

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
Joseph Street, Hunslet, Leeds, LS10 2AD

School URN

108028

School DfE Number

383 3374

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Chair of Governors

Father Eamon McGeough

Headteacher

Miss Christine McHale

RE Subject Leader

Mrs Angela Filarowski

Date of Inspection

22nd – 23rd October 2013

Section 48 Inspector

Mrs Marie McClelland

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS:

1

how effective the school is in providing Catholic Education.

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

2

Summary of key findings:

This is an outstanding Catholic primary school

- The Mission Statement 'to support and nurture active and creative minds...and to show compassion, care and respect in an ever-changing society' is a discernible reality at St Joseph's. It determines a common purpose for all with Christ at the centre.
- Staff and pupils evince a strong sense of belonging. Feedback from parents on the playground, and at interview, articulates this as a secure and generational feature of St Joseph's. Evidence seen in a variety of documentary sources supports this as a strength of the school.
- The Parish Priest is a regular participant in the life of the school. His excellent working relationship with staff provides many opportunities for pupils and parents/carers to engage with the school parish.
- *The Way, the Truth and the Life* (TWTL) resource forms the basis of curricular RE and the school is innovative in the way it adapts and supplements it to match the needs of different styles of teaching and learning. Pupils' enjoyment of RE is palpable.
- Progress and achievement in RE from Foundation Stage to end of KS2 is high with almost all pupils making very good or accelerated progress. Religious literacy is a significant strength. Peer respect for, and interest in, different faith backgrounds is obvious and deliberately cultivated. Excellent social cohesion at the micro level of each classroom filters positively into the many wider networking links beyond the school.
- Collective Worship is outstanding and it is central to the life of the school. Staff and pupils enjoy quality experiences of the Church's liturgical life. They engage with other schools and with diocesan events to broaden enjoyment and understanding of Catholic Life. Pupils can convert *prayer-ideas* to *prayers-in-action* with ease and evidence.

What the school needs to do to improve further.

Enable all leaders, governors and managers to have a more pro-active involvement than hitherto in decision-making and in celebrating RE and Catholic Life matters by:

- developing further the newly formed governing body sub-committee structure for monitoring and evaluating all aspects of the school's work;
- nurturing a more distributive leadership approach among staff so that accountability for visioning the Catholic Life of the school is shared, extended and celebrated;
- adopting a deliberate stance of celebrating - on a very visible scale - the many outstanding aspects of provision and practice for Catholic Education in this school.

Information about this inspection

The Inspection of St Joseph's Primary, Hunslet, 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 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 respond to and participate in the school's Collective Worship
- The quality of teaching and learning in RE
- The extent to which the RE curriculum promotes pupils' learning
- The quality of Collective Worship
- The accuracy of the school's self-evaluation systems
- The school's partnership activities, including home-school-parish links.

Over 1 ½ days, the inspector consulted and/or observed the following:

- Five sessions of Collective Worship (CW) : Whole school; Key Stage 2; Yr5 Class-based; Yr1 Class-based; Foundation Stage-based and Staff Morning Prayer
- Five Religious Education (RE) lessons: Reception and Years 2, 3, 4, 6.
- Samples and displays of RE-related work in all classrooms, corridors and shared areas as well as the quality of work in RE books of pupils from across the school
- The views of staff, pupils, parents, governors, senior leaders and the Parish Priest
- A range of documentary evidence including RE, CW and other related policies, planning and assessment files, monitoring and evaluation records, the School Improvement Plan (SIP), Year of Faith Project file; written communications to and from parents, several PowerPoint and photographic collections of special projects and themed work since the last inspection.

Information about this school

- St Joseph's is a smaller than average-sized inner city Catholic primary with 195 pupils on roll, 62% of whom are Catholic. It serves the parish of St Margaret Clitherow with the school hall being the regular venue for the weekly Saturday evening Parish Mass.
- The proportion of pupils from minority ethnic heritage is 52% and of those who speak English as an additional language 36%, figures that are considerably higher than national averages.

- The number of pupils eligible for Pupil Premium is significantly higher than the national average and the numbers supported at school action, school action plus or with a statement of special needs are high.
- Phase 1 of the school's premises plan has created an extra classroom, a large sports and assembly hall as well as improvements to the main entrance area to provide safe access to the building.
- Staffing appointments since September 2013 include an Acting Headteacher and, promoted from within the school to cover maternity leave, an acting deputy and an acting ICT leader. These constitute a newly formed senior leadership team. Two new teachers joined the staff in September and three teachers internally have moved to new classes (Yrs 2, 3 and 6).
- At the beginning of this inspection, the Acting Headteacher was confirmed as the substantive head. There are 10fte teachers, 50% hold the CCRS or equivalent, and 21 support assistants. Classes are organised in mixed ability seven discrete year groups.
- The school is part of the Catholic Compass partnership of schools. It has gained the following external awards: Investors in Pupils, Inclusion Charter-mark, Healthy Schools, FA Accreditation.

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

- Outcomes for pupils at St Joseph's are outstanding. Evidence of pupils' general self-esteem, their excellent behaviour and confident sense of belonging confirm that the school's Mission Statement is 'a lived reality'. It determines a common purpose for all members of the school family with Christ at the centre.
- Various methods of communication - many rooted in the *Investors in Pupils* culture - ensure that pupils know what to expect and what is expected of them. They engage enthusiastically in peer-support and welcome, especially for 'new joiners' from overseas; they are proud of their school and know how their personal efforts are integral to its success. This is a happy and confident school family.
- There is an embedded school-wide culture of loving God by recognizing and attending to the needs of others. This is discernible in the fluency of ideas adduced by pupils of all ages for '*doing little things to make a difference*' every day, as well as the regular larger scale fund-raising events and activities to support charities such as CAFOD, Good Shepherd Appeal, Children's Heart Charity, food banks and homeless shelters and many others. Prayer-life in this school is readily convertible to prayer-in-action.
- Comprehensive pupil tracking systems show that progress and attainment in RE from Foundation Stage to KS2 is high with almost all pupils making very good progress. By the end of KS1 pupil attainment is at least in line with age-related expectations and there are no significant differences in different pupil groups. By the end of KS2, attainment in RE is higher than outcomes in English and maths and shows accelerated progress for many pupils. Recently introduced RE celebration folders in each classroom will help to broaden pupil awareness of cross-curricular links with RE.

- The religious literacy of the majority of pupils is a significant strength. This enables them to engage in and articulate thoughtful and profound responses in lessons and in both formal and informal discussions. They love to talk about RE and to show off what they know. In a written account, for instance, of the symbolism of the Good Friday service, a Yr6 pupil could describe the priest 'prostrating himself before the empty tabernacle'. In a sensory reflection on a picture of pilgrims gathering at the Lourdes grotto, Yr2 pupils talked animatedly about the 'rustling of rosary beads' and the images of intensive praying and watching.
- Displays in classrooms and shared areas and corridors have subliminal and real impact on pupils' visual learning and enjoyment of RE. A poster in the main corridor, for instance, indicates how and where to '*Let your worries fall into our Wobble Box*', a service appreciated by older pupils in particular. In Reception, the theme of their CW - *We are God's Work of Art* - is reinforced with a display of each pupil's photograph encased in a design of God's cupped-hand.
- Pupils engage reverently and age appropriately in CW. They are keen to be involved in planning, leading and sharing a variety of liturgies and, for the Year of Faith, they linked with another school for a joint pupil-led CW on the Stations of the Cross. A number of Yr5 and 6 pupils participate in the lunchtime JAM Club (*Jesus and Me*) and 'Zone Parc' playground scheme - with practical opportunities for exercising Christian values in action.

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

- Provision for Catholic Education is outstanding. Excellent subject knowledge and teaching skills are used very effectively to challenge and inspire pupils as learners in RE. Support provided by teaching assistants is a key strength in helping to optimise learning and sustain pupil concentration. Mutual support and encouragement among staff is impressive and the newly appointed headteacher is committed to nurturing this culture.
- TWTL resource forms the basis of curricular RE and it is skilfully adapted and supplemented to meet different styles of teaching and learning. ICT resources, selected with discernment, have visible positive impact on class management and learning. A Yr6 lesson, for example, on 'personal choices in the journey of life' was a model of such well-paced interplay between IWB and pupil-group activities. Attention levels were excellent and the enjoyment of learning was palpable throughout.
- The quality of teaching and learning is mainly outstanding and records show there are no inadequate RE lessons. Written feedback on RE lesson observations has been reviewed recently. The newly adopted format augurs well for sustained improvement.
- The very experienced RE Co-ordinator works tirelessly to enable colleagues to plan and evaluate appropriately challenging work in RE. She is committed to continual professional refreshment for all in order to maintain standards and interest in RE and she can pinpoint the impact of specific inset sessions on pupil progress. At the time of inspection she was responsible for several key leadership and management roles in addition to RE.

- Book scrutiny and lesson observations confirm that, from a very early age, pupils are enabled to ponder on and assimilate scripture stories and apply their understanding to real life situations. Knowing the joy of Abraham and Sarah when God kept his promise to them, Yr3 pupils were invited to experience keeping their own special promise with God's help for the next three days. Similarly, reflecting on the story of David and Goliath, a Yr4 pupil wrote, *'I think this story should be told to all children because it will teach them to have faith in God no matter what!'* Very good marking and dialogue between adults and pupils contribute to extending the learning in RE.
- Records show that the range and variety of CW at St Joseph's has always been good. ICT facilities and the ambiance of the new hall have greatly enriched that provision. The musical skill and talents of staff enriches provision. Inset on CW led by the new headteacher has helped to formalise and enhance planning and presentation. The annual staff/governor weekend retreats over the last two years empowered participants with a deep commitment to faith and faith-sharing. Ongoing nurturing of a personal spirituality at adult level has obvious impact on the quality of pupil response. One pupil remarked, *"CW really, really calms me down. If I feel tense, I just put the lights out & play calm music and I sit and think and reflect."*
- The Parish Priest is actively involved in the life of the school and well known and loved by pupils. Mass is celebrated in school for the major liturgical and academic year events and more recently a schedule for Class Masses has been re-started with better opportunities to involve parents. Each half term there is a pro-active involvement of school staff and pupils with the parish in one of the Sunday Masses. Parents and parishioners are involved in various planned liturgies. Pupils have a wide repertoire of hymns, prayer styles and gestures. They have an excellent reputation for participation in local and diocesan musical events.

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 (LGMs) are committed to the Church's mission in education. The Mission Statement, reviewed just at the time of the last S48 Inspection, involved parents, pupils, staff and governors. It provides a common purpose for all with Christ at the centre. RE and Catholic Life are identified targets in the School Improvement Plan. All canonical responsibilities are fulfilled.
- Since the last inspection, governors have appointed a Family Support Worker, a Learning Mentor, a Behaviour Support Worker, a Speech & Language Intervention Co-ordinator and an EAL Intervention Co-ordinator to target specific support and meet the needs of the school's growing diverse community. Their work is crucial to the excellent social cohesion at micro level in this school. It merits inclusion in any induction programme for prospective parents, new staff or visitors.
- RE is well resourced in terms of staff training, capitation and curriculum time when compared with other core subjects. Standards and rates of progress in RE are known and pursued with the same rigour as other core subjects.

- The very experienced RE Co-ordinator is passionate about her subject and acts as a source of expertise and encouragement for colleagues. In addition to this role, however, she is responsible for SEN, for Assessment, for CW and Inter-Faith Relationships, and she is Acting Deputy. She organises the annual staff/governor retreat, the senior school transition arrangements and many links with the parish and other external agencies. She has oversight for planning and delivery of the spiral curriculum for Sex and Relationships Education (SRE).
- In the interests of succession management, LGMs ought to consider more creative apportioning and sharing of key responsibilities so that professional talents and expertise are extended for the benefit of the whole school. Such a development would showcase more clearly the outstanding aspects of the school's work.
- In the short time since September, the new headteacher has enabled staff and pupils to refine CW presentations, to begin celebrating cross curricular RE in each class and she has distilled a more effective means of feedback to staff on lesson observations.
- The school engages in a raft of partnership links to meet the complex needs of pupils and their families. Many skilled and enthusiastic staff are involved in supporting these links. St Joseph's, for example, is one of only 14 ambassador schools for Leeds Rhinos, a status that provides opportunities and incentives for pupils and their parents to attend and participate in world class sporting events and to improve in confidence and self-esteem. A range of in-house clubs - targeting especial pupil groups - has measurable impact on standards and aspirations. Pupils' enthusiasm for and attendance at 'Mathletics' and Choir, for instance, were in evidence at inspection.
- The Chair of Governors is highly appreciative of the commitment of all staff and governors and their adaptability to change. The recently formed governor sub-committee structure provides for a distributive leadership approach to monitoring and evaluating all aspects of the school's work. By the time of the next inspection, governors are determined that this aspect will merit an outstanding grade.
- LGMs need to adopt a more deliberate stance of celebrating - on a very visible scale - the many aspects of the school's outstanding provision for Catholic Education. Video clips of exceptional practice, and specialist provision, for example could enrich induction sessions for new parents, pupils and staff as well as being shared with other partners.