

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**

SS. PETER AND PAUL CATHOLIC PRIMARY SCHOOL
A Voluntary Academy,
Crofters Lea, off New Road, Yeadon LS197HW

School URN

139354

Date of Inspection and OE
grade

12th-13th March 2015
OE Grade: 1 Outstanding

E-mail address

schooloffice@ssppyeadon.org

Chair of Governors

Mr. Vincent Murphy

Headteacher

Mrs. Diane Todd

RE Subject Leader

Mrs. Mrs. Angela Filarowski
Miss. Anna Cole

Date and grade of last S48
inspection

28th - 29th June 2010
Grade 1 Outstanding

Section 48 Inspector

Mr. David Gott

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 Catholic Primary School

- The School Mission Statement: '*We Learn Through Faith, Hope and Love*', is actively "lived out" in the day to day life of the school.
- Collective Worship (CW) is a strength of the school and a key part of every school celebration.
- Standards pupils achieve in Religious Education (RE) are very high.
- A majority of the RE teaching is outstanding but it is never less than consistently good.
- Leaders, governors and managers lead by example, giving personal witness to gospel values and are an inspiration to all.
- Staff morale is high. A cohesive team work hard to meet the needs of all their pupils.
- Pupils enjoy the RE/Catholic Life of the School.
- Pupils' behaviour and attitudes to learning are exemplary.
- Staff Continuous Professional Development (CPD) in RE is having a very positive effect on RE practice in the classroom.
- The school's RE Curriculum meets Bishops' Conference requirements.
- Governors have ensured that all canonical and statutory responsibilities are fulfilled.
- Issues identified for action in the last Section 48 (S48) inspection have been addressed.

What the school needs to do to improve further

- Extend opportunities for Upper KS2 pupils to plan and lead CW in other key stage classes of the school.
- Deepen pupil-parish links by creating further opportunities for pupils to become more actively involved in the life of the parish.

Information about this inspection

The Inspection of Saints (Ss) Peter and Paul Yeadon, 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 the key issues for action identified in the previous S48 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 RE;
- how well pupils respond to and participate in the school's 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 provided by the school;
- the accuracy of the school's self-evaluation systems;
- the school's partnership activities – including home/school/parish links.

The inspection was carried out by 1 inspector over a 1 ½ day period. A sample of 7 RE lessons and 8 acts of CW were observed, including 3 joint observations with members of the Senior Management Team (SMT). All key stages and 1 whole school celebration assembly were visited. Meetings were held with the headteacher, deputy headteacher (previous RE subject leader), the current newly appointed RE subject leader, other staff (teaching and support), governors, Parish Priest, pupils and parents. A comprehensive range of RE/ Worship/Catholic Life, monitoring and self-evaluation school documentation was scrutinised. This included the school's RE planning, assessment and pupil progress tracking systems, together with scrutiny of pupils' RE workbooks and moderated school RE portfolios. The School Development Plan (SDP), minutes of the governing body and headteacher reports to the governors were also sampled. Digital evidence was also scrutinised including the school website.

Information about this school

- Ss Peter and Paul Catholic Primary Voluntary Academy, Yeadon is a very popular, oversubscribed, smaller than average-sized primary school, catering for pupils of 4 to 11 years of age. The school serves the needs of the parish of Ss Peter and Paul Yeadon.
- The school has a Pupil Admission Number (PAN) of 30. Currently, there are 212 pupils on roll. Of these 99% are baptised Catholics. Pupils are taught in 7 single aged classes.

- Since the previous S48 inspection (June 2010) a number of changes have taken place. The school has become a member of the Bishop Wheeler Catholic Academy Trust (BWCAT) and has moved in to a brand new building on the same site. A new chair of governors has been elected and a new headteacher, deputy headteacher and RE subject leader have been appointed.
- The school currently employs 8.3 full time equivalent (fte) teachers. Of these, 7 are Catholic. Seven teachers teach RE. Three teachers hold the Catholic Certificate of Religious Studies (CCRS) or equivalent. Currently no teachers are undertaking CCRS or equivalent.
- The school is a member of the Aireborough cluster of schools and a partner of the St. Mary's Horsforth Teaching School.
- The majority of Year 6 pupils transfer to St. Mary's Catholic High School, Menston for their secondary education.
- The school has achieved a number of nationally recognised awards, including 'Healthy School', 'Investor In Pupils' and 'Ofsted Outstanding School'.

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

- Ss Peter and Paul Catholic Primary School Yeadon is a very welcoming school. Parents appreciate the very strong family feeling of "belonging" at the school.
- The Mission Statement: '*At Ss Peter and Paul's We Learn Through Faith, Hope and Love!*' is prominently displayed in the school entrance.
- Pupils are extremely proud of their new school building and of the school's long Catholic heritage, together with its links with the wider parish community.
- The school is particularly fortunate in having the parish church very close to the school. The Parish Priest (RE governor) is a very regular and popular visitor. He celebrates class and whole school Masses and seasonal liturgies on a regular basis with pupils and staff, both in school and in church. Parents, carers, grandparents and parishioners are welcome to attend and say how much they enjoy and look forward to attending such services.
- The school works in partnership with the parish catechists in the preparation of pupils for the Sacraments of Reconciliation and Holy Communion. Parent support meetings are held.
- Pupils readily lead and take on additional school responsibilities for helping to shape the school's RE/Catholic Life. They played a very active part in the recent review of the School Mission Statement.
- Pupils helped to design the school's very attractive outdoor prayer garden. Friends of the school helped to fund its construction costs.
- Pupils are particularly alert to the needs of others and seek justice for all within and beyond the school. The School Council organises a range of charitable fund raising activities at various times throughout the year. During the liturgical season of lent a "games week" raises funds for 'Catholic Care', to support families in need within the

Diocese of Leeds. Representative pupils present the funds raised to the Bishop at the annual *'Good Shepherd Service'* held in Leeds Cathedral.

- In the Autumn term, Year 6 pupils act as “buddies” to the Reception class children helping them to become familiar with school routines –particularly in the lunchroom and play areas. Parents say how much they appreciate this initiative and Y6 pupils say how much they enjoy taking on this responsibility.
- Pupils have helped to produce a school hymn; a school prayer and a school prayer book. Pupils are quick to learn their school prayers and very much enjoy singing the school hymn.
- Pupils are knowledgeable about their school’s patron saints. They recognise, and can talk about the religious symbolism contained within their school uniform badge. Each class is also associated with a particular saint. The school house merit system is also based on the patron saints of England, Ireland, Wales and Scotland.
- Standards pupils achieve in RE are very high. Indicators for KS2 attainment show accelerated progress. Progress is at least good in each key stage for different groups and is exemplary in some. The school sets ambitious RE targets in all key stages and pupils are developing an enthusiasm for tackling challenging RE activities.
- The Reception Class draws children from 16 different settings. The very effective Early Years team ensure that all children make very good progress in RE from their original RE baseline assessments upon entry into the school.
- The school’s ‘Otrack’ electronic pupil data tracking systems enables class teachers and SMT (including the RE subject leader) to monitor individuals and groups of pupils’ RE progress on a half termly basis. Analysis shows that pupil attainment and progress is in line with results of other core curriculum areas across all key stages. No significant gender imbalances have been noted.
- The school is fortunate in having an experienced team of support staff who work closely with class teachers to ensure that appropriately differentiated learning activities enable all children to make good progress through consolidation, extension and application, with an emphasis on challenge. In class, most pupils concentrate very well, and are rarely off task.
- Pupils enjoy their RE. This was particularly evidenced in Foundation Key Stage as pupils used Godly Play resources to re-enact ‘Jesus Feeding the 5000’. Children’s follow up activities included making very good use of the outdoor classroom area to spread out a long roll of paper to draw a “story map” of the feeding of the 5000. Another group of children used magnifying glasses to study a real fish. In talking with the inspector one pupil commented, “Jesus’ friends were fishermen.” In another group, preparing ingredients to bake into real bread loaves, another pupil said, “Jesus is kind. He gives bread to hungry people.”
- Collective Worship is a strength of the school. Pupils regularly prepare and lead worship with confidence and enthusiasm. Pupils visibly enjoy taking part in CW from their very earliest years at the school. Good planning, use of appropriate resources, including ICT, music, drama and role play, considerably enhance the whole experience.
- Pupils use the weekly ‘Ethos Statements to Live By’ for class based worship. In a very well pupil planned and lead Lower KS2 CW on the week’s Ethos Statement: ‘I keep going when things are difficult and I do not give up’, pupil leaders quietly reflected on Matthew 8:23-27 ‘Jesus calmed the storm’. Using a power point that pupil leaders had prepared, they encouraged fellow pupils ‘always to place your trust in Jesus if something is troubling you’.
- The school also uses the Pope John Paul II ‘Sports Foundation Virtues’ for discussions in the weekly whole school CW. Virtues are chosen to fit in with the liturgical year. Appropriate scripture readings further help pupils to reflect on how Jesus’ teaching can guide all our lives.

- Pupil behaviour during CW is reverent and respectful. This is especially noticeable during periods of silent reflection.
- Pupils are skilled, relative to their age, in their knowledge and use of scripture and religious symbols. They have a good understanding of the Church's Liturgical Year.
- Pupils are able to articulate how CW impacts on their lives. In a recent school survey a KS1 pupil said, "I feel happy talking to Jesus."
A KS2 pupil said, "It feels like a privilege to lead other children in prayer."
- School and pupil confidence in leading CW would benefit even more, by further developing opportunities for upper KS2 pupils to plan, lead and share their CW in other key stage classes. This would further raise the self-confidence and experience of the upper KS2 pupils in planning and delivering CW and also have a positive impact on the KS1 pupils in terms of raising their own interest and future expectations in CW.
- At appropriate times of the school year, the school's outdoor "Prayer Garden" is used for CW.

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

- A majority of the RE teaching is outstanding but it is never less than consistently good. Teachers and other adults at Ss Peter and Paul's know their pupils very well. RE lessons are exceptionally well planned, linked to recent assessments of their pupil's prior learning and appropriately differentiated in order to meet their pupils needs. RE lessons have a brisk pace, sustain pupils' motivation, concentration and overall interest and enjoyment in RE.
- Teachers' excellent RE subject knowledge is very effectively applied to both challenge and inspire pupils to make accelerated progress and gives testimony to the faithful stewardship of past and present foundation governors of the school, in appointing staff who consistently bear witness to gospel values and who encourage and support their pupils to do the same.
- Teachers make good use of the "driver words" relating to the RE topics being taught. Similarly, RE lessons encourage good use of "talk partners".
- In proportion to their years, as the pupils progress through the school, they become visibly more confident and highly motivated in expressing their own views and beliefs and they enjoy using the correct "religiously literate" vocabulary.
- Very good thought provoking discussions were observed in a KS2 class, studying the theme "Biblical Wisdom and Lenten preparation". Pupils enthusiastic concentration was prompted by a series of "wise biblical quotations" printed on cards. The pupils had to shuffle the cards and try to rank the quotations in order of importance. Each group then had to try and justify their choices to the rest of the class.
- RE lessons are well resourced, including technology. Together with support from other adults, including volunteers, purposeful pupil learning is optimised in RE lessons.
- In a lower KS2 RE lesson on the theme of 'Holy Thursday', different groups of pupils were observed very effectively using class Bibles, "You Cats" (Youth Catechisms), and wireless laptop computers to research a variety of different scripture references and then make appropriate links between 'The Last Supper', the 'Passover' and the Mass.
- Lesson observations and scrutiny of pupil RE books confirm that the marking of RE, conforms to the school's recently revised Marking Policy. "Next Step" prompts and use of the "I Can" statements allow pupils to seek and receive targeted feedback on their

attainment and progress. Achievement and effort are celebrated in class through the “House Points” merit system and in whole school “Celebration” assemblies.

- The Diocesan approved RE Scheme: “The Way, the Truth and the Life” (WTL) forms the basis for the school’s RE curriculum. The school has increasingly supplemented the scheme with appropriate additional teaching materials from a variety of other sources such as CAFOD and RE Today.
- Building upon recent CPD staff training in RE provided by the Diocesan RE Co-ordinator, the school is increasingly using a creative approach in RE. This was observed to particularly good effect in a KS1 class re-enactment of the ‘Good Samaritan’ using Godly Play RE resources, role play, “hot seating”, use of “thought bubbles” and “foot prints”. One pupil commented to the inspector, “I just love doing RE – I want to do it at big school!”
- “World Faith Weeks” are held each year at the school. During this time, pupils learn at first hand from visitors of other faiths who come into the school to talk about their religious customs, beliefs and practices. Pupils also make out of school visits to places of religious worship.
- Collaboration with other schools is being used effectively to extend and improve the RE curriculum for pupils. Strong links exist between the BWCAT family of schools – to which Ss. Peter and Paul school belongs. The Year 5 and 6 pupils take part in the “Big Sing Liturgy Thing” at St. Mary’s Catholic High School Menston with all the other feeder schools. The Year 3 pupils have a joint First Holy Communion Celebration with another Catholic Academy Primary School.
- Community links with the Little Sisters of the Poor are also strong. At Harvest time the school supports the sisters’ charitable outreach by collecting tinned foodstuffs for distribution to the needy. At Christmas time, the reception class visit the care home so that the residents can watch a Nativity play. Residents who are able to travel are also invited to school to watch productions, such as the Remembrance Play.
- Collective Worship at Ss Peter and Paul’s is of a very high quality and is a very powerful and fundamental aspect of the spiritual life of the school. Staff and children pray together regularly in a range of contexts and for a variety of reasons, including whole school and class Masses, liturgical services, sacramental preparation and reconciliation services.
- The celebration of the Eucharist, when appropriate, is seen as the heart of Catholic school belief and celebration. “Welcome to the Mass” packs have been purchased to assist pupils in learning more about the Mass and the appropriate responses.
- Staff are highly skilled in helping pupils to plan and deliver quality worship. They have an excellent understanding of the Church’s liturgical seasons. The themes chosen by pupils and staff, reflect a deep understanding of the church’s mission and include the spiritual aspirations of all pupils.
- Collective Worship boxes have been purchased for each class, containing appropriate RE resources such as candles, Bible, wooden crosses, liturgically coloured drapes, rosary beads and seasonally appropriate religious artefacts.
- The school has produced a termly “Collective Worship Record Book” to aid planning for each year group- tabulating significant feast days and the weekly ethos statement. Space is left for staff to add particular scripture references, music/hymns to be used within the planned CW.
- CW incorporates instrumental music performed by staff and pupils, liturgical dance, drama, power point presentations by pupils and reflective opportunities for silent prayer.
- The newly appointed RE subject leader at Ss Peter and Paul leads by example and works hard to ensure that teacher planning is clear and effective, with appropriate learning objectives which pupils understand. As a very accomplished musician she has very recently composed music and words for a new school hymn: ‘Here We Are

Lord’ –based upon the words of the recently revised School Mission Statement. Pupils. Parents and staff all say how much they enjoy singing the hymn. Evidence from this inspection very strongly confirms this to be the case.

- The School’s RE curriculum actively reaches out to strengthen home, school, parish links by providing regular RE newsletters, “the Wednesday Word” and at seasonal times within the liturgical year, the school circulates “Travelling Cribs” and “Rosary Prayer Resource Bags” to encourage family prayer at home. The school website links to the parish website and vice versa. School keeps the wider parish informed through a school display board inside the main entrance of church. In order to encourage older pupils to begin playing a more active and more independent role in the life of the parish, opportunities should be created which encourage this to happen.

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
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- Leaders, governors and managers at Ss Peter and Paul Primary School, Yeadon are deeply committed to the Church’s mission in education. They are energised by the task and are a source of inspiration for the whole community.
- Governors have successfully overseen the transition of the school to Academy status; elected a new chair of governors; appointed a new headteacher, deputy headteacher and RE subject leader. Similarly, they have successfully overseen the school’s move into a new school building which has considerably improved the overall safety, security and learning environment for pupils and staff.
- External and internal symbols and Icons of the Catholic faith are appropriately displayed throughout the new building to further help the whole school, visitors and the wider local community recognise and celebrate the uniqueness and sacredness of the new learning environment.
- Foundation governors ensure that RE, Worship and Catholic Life are at the core of the school’s curriculum and as such exert a profound impact on the moral and spiritual development of pupils. Parents expressed the view that the school provides their children with a good “moral compass” for their future life.
- The governing body are well led and well organised. Their corporate expertise covers an extensive skills set. An effective committee structure exerts keen “critical friend” oversight of the school’s Senior Management Team, holding it to account for key standards of pupil attainment and progress.
- The school’s Performance Management Systems incorporate aspects of the RE/Worship/Catholic Life priorities identified within the School Development Plan (SDP).
- Despite budgetary constraints, the finance committee ensure that the RE budget provides high quality teaching and learning resources – including CPD.
- Leaders, governors and managers engage in and are actively committed to a wide range of partnership activities to further promote Catholic learning and pupil well-being across the school. Parents are particularly appreciative of the good transition arrangements which are in place for pupils moving on to St. Mary’s High School.
- Ss Peter and Paul’s offer student teacher placements to Leeds Trinity University and other higher education institutions. Similarly, the school offers work experience placements to pupils of St. Mary’s Catholic High School. Past pupils of Ss Peter and Paul’s particularly enjoy revisiting their former primary school.

- During the Aireborough Schools' "Open Weeks", Ss Peter and Paul's welcomed teachers from other schools within the partnership to observe RE lessons.
- Leadership and management of RE also keep up to date with recent developments in RE through membership of national organisation such as the National Association of Teachers of Religious Education (NATRE), subscription to "RE Today" and membership of the Catholic Association of Teachers (CAT).
- The governing body have approved an appropriate Education for Personal Relationships (EPR) Policy and Programme of Study in line with diocesan guidelines. Parents confirm that they have been consulted on the content of the programme and that they have access to the units of study.
- Opportunities for joint staff and governor training days have been identified across the BWCAT.
- The school has established good communications with parents. An email and text service is in place. The school website is kept up to date.
- Governors sponsor a termly pupil award for the most improved writer.
- The school's monitoring and self-evaluation processes are comprehensive, strong and accurate. This is a school which knows itself very well. A detailed SDP is in place and is diligently being acted upon. Progress is regularly reported on at committee and full governing body levels.
- The headteacher and governors of Ss Peter and Paul Primary School are not complacent. They are always looking for further ways to encourage pupils to: 'Learn through Faith, Hope and Love'.