

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION
ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
PORTLAND ROAD
HALIFAX HX3 6LA

School URN

107544

Date of Inspection and OE
grade

June 25th + 26th 2014 Grade 2

E-mail address

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Chair of Governors

Mrs J Turner

Headteacher

Mrs H Angstmann

RE Subject Leader

Mrs H Angstmann (interim)

Date and grade of last S48
Inspection

May 2009 Grade 1

Section 48 Inspector

Mrs Barbara Ford

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*

OUTCOMES FOR PUPILS

3

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good school

- The headteacher provides strong leadership and has identified clear plans to ensure further improvement.
- The involvement of pupils in the religious life of the school and community is good and the use of the chapel, a unique sacred space, plays a major role in the Catholic Life of the school.
- Children’s behaviour is good and members of the public often comment favourably on school visits.
- Caring relationships underpin the school’s work as a community of faith and learning.
- St Joseph’s is a school committed to Catholic tradition and ethos. Its Catholic character is well reflected in the environment through vibrant displays and artefacts.
- Children enter Foundation Stage 2 (FS2/Reception) with lower than average understanding of faith matters. They make good progress in FS2 and Key Stage 1 (KS1).
- In KS2 pupils are generally attaining average standards in line with national expectations in knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) and vulnerable pupils make good progress.
- Outcomes for pupils require improvement to be good because the practice of children leading Collective Worship is not consistent between classes.

- Outcomes require improvement to be good because standards achieved in the final key stage are broadly average. There needs to be higher levels of expectation for progress across the school.
- The RE curriculum requires improvement to be good because the study of other faiths is not embedded in the school's annual long term plan.
- The teaching of RE is mainly good.
- There are strong links between the school, parish and home and parents praise the presence of the parish priest and the school's communication books.
- The governors of the school provide good leadership. They know the school well and have built a solid foundation on which to continue to drive the school forward.
- The school's mission statement was last reviewed in 2009.

What the school needs to do to improve further.

- The school should continue to develop staff confidence and expertise in assessing, target setting and jointly moderating pupil levels of attainment in RE and ensure that there are improved levels of expectation for progress across the school, especially for the higher ability pupils, so that the pace of progress accelerates, and all pupils are challenged and supported appropriately.
- Actively involve the governors, staff, pupils and parents/parishioners in the review of the school's Mission Statement. This will assist all associated with the school to place Christ, and the teachings of the Catholic Church, at the very centre of all that they are and of all that they seek to do at the school. Further, the leadership team should work with staff to identify practical ways in which the resulting Mission Statement can be relayed to pupils in child friendly language to encourage pupils and staff to find ways in which they can contribute to bringing the Mission Statement to life in their every-day classroom practices.
- Pupil response and participation in Collective Worship should be improved by providing opportunities to prepare and lead worship regularly with confidence and enthusiasm in a sufficient variety of situations age-appropriately.

Information about this inspection

The Inspection of St Joseph's 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. (There were no key issues)
- 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 1 inspector over a 1 ½ day period. A sample of 5 RE lessons and 3 acts of Collective Worship, were observed in full, including, a KS2 class Mass and a whole school Collective Worship led by year 6 with Foundation Stage 2. Meetings were held with the headteacher, staff (teaching and support), governors, priests, parents, pupils and the school council. A comprehensive range of RE/Catholic Life of the school monitoring and assessment documentation was scrutinized, including, moderated pupil RE work folders and workbooks.

Information about this school

- St Joseph's Catholic Primary is a one form entry school with a large catchment area serving the Parishes of St Bernard's, Boothtown, St. Theresa's, Queensbury and St. Columba's, Pellon.
- The percentage of baptised Catholics on role is 38% with a significantly increasing trend of non-Catholic pupils entering school. The percentage of pupils with learning needs is lower than the national average.
- The number of children with a statement of Special Educational Need is broadly average.
- There are seven teachers none of whom hold the Catholic Certificate in Religious Studies or equivalent.
- The proportion of pupils known to be eligible for the Pupil Premium is broadly average .
- There have been significant staff changes since the last inspection, including the post of headteacher. A deputy and permanent Religious Education coordinator are to be appointed in the autumn term.

Full report - inspection judgements

Outcomes for individuals and groups of pupils require improvement to be 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.	3
How well pupils respond to and participate in the school's Collective Worship.	3

- Relationships within the school embody faith values and the consideration and care modelled by adults, impacts on pupils and families alike.
- The involvement of pupils in the religious life of the school and community is good and the use of the chapel, a unique sacred space, plays a major role in the Catholic Life of the school.
- Pupils are alert to the needs of others, seeking justice for all within and beyond the school community. They give a whole-hearted response to raising funds for many charities, including CAFOD, Martin House, The Good Shepherd appeal and most recently, organised a sponsored skip for The British Heart Foundation. Several pupils take the initiative to raise funds individually.
- Pupils readily take on responsibilities acting as buddies and lunchtime helpers. Older pupils made 'Travelling Cribs' which were enthusiastically welcomed into younger children's homes.
- The School Council report, 'If there's a big argument over football, we forgive and say sorry, because we are part of God's family'.
- Children enter Foundation Stage 2 (FS2/Reception) with lower than average understanding of faith matters. They make good progress in FS2 and Key Stage 1 (KS1).
- The youngest children were learning that 'Jesus is present in a special way in the tabernacle'. They were fortunate to experience this in the school's own chapel. They enjoy the cross-curricular approach to learning and make good progress.
- In some RE lessons, pupils experience being in role and freeze-frames, and videos are undertaken by adults to record their learning. For example, in their work about 'Miracles' young children re-enacted 'The Lame man lowered through the roof'. They were able to use specific religious words, including 'healed', 'believed' and 'miracle'.
- In another KS1 class, on the topic, 'The Birth of the Church' young pupils were taught about Peter's escape from prison and their independent learning included the use of art, technology, drama, hot-seating and the use of recording microphones. They make very good progress in KS1.

- In Key Stage 2 (KS2) the youngest pupils were particularly thoughtful, kind and protective of class mates with additional needs. This reflects their teacher's particular skills with inclusion and SEN. "Let all that you do, be done in love" (1Cor 16: 13-14)
- Older pupils were learning about other faiths. Two class members spoke about their personal faith. One Hindu, one Christian and pupils looked for similarities and differences. Their progress is broadly average in this area.
- In KS2, pupils are generally attaining average standards in line with national expectations in knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) and vulnerable pupils make good progress.
- St Joseph's is a school committed to Catholic tradition and ethos. Its Catholic character is well reflected in the environment through vibrant interactive displays and artefacts. The 'Learning Journeys' in RE, introduced as part of 'Environmental Improvement' work, highlight next steps for pupils in some KS2 classes, enabling them take more ownership of their learning and be integral in the development of topics.
- Children's behaviour is good and members of the public often comment favourably on school visits. The positive behaviour policy emphasises personal responsibility, includes sanctions, but is rooted in a culture of respect, praise, rewards and choices, whilst encouraging reconciliation.
- Pupils across the school demonstrate an understanding of the importance of prayer. They know a variety of traditional prayers and are encouraged to write their own versions in order to increase their understanding. Hymn singing is recognised by the pupils as being a powerful aid to reflective prayer.
- One KS2 class are experienced in planning and leading acts of worship themselves and their good practice needs to be reflected across school.
- Most pupils regularly read and participate in adult-prepared acts of worship with great enthusiasm. They have a good understanding, appropriate to their age and capabilities, of the Church's main seasonal celebrations and enjoy performing Advent and Easter Liturgies.
- Pupil response and participation in Collective Worship require improvement to be good because most do not regularly prepare and lead worship with confidence and enthusiasm in a sufficient variety of situations.
- Outcomes require improvement to be good because standards achieved in the final key stage are broadly average. There needs to be higher levels of expectation for progress across the school.

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.	3
The quality of Collective Worship provided by the school.	2

- Teaching is mainly good. In some classes this is due to teachers' good subject knowledge, thoughtful planning based on assessed prior learning, effective use of the RE scheme of work and imaginative use of a range of resources.
- A significant reason for the good quality of provision across the school is the calibre and professionalism of the faith leader, the pastoral team and support staff, (many of whom are practising Catholics). The personalised support they provide for those in receipt of pupil premium or with additional needs is very good.
- Strategies to record and assess children's learning are in evidence, but need embedding. The headteacher sets a fine example in addressing, assessing and reporting on attainment, whilst monitoring the achievement of all at 'pupil progress' meetings.
- Some pupils are increasingly being given the opportunity to respond to feedback about their progress in RE, verbally and through the new marking policy. Across the school, pupils' learning would further benefit from a consistent approach to the use and reviewing of the 'I can' statements fastened in the books.
- Leaders are beginning to put in place more accurate tracking and evaluation of attainment data to monitor progress, but need to continue working in collaboration with staff on target setting and moderating the Levels of Attainment in religious education.
- The school uses a diocesan recommended RE scheme, 'The Way, the Truth and the Life', but also adapts it and adds to it, where appropriate, so as to better match it to the needs and capabilities of pupils.
- Due to the architecture of the old building, the wonderful outdoor provision for FS2 Reception class is not readily accessible and has to be planned separately for whole class use, or small groups, staffing permitting.
- The RE curriculum has recently begun to provide good opportunities for Education in Personal Relationships (EPR) and Sex and Relationships (SRE).
- The school provides good opportunities for spiritual and moral development, enhanced by the SEAL programme, Sacramental programmes, the Liturgical life of the school, and enriched by singing, musical tuition and the use of art and drama and an extensive range of extra-curricular activities which are much enjoyed and raise self-esteem.
- Pupils show an awareness of other world faiths but would benefit from a consistent scheduled approach which is included in the school's annual long term plan with focused activities and events throughout the year, including visits and visitors, to

ensure that the curriculum remains embedded in the children's own experiences and lives.

- The quality of Collective Worship provided by the school is good because it is at the centre of everything the school is about. Opportunities are sought to involve parents and parishioners in acts of worship wherever possible. Parents found the preparations and celebration of First Sacraments to be spiritually uplifting.
- Mass is high profile, being celebrated in the awesome sacred space of the school Chapel, which is a unique resource. The parish priest is particularly skilled at engaging pupils at their own level and evangelising adults associated with the school. The Faith leader methodically plans and prepares Masses and celebrations and is a real asset.
- Voluntary prayer time opportunities are well-attended by pupils and staff.
- The RE curriculum requires improvement to be good, because provision for teaching other world faiths and responding to the increased variation of the faith backgrounds in the school population, needs to be embedded in the school's annual long term plan.
- Provision is not outstanding because staff need to review and plan improvements to pupils' leadership of Collective Worship.

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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- Leaders, governors and managers are deeply committed to the Church's mission in education, the Catholic ethos of the school and the responsibilities and joys that brings.
- Leaders have a good understanding of the Church's liturgical heritage, its rites and seasons and ensure that pupils have good experiences of the Church's liturgical life. Themes are consistent with the Catholic character of the school.
- The headteacher has a clear vision for the future of the school which is shared by the governors and her encouragement of distributed leadership is beginning to impact on improved pupil progress.
- Leadership of Religious Education is currently undertaken by the headteacher, who displays a high level of expertise and vision, focused relentlessly on improving teaching and learning, resulting in teaching that is recently more consistently good.

- The governors of the school undertake regular training and have recently established systems to identify strengths and areas for improvement. They know the school well and have built a solid foundation on which to continue to drive the school forward.
- All canonical and statutory responsibilities are fulfilled.
- The school's partnerships, particularly with the Diocese of Leeds make a strong contribution to the good leadership and management.
- There are strong links between the school, parish and home and parents praise the way they are informed or consulted, including the church notice board and newsletters and especially the communication books.
- The Sex and Relationships (SRE) policy has been reviewed by governors. Parents and carers responded well to an invitation to learn about the "In The Beginning" scheme.
- The school is blessed with a very supportive, child-friendly priest who works closely with the school leadership team to plan and deliver good quality worship and celebration. He visits each week and says: "The spiritual ethos in school is our first line of defence."
- The parents and carers who spoke to the inspector were very positive about the school and priest. They are especially appreciative of staff availability in the playground, openness to parents' suggestions and the school's ethos and religious guidance.
- They report that staff go the extra mile, for example, forming a human chain in the icy conditions to ensure pupils' safe arrival.
- Leadership is not outstanding because systems that have been recently introduced for monitoring and evaluation, and tracking RE attainment and progress have not yet had time to show impact on the pupils' rates of progress.
- In response to significant staff changes, including the post of headteacher, deputy and Religious Education coordinator, the governors should involve all stakeholders in a review of the school's mission in the autumn term.