing for this special sacrament.
- The school is enthusiastic in its response to diocesan policies and initiatives. All leaders take great care to discuss and consult fully with all groups, having involvement in the Catholic Life of the school on new initiatives, ensuring that the Bishop's vision for their school is introduced successfully. The Relationships and Sex Education (RSE) scheme of work, 'Journey in Love', has been adopted by the school following consultations with all stakeholders. It features in the RE plan and involves all staff.

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

- From their earliest days in the school, high expectations are set. Pupils in Reception following the theme of 'Church as a Holy Place' were respectful of each other and were keen to share their understanding of what church meant to them with their talk partner. 'It's where I go on Sunday' commented one boy. Another commented 'I pray there and when the smoke goes up to Heaven my prayers go'. Creative group activities were available for the pupils to engage in, one involving outdoor resources and building a church with large apparatus.
- Almost all pupils, from their varied starting points, make outstanding progress in each key stage, with many achieving outstanding attainment. The latest results achieved are high at the end of Key Stage 2 with 100% of pupils gaining 3 levels progress. Present data indicates that the school is maintaining the same level of progress.
- Almost all groups of pupils make progress comparable to the progress of other pupils. Pupil activities and tasks are creative, matched to excite and challenge the pupils. A group of pupils with English as their second language discussed aspects of culture and its meaning and gave insights into their backgrounds and culture. They were animated by sharing their knowledge about celebrations occurring during the year.
- Almost all pupils are actively engaged in lessons. They concentrate exceptionally well and have a clear understanding what they need to do to improve. 'We work at levels and we want to do the best, so I aim for the higher level', commented one pupil.
- All staff have excellent RE subject knowledge and are confident in teaching and sharing their faith. Outstanding RE teaching was evidenced. All teaching observed employed creative approaches and the acquisition of skills which need developing in RE. The use of driver words was a feature used in planning and teaching as were the sharing of learning objectives and success criteria. A Year 5 lesson observed, based on the learning objective 'To know that we live in a country where people have different cultures', used the skills of providing evidence, sharing and giving opinions in groups of pupils.
- Good quality feedback leads to further achievement and progress of most pupils. In a Year 5 class pupils were given time to respond to feedback at the start of the next lesson. Verbal feedback (VF) is a regular method used in Reception and is noted in books as VF.
- Almost all pupils concentrate exceptionally well and their behaviour is outstanding because almost all pupils enjoy RE. 'We have good and exciting lessons', commented one pupil
- Wide ranges of different creative strategies employed, involving both individual and collaborative means, engage the pupils' interest further. Consequently, pupils are motivated and concentrate in lessons. A Year 3 lesson covering aspects of the story of the Good Samaritan involved small group drama.
- Teachers use observation and questioning during lessons and, in the outstanding lessons, targeted pupils to ensure their understanding and challenged others to attain higher level thinking skills.
- The school enables the pupils to further extend their knowledge and understanding of RE through retreats to Ampleforth and Ripon. A recent art completion entitled 'Spirited Art' was approached with enthusiasm with the results of the pupils' art work, based on their idea of a holy place, displayed in the main hall.
- A recent faith week enabled the pupils to create displays in the area on their chosen faith, Hinduism, Buddhism, Sikhism or Islam. Pupils have a deep sense of respect for those of other faiths.
- The RE governor is a regular visitor in school and proactively monitors aspects about the school. A comprehensive monitoring form, completed by all governors, to record their visits, is used as a medium to feed back to the governors.

- Quality resources are a feature throughout the school. The governors have ensured that the pupils' school environment is bright, modern and reflects the high expectations of all the community.
- In order to meet all pupil and staff needs, experienced teaching assistants are strategically deployed throughout the school, supporting individuals, groups of pupils and classes. They commented that they feel valued. They appreciated their role in planning and were aware of what their role was during lessons.
- There are two leaders for RE (one being on maternity leave during the inspection). Monitoring, analysis and planning for improvement are key features of their role. They ensure that RE planning meets the needs of all pupils.
- Leaders and Governors are outstanding in their monitoring, analysis and evaluation of the provision for RE at St. Mary's.

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' engagement, response to and participation in the schools' CW is outstanding. Acts of CW engage all pupils' interest and inspire in them deep thought. As one pupil commented on the pupil questionnaire, 'I enjoy taking part in prayer. I know that it is a very important part of my school day'. Another pupil said, 'I enjoy and take part enthusiastically'.
- Pupil enthusiasm for CW is reflected in their communal singing, as evidenced with the end of week celebration, whole school worship and class based CW.
- The quality of prayerful silence in circle time and CW shows the depth of the pupils' profound reverence in communal prayer. As a Year 4 pupil commented, 'It is a time when we can sit together and take time to talk to Jesus and God'.
- An inspirational whole school CW led by the head teacher focused on the weekly statement to live by, 'I notice that we are the same and we are different'. Pairs of children that included two pairs of twins were used, as examples, to explore the statement meaning. The pupils were quick to point out the differences and the similar qualities of the pupils. 'God made the world for different people, shapes and sizes. Christians believe that He made it to share'. Music, singing, ICT, prayer, two readings and pupil involvement featured highly. The pupils' mission was to take copies of the poem 'I am Special', read during the CW, back to class and during the week thank God for their individual uniqueness.
- A whole school worship led by the assistant head focused on the feast of 'The Sacred Heart'. Pupils were asked to take the love that Jesus gives and share it with someone else. A comment from a pupil regarded the CW as good, 'Because I did not know anything about the Sacred Heart. I learnt lots'. Pupils could write comments concerning CW, shared in the school, to enhance the monitoring and evaluation of CW.
- The use of quotes from the Pope and images of his twitter page were used across the school to exemplify teaching points further, for example, 'The heart of Jesus is the

ultimate symbol of God's mercy,' used during the CW on the Feast of The Sacred Heart of Jesus.

- The pupils from a very young age are encouraged to take an active part in CW. They are responsible for selecting the artefacts for CW and explaining why they have chosen them. Pupils in Year 1 took great pride in preparing a short CW about friendship aided by the teacher to which parents were invited. Parents are welcome at their child's class CW and whole school CW. The collection of their written views and opinions could further promote the monitoring and the evaluation of CW.
- Key Stage 2 pupils lead class worship confidently and with pride in their faith. They are able to select appropriate materials, readings, prayers and music and link them to the theme of worship followed. A Year 6 CW chose the theme of 'Family'. They were able to use the reading to ask the class about its meaning. The class were challenged by their peers. They were asked to contribute to the prayers and offer prayers for people they knew who were in need of their prayers. Their teacher inquired whether they would change anything as an evaluation. Younger pupils would benefit from the older pupils leading CW for them within class time.
- The Mini Vinnies conduct voluntary prayer meetings in the prayer garden. One of the RE leaders has trained as a prayer guide and supports them and others in the school with their prayer lives.
- From an early age, pupils are encouraged to quietly pray and put God in their hearts. Hand gestures are a regular feature of CW to accompany hymns for them.
- Pupils have an excellent understanding of the church's liturgical year and are guided to a deeper understanding by the staff. A Year 6 pupil, when questioned about the colour of cloth used in their CW, without hesitation replied, 'It's green, it is ordinary time'. Shared experiences provided are when an R.E. bag, such as the travelling crib, is sent home to share with the pupils' families. A book accompanies the bag and parents and carers are invited to write a comment.
- Each classroom has a dedicated RE and worship area. Driver words and 'I Can' statements are displayed along with the signs and symbols used in CW. Wooden hand crosses, for all members of the class, are used in class and whole school CW.
- Leaders have expert knowledge in how to plan and deliver quality CW. They are passionate about their role in the school and attach significant importance in cascading their enthusiasm through CPD and team teaching. They are very visible as leaders of CW.
- Further staff professional development for CW is provided through the membership of the Catholic Compass Partnership and the Diocese of Leeds.
- Governors have created an evidence file of their evaluations of CW class experiences. These are shared and discussed at governors' meetings. This ensures that the highest priority is attached to the schools self-evaluation of CW.
- Scrutiny of documentary files evidence detailed monitoring of CW taking place. They also ensure that each class is building up a portfolio of CW that has taken place along with its evaluation.
- The RE leaders are invited to committee meetings to update the committee on the Catholic Life of the School, RE and CW.