



# St Leonard's RC Primary School

Tunstall Village Road, Silksworth, Sunderland, SR3 2BB

School Unique Reference Number: **108846**

<b>Inspection dates:</b>	02 – 03 March 2015
<b>Lead inspector:</b>	Mrs Mary McMillan

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Leonard's RC Primary School is a good Catholic school because:

- The Catholic Life of the school is outstanding because children know the mission statement; what it means to everyone and how it can be lived out. All stakeholders were involved in writing the mission statement. Pupils are aware of their Christian duty to help others and take pride in their involvement through a wide range of activities.
- Pupils experience a wealth of opportunities to pray. They are becoming involved in improving the prayer life of the school which is good, reinforcing the high priority given to Collective Worship by school Leaders.
- The quality of teaching and learning overall is good. Pupils say they enjoy the challenge of achieving understanding in Religious Education. Teachers work hard to implement Diocesan guidance, which enables pupils to respond with a growing awareness of religious concepts resulting in most pupils making good progress over time.

It is not yet outstanding because:

- Opportunities for pupils to plan and lead liturgy are not yet embedded, which in some cases prevents pupils from taking the initiative in leading prayer and worship.
- Teaching in curriculum Religious Education is not yet consistent across the school. As a result, progress is not rapid and sustained for all pupils.
- The standards of attainment for some groups of pupils are below Diocesan averages.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Leonard's is a smaller than average primary school in a residential area of Silksworth, adjoining the parish church.
- Three quarters of pupils are baptised Catholics. The school is served by the parish priest and a deacon.
- The percentage of deprivation and those receiving pupil premium is low.
- The majority of pupils are from white British backgrounds.
- The number of pupils who receive school support for special needs is below average.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Raise attainment in Religious Education for all pupils by:
  - Developing the skills of all teachers so that there is greater consistency in expectation, enabling more pupils to make rapid and sustained progress across the school.
  - Provide opportunities for peer coaching to enable teachers to observe outstanding teaching.
  - Ensure that in all classes marking and feedback consistently provides information to pupils about how to improve their work and that pupils are given time to respond.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Everyone at St Leonard's knows and understands the opportunity to 'shine in the light of Jesus'.
- Pupils' response to questionnaires and their contribution in exploring the meaning of the mission statement is evident in displays and art throughout the school.
- Mini Vinnies has been introduced and has been a catalyst for all other charitable, Christian outreach activities. All pupils were able to talk about what they do for others with confidence and understanding.
- Pupils can talk with enthusiasm, passion and empathy when describing their involvement with charitable causes. They were very enthusiastic as they shared their experience of a Fair Trade event supported by a local supermarket.
- Pupils are involved in a plethora of spiritual activities with other cluster and deanery schools, as well as developing links with other local churches of different denominations.
- Pupils know and value the involvement of the deacon in the many events he supports within school.
- Behaviour is near exemplary throughout the school, it is strengthened by reception/year six buddies, year one/year five buddies, peer mediators and lunch time monitors. These roles encourage pupils to be responsible for themselves and to care for others.
- Pupils are well motivated to learn. They respond positively to the good role models and high expectations for behaviour and attitudes to learning they see demonstrated on a daily basis from all staff.

**The quality of provision for the Catholic Life of the school is outstanding.**

- Since the appointment of the current headteacher the mission of St Leonard's ensured the centrality of Christ to the daily lives of the whole school community.
- The learning environment is bright and stimulating, showing the investment in quality resources to engage pupils' understanding in aspects of the Catholic Life of the school.
- The staff at St Leonard's provide a wide range of additional activities through after school clubs, which are well attended.
- Parents and carers are proud of the school and feel the Catholicity has been re-ignited through the enthusiasm and commitment of the headteacher. This enthusiasm is shared by senior management and all staff.

- Additional strategies to develop community, raise standards of behaviour and response to others, such as golden time, golden room and class rewards all support the behaviour policy which is rooted in Gospel values and the teachings of the Church.
- The Catholic ethos of the school is evident to its members and to external visitors who are greeted with a bright welcoming environment. The displays show references to scripture, alongside examples of the work of pupils. These examples demonstrate religious and social teaching in their daily lives.
- The pastoral care of pupils is outstanding as everyone in the school community is involved in demonstrating the highest standards of personal responsibility and the need to be fair and considerate on a daily basis.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The headteacher is energetic and inspirational in her example as witness to the ethos of the school. Staff, governors, parents and pupils share a common goal and are fully committed to the implementation of the school mission statement.
- The recently appointed deputy headteacher who is also Religious Education coordinator shares the vision to promote the Catholic Life of St Leonard's by involving staff and pupils in every aspect of the school mission.
- The school self-evaluation is an accurate and honest assessment showing the school fully understands where they are now and where they aspire to be.
- The headteacher has fully embraced the notion of involving all stakeholders in evaluation by consulting pupils, staff and parents in questionnaires. She ensures that they share her vision through a detailed, informative weekly newsletter.
- Systems to monitor and evaluate provision are rigorous and well documented, showing a dedication to ensuring the highest possible standards in planning, preparation and delivery with all that underpins the ethos and mission of the school.
- Governors challenge the headteacher and her staff to ensure that St Leonard's has an outstanding Catholic identity, they are actively involved in the regular monitoring and sampling of work and they know and understand well what the school is required to do to improve. There is a sense of outreach where the pupils are encouraged to look out into their own community to see where they can become involved: for example in local churches together and Fair Trade development.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship is good.**

- Pupils demonstrate across the school an increasing confidence in setting out prayerful spaces for Collective Worship.
- In Reception class pupils are able to seek out photo cards to sequence the stages of liturgy and know where to find music and resources to prepare a class liturgy; one child was able to explain to a student what the liturgy cards represented and how many they need for gathering.
- In year five, pupils were able to work in groups to develop their own ideas to prepare a class liturgy to share with the whole school community with a growing understanding of the difference between performance and reverence. They followed the model from their teacher to work in groups. For example one group knew where to go to select music and understood that the final choice should be a group decision.
- Most pupils were able to talk with pride about the development of the Golden Room which is a special prayer space enabling an opportunity for quiet reflective time to address personal, social, emotional needs or to share spiritual, reflective moments.
- The range of opportunities for pupils to engage in collective worship is increasing, thus challenging pupils to share their experience of liturgical dance, prayers and singing with each other, their families and parish community with increasing frequency.
- Most pupils are happy to be engaged in Collective Worship. They show a good understanding of worship and are able to reflect and respond with reverence. Pupils are able to plan and prepare Collective Worship.

#### **The quality of provision for Collective Worship is good.**

- The quality of provision for Collective Worship has developed significantly since the last inspection.
- Prayer is central to the life of the school, with staff starting the day with their own Collective Worship, thus leading by example in their classroom.
- Pupils are becoming more involved and show an understanding of the importance of prayer, evidenced in small groups visiting the sacred space provided for them in the golden room.
- Pupils are becoming more independent in understanding how to prepare a sacred space to begin worship. They understand the statements of belief and how they are expected to relate to them in their daily lives.

- Staff are becoming more secure in modelling good examples of prayerful reflections; pupils therefore witness good provision and an extended range of experiences.
- The range of resources has been extended through significant investment in books, art work, drapes, artefacts, music, visits to other places of worship, visitors to school and liturgical dance. All of which are having an impact on pupils and are enabling them to have a breadth of experience of Collective Worship.
- Themes for Collective Worship are based upon the scheme of work, topic and the liturgical calendar.
- Staff show increasing confidence in involving pupils in preparing liturgy. In year four the teacher ably demonstrated how to encourage her pupils to use appropriate resources to develop their understanding. They used a 'path of candles' to lead in light to their Lenten Promises. Teachers and teaching assistants demonstrate to pupils how to use the various aspects of liturgy by modelling and preparing liturgy. This is effectively demonstrated in the developing skills of year five pupils who can select appropriate resources to prepare their own class liturgy.
- The increase in opportunities for Collective Worship has encouraged parents and members of the parish community to attend and share in joyful celebration in increasing numbers.
- Staff have had the opportunity to take part in Diocesan and school based continuing professional development (CPD) to increase their understanding of personal prayer, reinforcing the school mission to develop an inclusive, prayerful community.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- The headteacher and deputy headteacher model excellent practice to staff and pupils demonstrating high expectation and challenge.
- Leaders and managers have a deeply rooted understanding of the Church's liturgical year, its seasons, rites and symbols and use a wide range of high quality artefacts to deepen pupils' appreciation, knowledge and understanding.
- Governors and clergy regularly attend weekly liturgy or assembly; they know the pupils well and can recognise the impact of the investment in quality resources. This enables them to provide effective feedback which supports the evaluation of leadership of Collective Worship.
- A governor with responsibility for Collective Worship and Religious Education meets with the coordinator regularly to monitor and evaluate provision. She also shares her expertise in supporting pupils with sacramental preparation and arranges adults from the parish to share their faith experience, as witnessed in Lenten prayer stations which were introduced last year and will continue to be developed in future.
- Parents appreciate the efforts of the school to involve them by asking for their views through questionnaires and inviting them to attend Collective Worship. Two parents told the inspector they had been received into the Catholic faith as a result of how their children were so enthused by their experiences in school.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is good.**

- Pupils at St Leonard's are enthusiastic about their lessons in Religious Education and say the reason they enjoy it is because it makes them really think.
- Pupils receive a range of rich experiences to explore their faith. They enjoy drama, are enthused in debate and enjoy singing.
- The impact of the investment in resourcing the curriculum is evident when pupils are able to use artefacts to explain what they mean, a group of year three pupils were able to explain to their peers the visual clues from a DVD as they recalled Jesus teaching on the Road to Emmaus. They enjoyed their role as an 'expert witness'.
- The focus on raising standards is evident through the whole school in their approach to supporting pupil learning through the use of 'driver' words in Religious Education lessons. The youngest pupils demonstrated this effectively when acting out various parts of the Mass. They understood gathering, congregation, and offertory and they were very proud to say that the priest's vestment is called a chasuble.
- Pupil's behaviour is good and they are interested Religious Education lessons.
- Most pupils are making progress in Religious Education lessons over time.
- Pupils are developing greater independence and showing an ability to explore different sources to show their understanding of religious ideas.
- Where teaching is outstanding pupils are able to respond with greater confidence to the stimuli used in lessons thus enabling them to make rapid progress within a lesson or topic.

#### **The quality of teaching and assessment in Religious Education is good.**

- Teaching and learning is mostly good with some outstanding teaching observed in reception, year one and year three. However there is a lack of consistency in expectation across the school which means that not all pupils make rapid and expected progress.
- The level of challenge in written tasks across the school varies; in some classes pupils do not have sufficient opportunity to show their understanding through pieces of extended writing.
- All staff have been involved in either Diocesan or school based CPD. They use 'driver' words showing essential religious vocabulary in their teaching, enabling them to communicate effectively to pupils to raise standards in curriculum Religious Education.
- Teaching assistants support the understanding of pupils. In reception class the teaching assistant supported an activity through effective questioning and response in the outside

learning environment where the pupils created a 'church' out of wooden blocks. They knew pews, altar, font, blessing, offertory, gifts, and prayer and could act out the part played by the priest at Eucharist. In year three a higher level teaching assistant showed excellent pace in demonstrating a range of questioning skills with a group of pupils who were using a writing frame to show their understanding of the story of the Road to Emmaus.

- Good assessment procedures are in place with most teachers and other adults showing a good awareness of their pupils' prior learning.
- The impact of Diocesan training in assessment along with school based moderation is evident in the more accurate assessment of levels of attainment in Religious Education.
- In classes where marking and feedback are used effectively, pupils are given good opportunities to respond to their teachers comment, showing a growing understanding of the next steps in their learning; however this is not consistent across the school.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- Leaders and managers are relentless in their desire to ensure that the catholicity of St Leonards' is reflected in the standard of curriculum Religious Education. They regularly monitor planning and observe teaching and learning opportunities. Staff receive feedback and understand the importance of pupil progress meetings to raise standards across the school. The senior leaders of the school and governors inspire confidence in the staff; who support their vision.
- The monitoring and evaluation of Religious Education is outstanding. The headteacher together with the subject leader ensures that excellent monitoring systems are in place and this together with well written action plans clearly identify planned improvements in outcomes for pupils.
- Leaders and managers have an outstanding understanding of procedures to monitor and evaluate with rigour, as evidenced in the accuracy of the self-evaluation form.
- They are able to triangulate all evidence to show how their judgements are reflected in the attainment of pupils. There are excellent systems in place to track pupil progress and these indicate that standards of attainment are rising.
- The Religious Education coordinator has an outstanding knowledge of 'Come and See' and is able to supplement her teaching with her own ideas and additional resources, showing imaginative and creative teaching of Religious Education; inspiring confidence and commitment from colleagues to follow this enthusiasm.
- The deacon is a regular visitor who recognises the developments in the vibrancy of the Catholic Life and the sharper focus on curriculum Religious Education across the school. He supports the efforts being made to involve parents and the wider community. He is impressed with how the pupils have been inspired and enthused to become more active.
- A governor takes responsibility for Religious Education; she visits school on a regular basis and is fully involved in the monitoring process. She is dedicated in supporting pupils to witness their faith, she organises parish involvement in sacramental preparation and leads prayer in school on a regular basis.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****2****CATHOLIC LIFE:****1**

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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

**COLLECTIVE WORSHIP:****2**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

**RELIGIOUS EDUCATION:****2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

## SCHOOL DETAILS

<b>School name</b>	St Leonard's RC Primary School
<b>Unique reference number</b>	108846
<b>Local authority</b>	Sunderland
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mrs Lisa Gibbons
<b>Head teacher</b>	Mrs Bernadette Doherty
<b>Date of previous school inspection</b>	October 2011
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