

# 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. CLARE'S CATHOLIC PRIMARY SCHOOL  
FAGLEY ROAD, BRADFORD BD23JD

School URN	107325
Date of Inspection and OE grade	12 <sup>th</sup> and 13 <sup>th</sup> January 2017 Good
E-mail address	office@stclares.bradford.sch.uk
Chair of Governors	Mrs. Eileen Difiori
Headteacher	Mrs. Mary Newsham
RE Subject Leader	Mrs. Sarah Kenyon
Date and grade of last S48 inspection	25 <sup>th</sup> and 26 <sup>th</sup> January 2012 Outstanding
Section 48 Inspector/s	Mrs. Diane Todd shadowed by Mrs. Wendy Walsh

# 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.

2

*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*
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**OUTCOMES FOR PUPILS**

2

**THE PROVISION FOR CATHOLIC EDUCATION**

2

**LEADERS AND MANAGERS**

2

**Summary of key findings:**

## **This is a GOOD Catholic Primary School**

- The headteacher and deputy head teacher, who is also the Religious Education Subject Leader, provide strong effective leadership. The commitment to the children's well-being and to the faith life of the school is a priority.
- The 'family feel' and warmth of the school are appreciated by pupils, parents and staff. All members of the school community live out the school mission "I have come that they may have life and have it to the full".
- The calm, harmonious community feel of St Clare's is a real strength. Parents, pupils, staff and governors appreciate that St Clare's is a very special place to be.
- Governors are active in school, often joining the school community for worship as well as working alongside staff within the classroom. This ensures they have a growing understanding of the areas of strength and any areas for development.
- St Clare's is a school committed to its Catholic tradition and ethos. Its Catholic character is reflected in the environment, which is of a very high standard. Display is a particular strength of the school. It is of a high quality and reinforces the Catholic ethos and values extremely well.
- The children benefit from a wide variety of worship. They speak fondly of meditation. "It helps us calm down, it is peaceful. It is holy, talking to God in your mind."
- Provision for and commitment to Collective Worship, by leaders and staff, is outstanding. For example, a highly skilled Higher Level Teaching Assistant plans and prepares class based worship with upper Key Stage 2 children to ensure that they can become more independent in the future. She is also upskilling another member of staff to work with lower Key Stage 2.
- Teaching in Religious Education (RE) is usually good and occasionally outstanding. A range of creative learning tasks is evident in pupils' books.

- The children benefit from a wide variety of worship. The positive role this plays in the life of the school is evident in the relationships between pupils, and pupils and staff.
- Pupils' behaviour in and around school is very good. They show respect and tolerance to one another, as well as enjoyment of each other's company. Pupils come across as confident, relaxed and happy.
- Children show depth of understanding through oral responses but this is not 'captured' by assessment tasks.
- Evidence in books shows that children are diligent and in most year groups they are working at age related expectations. However, progress does slow at the end of Key Stage 2 and the final outcomes reported at the end of Key Stage 2 reflect this.
- There is an over reliance on end of topic tasks. Teachers should find a way of capturing the pupils' considerable knowledge that is evident through pupils' oral responses. When assessment considers oral responses, higher levels are recorded, particularly in the younger year groups.
- More recent monitoring is showing a greater robustness. This needs to continue to develop so that monitoring and evaluation has a greater impact on pupil outcomes.
- Data is not used to identify pupils that are falling behind or drive up standards. RE is not a focus for pupil progress meetings.
- The planning and teaching of other faiths is good. Progression is evident and the content creatively delivered through visits and visitors. Parents and pupils talk about the importance of this aspect of the curriculum.
- Relationships between the school and parish are strong. Pupils and staff speak very highly of the parish priest and appreciate the support he gives to the school. The school also benefits from the work of a parish sister who has many years of experience in primary education.

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

Improve pupil outcomes by

- Increasing the number of children that reach age related expectations and above by the end of Key Stage 2
- Using driver words to inform planning and carefully differentiate learning tasks so that progress improves.
- Finding accurate ways of capturing children's knowledge, understanding and skills in RE during RE lessons.
- Moving away from an over reliance on summative assessment tasks by developing a range of formative assessment opportunities.
- Using an electronic data tracking system to identify groups or individuals that are not making sufficient progress and target these pupils through appropriate learning tasks.
- Challenging the higher ability pupils across school and particularly at upper Key Stage 2.

### **Information about this inspection**

The Inspection of St Clare'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:

- The extent to which any key issues for action identified in the previous Section 48 RE Inspection have been addressed;
- The extent to which pupils contribute to and benefit from the Catholic Life of the school;
- How well pupils achieve and enjoy their learning in Religious Education (RE);
- How well pupils respond to and participate in the school's Collective Worship (CW);
- The quality of teaching and how purposeful learning is in RE;
- The extent to which the RE Curriculum promotes pupils' learning;
- The quality of CW;
- The accuracy of the school's self-evaluation system;
- The school's partnership activities – including home/school/parish links

The inspection was carried out by one inspector over one and a half days. (The inspection was shadowed by a trainee S48 inspector)

- A sample of 7 RE lessons and 3 acts of CW were observed including a whole school CW.
- Meetings were held with the headteacher, staff, governors, parents, pupils, Mini-Vinnies and the school council.

A range of the school's monitoring and assessment documentation was scrutinized, including pupils' workbooks

### **Information about this school**

- St Clare's is a one-form entry Catholic Primary school. The school serves the Parish of St Clare's, Fagley and educates children from 4-11 years old.
- The school is growing rapidly. It has a Planned Admission Number (PAN) of 30 per year. This increased from 20 in September 2013.
- There are 196 pupils on roll, of whom 44% are of the Catholic faith. Approximately 52% are from non-Christian backgrounds. The overwhelming majority of these are Muslims.
- The school is popular and oversubscribed.
- 23% of pupils are on Special Needs Register and 2 pupils have Education Health Care Plans. St Clare's receives additional funding for 40% of pupils under the 'ever six' Pupil Premium grant. 47% of pupils are white British. 34% speak English as an additional language.
- Since the previous S48 inspection (January 2012) a number of changes have taken place, including the internal appointment of the headteacher who was the previous deputy headteacher and RE coordinator. The current, recently expanded leadership team also includes a new deputy head teacher who is the current RE coordinator and an assistant headteacher.
- There have also been several changes within the Governing Body following the retirement of the previous very long term Chair.
- The vast majority of teachers are of the Catholic faith.
- The current parish priest has been in place since September 2014.
- There is a second primary school within the parish and good co-operative relations have developed. Both schools benefit from the work of a parish sister, who provides

sacramental preparation. She has also introduced meditation into both schools providing training for both staff and pupils.

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are Good

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>2</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>3</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>1</b>

- Opportunities to contribute and benefit from the Catholic Life of the school are many and varied. The children are alert to the needs of others and complete a range of activities for a range of charities.
- Pupils at St Clare's learn from the very beginning that they have a special relationship with God. For example, children in Foundation Stage visibly grew in confidence when they heard that Jesus wanted the 'little children to come to him'. They were also encouraged to 'live their life to the full'.
- The current parish priest has been in place since September 2014. Relationships between the school and parish are strong. Pupils and staff speak very highly of the parish priest and appreciate the support he gives to the school.
- The school works well with the second primary school within the parish. Both schools benefit from the work of a parish sister, who carries out sacramental preparation in the school. She has also introduced meditation into both schools providing training for both staff and pupils.
- There is a very good balance of caring about and sharing what they have. There is a distinctive Catholic feel to the school, which is calm and harmonious. A Year 5 boy said "Many people in the world have nothing in their lives, we can help them through fundraisers".
- Pupils come from a variety of religious and ethnic backgrounds. They confidently speak about similarities and differences and treat each other with tolerance and respect.
- The pupils are proud of their Catholic school. "We learn about the Catholic faith and other religions."
- Parents also speak positively about the school. "The teachers are fantastic, they know the children well and I get honest feedback from the teachers," said one. Another spoke about the pastoral care. "The school has great patience with troubled children. Transition for these children is excellent and information given from one year to the next ensures effective planning takes place".
- Parents also spoke appreciatively about the work of the learning mentor. They feel happy and confident to come into school with any concerns. They said "school is open and all management decisions have all the pupils' best interests at the heart".
- Pupils readily take on responsibilities in and outside the classroom. For example, classroom monitors or leaders, School Council and Mini-Vinnies. Year 6 children are encouraged to be effective role models. They are issued with a tie and a different coloured sweater so that they can be easily distinguished from the rest of the school. The pupils wear these uniforms with pride.

- The pupils have a good understanding of right and wrong. They appreciate the school’s behaviour policy and some talked about how sanctions have helped them to improve their behaviour.
- Due to the calm, harmonious atmosphere, the strong teaching and well established positive relationships children are able to thrive in the secure and happy environment at St Clare’s. An example of this is when one child turned to her peer and said “I can’t think of a word; can you help?”
- St Clare’s needs to improve how it challenges all pupils, including those that are more able, as data does not indicate that enough pupils are working at age related expectation or above by the end of Key Stage 2. Data also shows that progress through Key Stage 2 needs to improve, as not enough pupils make expected or better than expected progress.
- At the time of inspection, there was evidence of pupils working at age related expectations and above. Very thoughtful answers such as “It was the Bishop’s tears that inspired people.” are often given and deep prior knowledge was evident throughout the inspection.
- When tasks are clearly differentiated and driver words are used to give a clear focus the learning outcomes were good.
- Outcomes were not as strong when teachers failed to model written responses or did not give enough structure or support to aid writing. However, work in books showed good progress from the beginning of the year, good progress from year to year and many children are working at age related expectations on a daily basis. The pride that the pupils take in their RE books is also evident.
- Behaviour for learning in RE is excellent. Pupils enjoy RE lessons. They answer questions in full, giving long and detailed responses of high quality. However, the high quality oral response in lessons is not always evident in their written responses.
- Pupils talk enthusiastically about RE. One said “I enjoy RE because there are lots of different types of work, sometimes I could be painting or other times doing research on a laptop.” They also spoke of learning about other faiths and how much they enjoyed the visits and visitors.
- RE lessons often contribute to learning across the curriculum; for example pupils applied their phonic knowledge when undertaking shared writing in RE.
- The range and quality of CW is outstanding. Pupils appreciate meditation and the effect it has on their lives. “It’s peaceful, helps us calm down and relax, especially after lunch. It is holy, talking to God in your mind.”
- Pupils prayerfully join in whole school acts of worship with confident responses and joyful singing. They know many of the responses of the church and the signs such as the one to greet the gospel.
- Pupils talk fondly of their relationship with God through prayer. “I like worship on the carpet, we are like a family. We talk to Jesus together and ask questions about Jesus.”

## The provision for Catholic Education is Good

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils’ learning.	2
The quality of Collective Worship provided by the school.	1

- Teaching in RE is consistently good and has elements of outstanding. A range of teaching styles are used, along with appropriate technology. In the strongest lessons, this maximises learning and interests the pupils.
- When teaching is strongest, differentiated lesson objectives use driver words to ensure appropriate outcomes are evident. Tasks are appropriately supported with prompts such as word banks. This ensures the children's RE knowledge and skill is captured, rather than hampered by a lack of literacy skills.
- All lessons observed during the inspection featured excellent behaviour for learning. Teachers' strong questioning builds pupils' concentration, motivation and deeper understanding. Teachers use terms such as 'going deeper questions' so children know a higher level of thought and answer is required.
- Teachers show a high level of respect towards the children and their feelings. Lessons are purposeful with good use of praise and effective relationships. Strategies for behaviour management are applied respectfully and behaviour for learning in lessons was never less than good and sometimes outstanding.
- Lessons also have an impact on children's ideas around behaviour. For example, a Year 2 child was shocked that the nine lepers did not "use their manners and go back and thank Jesus for healing them". Another child replied that "Jesus forgives everyone because He cares, even if they forget their manners."
- RE lessons often contribute to learning across the curriculum; for example, pupils applied their phonic knowledge when undertaking shared writing in RE. However, in some lessons, opportunities are lost because tasks are too unstructured and not enough prompts are given.
- Provision for teaching other faiths is good. One day per term is dedicated to either Judaism, Islam and one other world faith. Prior to the inspection it was Sikhism. Visits and visitors are planned. Progression is carefully considered to ensure that pupils learn at an appropriate level for their age.
- St Clare's has worked hard to include creative elements to RE whilst using the diocesan recommended scheme, The Way, The Truth and The Life (TWTL), as the basis of planning. The range, quality and quantity of work in RE books shows that RE is given a prominent place in the curriculum overall.
- The curriculum, based on TWTL, provides good opportunity for social, moral, spiritual and cultural development. The traditions of the faith and the liturgical seasons are well taught.
- Marking and feedback is consistent throughout school. Pupils enjoy responding to 'green pen questions'. Some teachers do use these very effectively to ensure pupils are pushed to the next level through focus questions that prove their understanding.
- St Clare's have recently introduced prayer journals. These are having a positive impact. However, a strategic plan of how these will progress from year to year and how they will improve RE and CW is yet to be thoroughly planned out.
- The quality of Collective Worship provided by the school is outstanding. It is a real strength of the school and rightly takes a high profile in the organisation of the school year.
- All classrooms have a CW focal point. They all have class saints and some display the mission statement in large letters above the door.
- Pupils show an excellent understanding of the liturgical year. They understand that during ordinary time we are trying to do the ordinary things in life to the best of our ability. The message that the liturgical colour green was for growth and that during the readings we will hear about Jesus growing and how we can grow and we do it in Jesus' name was a very powerfully delivered message that was consistent throughout both the key stage and whole school CWs observed during the inspection.
- Children from the youngest years are learning how to greet the gospel and the modelling of this during class-based worship is very effective.

- The pupils have a good understanding of right and wrong. They appreciate the school's behaviour policy and some talked about how sanctions have helped them to 'reflect' and improve their behaviour.
- After a very prayerful whole school worship children are awarded behaviour certificates. Parents are invited to this worship and the following assembly when their child is to get a certificate. The atmosphere of celebration and respect was outstanding. The headteacher talked about 'honouring' the children when celebrating their achievements. Parents are visibly pleased to see their children being rewarded in this manner.

## The Leadership and Management are Good

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
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- Leaders, governors and managers make an outstanding contribution to the children's well-being. The safety, security and happiness of all pupils are put at the heart of every decision made.
- The deeply committed headteacher provides very strong effective leadership. Her commitment to the children and the faith life of the school is excellent.
- The deputy headteacher, who is also the RE coordinator, supports this vision. She leads by example when creating a calm, purposeful atmosphere in which children grow in confidence and faith.
- Governors are active in school, often joining the school community for worship as well as working alongside staff within the classroom. This ensures they have a working understanding of the areas of strength and any areas for development
- Monitoring and evaluation takes place regularly. The RE coordinator's files provide comprehensive evidence of what takes place in school. The challenge now is to ensure that it has significant impact on pupil outcomes.
- Leaders are not prescriptive and this sometimes leads to pupils not having access to the same provision as others. For example the mission statement was very evident in some classrooms, and only some classes had the 'I can statements' for self and teacher assessment at the beginning of every topic.
- There is evidence of tracking and analysis of data but this is not impacting on pupil outcomes. RE is not a focus for pupil progress meetings. The tracking system is not streamlined and does not ensure 'no child is left behind' and pupils not making sufficient progress are not identified. Staff are not 'held' to account when progress slows.
- The RE leader does have a high level of expertise and teaching is consistently good with outstanding features.
- Religious Education and the faith life of the school does have a high profile and many 'special' events are planned throughout the year. These events, such as the social justice week, have a profound impact on the moral and spiritual development of the pupils.
- The children learn about world faiths such as Sikhism, Islam and Judaism. The children speak knowledgeably with tolerance and respect. They enjoy going on visits

and having visitors in to school. At the time of the inspection there was a very eye-catching display about the Sikh faith.

- Resources in terms of staffing, the building and curriculum are extremely effective. They reflect the 'honour' and 'respect' leaders have for every child and the vision that every child should grow in their knowledge and relationship with God.
- The highly regarded learning mentor is employed to support individuals, families and parental engagement. Staff and parents speak very highly of her contribution to the smooth running of the school. Many parents take part in Advent and Lent workshops where they enjoy learning alongside their children 'Growing in faith together'.
- The school has been very successful in recruiting Catholic teachers. The induction for non-Catholic teachers is a priority as leaders want to ensure that all staff have the relevant knowledge, understanding and skills to deliver high quality RE lessons and CW.
- St Clare's is an active member of the Catholic Schools Partnership of Bradford and Keighley (CSP). This provides strong school-to-school support, leadership development at all levels and shared CPD.
- The school's RE Curriculum meets Bishops' Conference requirements.
- Governors have ensured that all canonical and statutory responsibilities are fulfilled.