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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

St Joseph's CATHOLIC Primary SCHOOL
Park Lane Bradford BD5 0RB

School URN	107327
Date of Inspection and OE grade	24 th - 25 th February 2016 Good
E-mail address	office@stjosephsbradford.bradford.sch.uk
Chair of Governors	Mrs M Stichbury
Headteacher	Mrs C Markham
RE Subject Leader	Miss C Metcalfe
Date and grade of last S48 inspection	7 th - 8 th March 2011 Grade 2
Section 48 Inspector/s	Mrs Diane Todd

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*

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

- Under the leadership of its dedicated Headteacher, St Joseph's is a good school which is representative and inclusive of the community. This caring school provides a safe haven and nurturing environment. The pupils know God and feel his presence in their lives.
- The school's Mission Statement has been reviewed as recommended during the previous inspection. All stakeholders were involved in this process which has been ongoing for a year. The school has very detailed plans to fully implement the new Mission Statement and logo over the coming months. This now needs to be shared with all parents and pupils.
- School has made good progress against the key issues raised in the last S48 RE inspection. One of these was to review the school's mission. Another was to link RE and Collective Worship (CW) to Performance Management and this has been completed. In addition school has worked on embedding the Liturgy Group and the impact of this group was judged to be excellent.
- The new mission statement is 'Protect with Love all of God's Gifts', although not yet universally known the spirit of this mission is palpable within the environment and relationships at St Joseph.
- Deeply committed governors, leaders and managers share the same Catholic vision for the school. They all talk about this with passion and implement it daily, in all the decisions that they make.
- Through leaders and managers the school's provision for more vulnerable children makes an excellent contribution to good and often outstanding achievement and well-being.

- The school is highly regarded by parents. Parents talk about the inclusive nature of the school; the work of the parental involvement officer is very much appreciated and helps to create a strong supportive community.
- Pupils are proud of their Catholic school; they act with reverence and join in well with many traditional prayers of the Church. Staff act as good role models for the pupils, joining in with lively whole school worship in a joyful and faith filled manner. They ensure that regular prayers are said throughout each day.
- The very enthusiastic Liturgy Group consists of four children who work closely with the Senior Leadership Team to plan and deliver whole school worship.
- Pupils speak about their enjoyment of RE and have a good understanding of where they are in terms of assessment and levels. Standards in RE are mainly in line with National Averages.
- The teaching of RE is mainly good, occasionally outstanding and none is inadequate. Continual professional development for teachers is effectively planned for and is having an impact on staff confidence when teaching RE and planning for CW.
- Extremely high quality displays around the school reflect the liturgical season, inspirational people for pupils to emulate and the current RE curriculum. The displays create a sense of a Christ-centred community where pupils are polite and well behaved, showing care and respect for those around them and the wider world.
- Partnerships are very strong. For example, the Headteacher is the current chair of the Bradford Catholic Partnership of Schools (CSP). 'The One World, One God' project which schools have worked on together has given the pupils a sense of themselves as 'stewards' of the earth, charged with finding social justice for all.
- Governors have ensured that the school fully meets the Bishops' Conference requirements. All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Plan for progression in Collective Worship (CW), building upon the effective start that pupils have in the early years. Ensure all pupils in the older year groups have the opportunity to plan and deliver collective worship in their classrooms.
- Improve standards in RE by ensuring that the quality of teaching, activities set for pupils, marking and feedback are of a consistently high quality in every classroom.

Information about this inspection

The Inspection of St Joseph's 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 Inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of teaching and the responses the children make in RE lessons.
- The extent to which the RE Curriculum promotes pupils' learning.
- How well pupils achieve and enjoy their learning in RE.

- The quality of CW.
- How well pupils respond to and participate in the school's CW.
- The effectiveness of leaders, governors and managers in promoting, monitoring evaluating and developing Catholic Education including 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 one inspector over one and a half days.

- A sample of 3 RE lessons and 3 acts of CW, were observed including a whole school CW.
- Meetings were held with the Headteacher, staff, governors, parents, pupils, liturgy group and the school council.
- A range of the school's monitoring and assessment documentation was scrutinized, including pupils' workbooks.

Information about this school

- St Joseph's is a larger than average Catholic Primary school. There are currently 369 pupils on roll including a Nursery provision. Some KS1 pupils are taught in mixed year group classes. In KS2 all pupils are taught in two parallel year group classes.
- Numbers of baptised Catholics are stable, only varying slightly from year to year, at 67%.
- St. Joseph's Catholic Primary School serves the parishes of St. Joseph's and St. Patrick's in Bradford. The school works closely with the Parish Priest. There are regular whole school Masses in church and a weekly KS2 class Mass.
- St Joseph's is a member of the Catholic Schools Partnership, a Teaching School Alliance of Bradford and Keighley.
- St Joseph's serves a vibrant, multi-ethnic community. Currently there are 33 different home languages spoken in school. Almost two thirds of the pupils were born overseas and 82% are from ethnic minority groups.
- There is a rising population of Eastern European pupils who are generally new to English.
- The number of pupils joining the school at times other than in Reception is significant. Mobility is high with children leaving and joining the school throughout the academic year.
- The proportion of pupils with special educational needs and/or disabilities is relatively low due to the complex nature of the school and the difficulties in distinguishing between early language development and SEN.
- The percentage of pupils who are eligible for Pupil Premium is above National Average.
- A breakfast club is held in the school dining hall each day. A large number of after school activities are held each day.
- The school works closely with the Parish Priest. There are weekly class Masses and regular whole school Mass in the church which is adjacent to the school.
- The school employs 18 teachers. Ten of these are Catholic teachers and three staff members have the CCRS.

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.	2
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the school's Collective Worship.	2

- Outcomes for pupils at St Joseph's are good. Pupils are able to talk about how school staff provide support and guidance in developing their spiritual, moral and cultural knowledge, skills and understanding.
- Pupils talked about how they are often inspired by the work of famous Christians. For example, the Liturgy Group talked about the school's patron saint, "*St Joseph inspires us because he was a hard worker and we want to work hard.*" Another group talked about the four house groups (Óscar Romero, Mother Teresa, Rosalie Rendu and St. Martin de Porres) that are named after famous Christians that have helped others.
- Pupils described St Joseph's as a very welcoming school. They talked about the highly effective buddy system. Some said the 'Talking Classroom' for New to English children really supported them when they first came to the school. They are very proud that, "*No one feels left out at St Joseph's, we include everyone.*"
- Pupils are fully involved in the Catholic Life of the school and show their concern for those less fortunate. For example, children purchased CAFOD world gifts from funds raised during Advent. At Harvest time the children support the Franciscan Friars who run a soup kitchen for the homeless in Bradford. During the liturgical season of Lent the children are looking forward to events such as 'Crazy Hair Day' in order to give money to Catholic Care.
- Rewards and sanctions are clearly understood by the pupils. They are motivated by house points and believe that sanctions are clear. Pupils spoke about how well school celebrates 'good things'. They enjoy receiving their Birthday Prayer during Friday's whole school celebration.
- Pupils speak about their enjoyment of RE, they show enthusiasm and work at a good pace. Pupils are aware of driver words in RE, regular assessment is taking place and children are keen to improve
- Progress is good from different starting points and in line with national data by the end of KS2. The careful monitoring and recording of progress clearly shows pupils that are in school for four years or more, considerably outperform those pupils with higher mobility.
- Independent learning in RE is encouraged. Pupils often make good links to previous learning and are able to use previous learning jotted in notebooks to enhance their understanding of the current topic.
- The quality of work in the RE books is of good standard. Pupils often respond to direct individual input by a teacher, or quality marking, with a response written in a 'purple improvement pen'.
- CW is good and occasionally outstanding as seen in a Foundation Stage class, where pupils said who they were going to share the Good News of Jesus with. In all classes the Bible is given a very high profile and is greeted with respect and reverence to create a calm atmosphere.

- Pupils act with reverence during whole school CW. Pupils know lots of traditional prayers. The quality of worship for the youngest children is outstanding. The attentive pupils listen and reflect; they welcome the Gospel and are able to choose appropriate objects for the worship table.
- Older pupils need more help to improve personal reflection and quiet contemplation. Planned progression in pupil participation is needed so older pupils get regular opportunities to plan and deliver CW within their classroom or Key Stage.
- Baseline assessments are carried out in Nursery and Reception. Pupils' learning is regularly assessed in the rest of school and carefully tracked. This ensures that pupils are challenged and make good progress.
- Not all pupils are able to fully articulate the school's mission statement. This is due to the formulation of a new mission statement and school badge over the last year. The mission and the vision for the school have been very carefully considered by some groups and all stakeholders have been involved in creating the mission over the last year. However, in more recent times this has lost momentum and not everyone is aware of the detailed plans that are about to be actioned.

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.	2

- Teaching is mainly good with no inadequate teaching in RE. Continual professional development for teachers is well planned for, with school accessing Creative RE courses through the Diocese.
- 'The Way, the Truth and the Life' (TWTL) has now been fully implemented; this is now complemented by the universal units from CAFOD. Pupils showed a good understanding of global issues such as poverty and injustice.
- Teaching is inclusive; children of all faiths feel their contributions are valued. When learning about World faiths pupils of that faith are encouraged to share their knowledge with others.
- Specialist drama teachers are employed by the school. This provision has a very positive impact on the quality of RE and CW in school. For example, parents talked about how the children took part in a very moving re-enactment of the Passion of Jesus during Holy Week.
- The RE curriculum, based on the TWTL, provides good opportunities for Social, Moral, Spiritual and Cultural development. The traditions of the faith are well taught.
- Support staff play a very important role in creating a caring environment. The Nurture room is a sanctuary for some vulnerable pupils. Through the cooking and craft activities, this is a space where they can see Christian values in action.
- Feedback and marking is developing; further work is required to ensure the consistency of impact on pupil progress across every year group.
- Baseline assessments are carried out in Nursery and Reception. Pupils learning is regularly assessed in the rest of school and carefully tracked.
- The variety of tasks and learning activities planned for in RE lessons motivates the pupils. Pupils speak about their enjoyment of RE, they show enthusiasm and work at a good pace. Due to detailed and careful planning pupils are aware of driver words in RE. Regular assessment is taking place and children are keen to improve.

- Pupils make good and sometimes excellent progress from their starting points. Provision for the most vulnerable children is outstanding. The Talking Classroom allows older children new to English and often the country, to learn language for RE quickly.
- All classrooms have a focal point for CW. The Liturgy Group meet weekly with the Senior Leadership Team to plan and help deliver whole school worship. CW is regularly planned for and the children know many traditional prayers. Younger pupils are encouraged to set up the worship table for classroom worship and many read simple prayers,
- Progression in pupil-led worship is now required. All older pupils should be given the opportunity to plan and deliver worship to the class or Key Stage. They should be encouraged to choose the appropriate bible reading and hymns that may be sung. This would ensure that they built upon the firm foundations at EYFS.
- Children have a wide range of experiences of the Church's liturgical life. It was very moving to be with the school council as one child led the rest of the group in the Angelus as the bells of the church chimed mid-day.

The Leadership and Management are Good

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- The school is well led by deeply committed governors, leaders and managers. All share the same vision for the school, talk about this with passion and implement it in the daily life of the school.
- Leaders have an accurate understanding of strengths and weaknesses and plans are in place to move the school closer to outstanding. The RE budget is in line with other core curriculum areas.
- Effective monitoring and plans for improvement are implemented after each round of self-evaluation. Teachers get detailed feedback in terms of next steps and a colleague to support with improvement is identified. This is systematically followed up by the RE coordinator.
- Partnerships are very strong. For example the Headteacher is the chair of the Bradford Catholic Partnership and the Early Years leader is on the diocesan group working on assessment for the Early Years. The school is also a valued member of the local area cluster of schools.
- The RE Coordinators group regularly take part in cross moderation of work and a portfolio of levelled pieces of work have been produced to ensure consistency of assessment across the area.
- Staff regularly pray together and there is an expectation that all staff will take their turn to lead collective worship for staff at the beginning of staff meetings.
- Most development points from the previous inspection have been addressed. School now needs to embed opportunities for silent prayer and ensure that Performance Management impacts on the consistency of RE and CW to move the school to outstanding. The school uses TWTL and measures its impact; the Liturgy Group is having a good impact on child led worship and pupil voice. The new mission statement is yet to be fully implemented; however, the children in the Liturgy Group and leaders have a clear plan in place to complete this task.

- Careful monitoring and recording of progress clearly shows pupils that are in school for four years or more, considerably outperform those pupils with higher mobility. The 'Talking Classroom' has been set up to minimise this gap and equip new to English children with the language skills required to access the RE curriculum.
- Not all pupils are able to fully articulate the mission of the school. This is due to a new mission been explored over the last year having been an action point from the previous inspection. The mission has been very carefully considered and all stakeholders were involved in creating the mission over the last year. Stakeholders have taken inspiration from Pope Francis' sermon on St Joseph the protector.
- The CSP provides an excellent source of training and support for RE and the Catholic Life of the school. RE and the Catholic Life of the school are regular items addressed through staff meetings and internal training. At least one training day per year is devoted to the Catholic Life of the school or RE.
- Staff at all levels in their careers are supported through the CSP and the associated teaching school.
- School works closely with the Parish Priest. His work is greatly appreciated by staff and parents. The Parish Priest welcomes all parents whose children start in Reception, sharing the aims and vision of this Catholic School.
- Effective engagement of parents to encourage prayer and reflection at home through the Half-Termly newsletter and prayer intentions on the weekly newsletter. Parents are regularly invited in to whole school liturgies. These include the weekly KS2 class Mass in church, whole school Mass and Thursday Worship in school.
- Parents of younger pupils were not clear about the schools policy on Sex and Relationships Education (SRE). Governors should consult with parents when the policy is reviewed in the autumn. In addition, the school website could inform parents about the SRE programme which is used.
- The school is highly regarded by parents. Parents talk about the inclusive nature of the school, the work of the parental involvement worker is very much appreciated. One mother new to English spoke about how she has grown in confidence since her children began to attend the school.
- All canonical and statutory duties are fulfilled by the school's leaders and managers.