

# 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  
QUEENS ROAD, INGROW, KEIGHLEY BD21 1AR

School URN

107345

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380/3370

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Chair of Governors

Mr. M. Garnett

Headteacher

Mrs. S. Long

RE Subject Leader

Mrs. S. Long

Date of Inspection

28<sup>th</sup> & 29<sup>th</sup> June 2012

Section 48 Inspector

Mr. David Gott

## **INTRODUCTION**

The inspection of St. Joseph's Catholic Primary School, Keighley was carried out by 1 inspector over 1 ½ days under the requirements of Section 48 of the Education Act 2005 and Leeds Diocesan Framework and Schedule for Section 48 Inspectors approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process starts with the school's own self evaluation. The inspection follows the schedule and criteria set by the National Board of Religious Inspectors and Advisors (NIBRIA)

A sample of 7 Religious Education (RE) lessons and 4 acts of Collective Worship (CW) were observed, covering all 3 key stages and in addition 1 whole school Mass in the parish church for the feast day of Sts. Peter and Paul. Meetings were held with the headteacher/RE subject leader and representative groups of governors (including the Parish Priest), staff, parents and pupils. A very wide range of RE/Catholic life of the school documentation and computer stored evidence was scrutinised. The school's RE budget, minutes of meetings, RE/Catholic life monitoring and assessment files, Continuous Professional Development (CPD) records, pupil progress, attainment and tracking data were all scrutinised. Home, school, parish newsletters, school website, prospectus and a representative sample of pupil RE workbooks and pupils' computer stored RE work was also scrutinised.

## **INFORMATION ABOUT THE SCHOOL**

St. Joseph's Catholic Primary School, Keighley is a popular, oversubscribed, larger than average, two form entry, Voluntary Aided School of the Diocese of Leeds. The school principally serves the parishes of St. Joseph's Keighley and Our Lady of Lourdes, Haworth. The school also attracts applications from the wider surrounding areas.

The main school has a published admissions number of 60 pupils. From September 2012 the governing body has determined that this number will reduce to 30 pupils. The nursery admission number will remain at 66 as at present. Currently there are 414 pupils in the main school (full time) and 64 in Nursery (part time), taught in 15, single age, classes.

The percentage of baptised Catholic pupils on roll (main school/nursery) is 39%. The majority of pupils are of White British heritage. An above average proportion of pupils (29%) and rising, are of minority ethnic heritage, Mirpuri Pakistani being the predominant ethnicity.

The proportion of pupils for whom English is a second language (23%) is above the national average and rising. The proportion of pupils supported at school action plus or with a statement of special education needs is broadly average. The proportion of pupils known to be eligible for free school meals (FSM) is broadly in line with the national average and rising. The school believe that a significant number of families entitled to FSM fail to do so. A small number of pupils are in the care of the local authority. Attendance is 94.7% which is in line national average.

Since the last Section 48 inspection (2008), the school has experienced a number of significant changes in leadership and management – including the appointment of the current Headteacher (April 2012) and Deputy Headteacher (May 2012). The Assistant

Headteacher is in the second year of a temporary appointment. The only 2 remaining governors since the last inspection are the Parish Priest and a Foundation Governor who is now Chair.

The school currently has a teaching staff of 19 full time teachers (including Head, Deputy and Assistant Head). There are no part time teachers. There are 13 Catholic teachers: 12 teachers teach RE. Six teachers hold the Catholic Certificate of Religious Studies (CCRS) or equivalent. No teachers are currently studying for CCRS.

The school is an active member of the Bradford and Keighley Catholic Schools' Partnership (BKSCP); Keighley Churches Together (KCT); and Worth Valley Learning Network (WVLN). St. Joseph's Primary School has close links with a number of high schools - in particular Holy Family Catholic High School, Keighley, where the majority of Catholic pupils transfer for their secondary education.

The school provides a privately run out-of-school club. A breakfast club, a range of extra-curricular activities and 'Busy Bees' workshops, for parents, are run by school staff.

The school has successfully achieved a number of awards including 'Healthy Schools', 'Investors in People', 'Arts Mark Gold', 'Eco-School Silver' and the 'I Can' Primary Talk Award

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

### OVERALL EFFECTIVENESS

2

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

### OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

### CAPACITY FOR SUSTAINED IMPROVEMENT

2

## Main findings

St. Joseph's Catholic Primary School, Keighley provides a good quality of Catholic education with several outstanding features. The provision for Catholic Education, leadership and management in the development of the Catholic life of the school and the school's capacity for sustained improvement are all good. Outcomes for pupils, the quality of, and pupil response to Collective Worship (CW) provided by the school are outstanding. The ways in which the leadership and management of the school is developing partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being is also outstanding. Similarly the extent to which the RE

curriculum meets pupils' needs and the extent to which pupils contribute to and benefit from the Catholic life of the school are both outstanding. Pupils are justifiably proud of their school. Pupil behaviour is exemplary.

The school's capacity for sustained improvement is good. The governing body has ensured that succession management decisions relating to the Senior Management Team (SMT) have already been implemented and that the School Development Plan (SDP) includes identified areas for improvements in RE and Catholic life of the school. Realistic plans are grounded in detailed and accurate analysis of pupils' achievement and are already being used effectively to improve outcomes. St. Joseph's is a school which knows itself very well. The school's self evaluation procedures in RE/Catholic life are extensive and give a very accurate view of strengths and areas for further development.

The SMT is highly motivated and consistently communicates high expectations to staff and pupils about securing further improvement in RE and the Catholic life of the school. Good progress has been made in addressing the issues previously identified for further improvement in the last Section 48 inspection report.

The headteacher (who is also the RE subject leader), the staff (teaching and support) and the governors (including the parish priest) are all fully committed to 'living out' the Church's Mission in Education by their own personal example:

*'Working together in the pursuit of excellence,  
developing the gifts and talents provided by  
God for the benefit of the whole community.'*

(School Mission Statement)

## **What the school needs to do to improve further**

- Reconfirm the school's Mission Statement in the light of the many changes to the governing body and Senior Management Team since it was last reviewed. Invite all governors, staff, parents and pupils to participate in the review, so that all may claim ownership of and strive to implement, any revisions made. Display the revised version in age appropriate, child friendly language in all teaching spaces and public areas of the school.
- In conjunction with the Bradford and Keighley Catholic School's Partnership (BKCSP) and diocesan RE advice and guidance, continue to embed staff confidence, accuracy and consistency in the setting and marking of appropriately challenging RE targets linked to 'The Way, The Truth and The Life' (WTL) RE Scheme. Further develop staff expertise in moderating and levelling pupils' RE work to ensure that appropriate progress and standards are being achieved in RE.
- Continue to provide Continuing Professional Development (CPD) opportunities for governors and all staff (teaching and support), to deepen their RE subject knowledge and understanding of the Catholic faith and further improve standards in RE at the school.
- In line with the school development plan and succession management planning, oversee the successful transition of the role of RE subject leader to the Assistant Head.

## PUPILS

**How good outcomes are for pupils, taking particular account of variations between different groups.**

1

The extent to which pupils contribute to and benefit from the Catholic life of the school, and participate in the school's Collective Worship are both outstanding. There are no inadequate areas. Pupil achievement in RE is good. Attainment in RE is around average and learning and progress are good. Year 6 RE (AT1) L4+ = 69% (2011). Y6 RE (AT2) L4+ = 71% (2011). This is slightly below attainment levels in other core curriculum areas. Y6 English and maths L4+ = 84% (2011). Over recent years the increasing number of children (including baptised Catholics) entering the school with little or no prior religious knowledge, experience or vocabulary of the Catholic faith, has impacted negatively on RE attainment.

In undertaking Foundation Key Stage (FKS) baseline assessments in RE, staff observe that Muslim children joining the school frequently exhibit a far greater general religious awareness than other groups of children. Once in the FKS, all children make outstanding progress in RE as a consequence of the very good RE teaching and learning they experience. Staff ensure that the children enjoy their work and that they gain knowledge, skills and understanding in RE at a good rate.

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding. Pupils are keen to do well, generally apply themselves diligently in RE lessons and work at a good pace. Pupils take full advantage of the opportunities the school provides for their personal support and development and evaluating the Catholic life of the school. For example, pupils willingly take on the roles and responsibilities of belonging to the school council. They also enjoy acting as prefects and implementing the 'buddy support system' at break/lunchtimes. Pupils also help to administer the school's House Merit System, named after the 4 evangelists Matthew, Mark, Luke and John. Some school pupils have successfully auditioned for the Diocese of Leeds Choir School and have participated in BBC TV and Radio broadcasts (e.g. 'Songs of Praise' and 'Sunday Half Hour'). Some pupils have also made class visits to St. Anne's Cathedral Leeds and also attended the annual 'Good Shepherd Service'.

Pupils treat others with high levels of respect and know acutely that their behaviour always has consequences. They are alert to the needs of others and seek justice for all within and beyond the school community. At various times throughout the school year pupils engage in charitable fund raising activities in support of local, regional, national and international good causes – in particular support is given to the work of CAFOD and Catholic Care ('Good Shepherd Fund')

The extent to which pupils respond to and participate in the school's Collective Worship (CW) is outstanding. Pupils are skilled in using a variety of ways and means to support their private and public prayer. Pupils regularly prepare and lead CW with confidence and enthusiasm from their earliest years and in a variety of settings. A Foundation Key Stage Collective Worship began by asking children if they had enjoyed watching the Olympic flame pass by their house with their friends at the weekend. The class teacher then reminded the children that it was important to have fun with your friends. Playing quiet music, lighting a candle and showing the children the Picture Bible, the class teacher

talked about how Jesus also had 12 special friends. Reading from John 13:34 '*As I have loved you, so you must love one another*' the children thought about their special friends, joined hands and sang the hymn '*Jesus is my friend*' while other children held up the classroom banner 'Love one another'. Foundation Key Stage children thoroughly enjoy 'Godly Play' RE activities. Observing another activity based upon 'The Good Shepherd', a number of children were able to say that '*Jesus is The Good Shepherd*', and through a range of resources retell the story in their own artwork. A walk-in church had been created in the play area of the classroom to familiarise children with what a church looks like inside. A small table for an altar was placed inside, with plastic chalice like cups for children to play with. Simple coloured stained glass windows enhanced the church walls. A group of children shared seedless grapes with a member of staff and then said the prayer '*Thank you God that we can share our meal with you*'.

A KS1 class studying about St. Peter (prior to celebrating his feast day) re-enacted how he had escaped from prison. One group of pupils used ICT to particularly good effect via wireless netbook computers and the 'Tell A Story' ICT programme to produce high quality individual power point presentations of the Children's Bible account.

One pupil commented, "*Peter was feeling very worried, confused and sad in prison. His friends were very pleased to see him again when the angel helped him to escape.*"

Another group of pupils had made puppet characters based on the Children's Bible account. Other members of the class had to say which person they thought the puppet was depicting and how that person had been feeling.

In a particularly effective KS1 Collective Worship (CW), individual pupils laid out a white lace cloth and helped to build up an RE focal point in the centre of the circle of pupils sitting on the carpet. A basket of pebbles was passed round and each child took one out. A candle was lit and the classroom lights switched off and an untitled stylised drawing was projected on to the whiteboard showing an injured man lying by a road. Following some discussions about the picture, a number of pupils then respectfully read a simple version of Luke

Ch. 10 'The Good Samaritan' from a Children's Bible. Subtitles were revealed on the whiteboard to prompt a whole class review of the gospel story. Following further discussions the pupils were each invited to place their pebble on the RE focal area and say a little prayer (out loud if they wished) for someone in need.

One pupil said, "*Please help me to be a Good Samaritan to someone who falls in the playground-even if I don't know them.*"

All classrooms were observed to have dedicated high quality RE focal areas and RE displays which follow diocesan guidelines and support CW. Staff have attended practical training sessions focused on CW. Pupils respond well in liturgies and assemblies; they listen attentively and contribute willingly to the reflective atmosphere created. Specific days of religious significance throughout the year are reserved for whole school celebrations when the school comes off the normal timetable. These include the blessing of the Advent wreaths (each class makes their own); Harvest (pupils provide gifts for the elderly and housebound of the parish which are distributed by the SVP and local Salvation Army); St. Joseph's Day celebrations and treats; World Book Day (based around characters from the Bible); May devotions (centring upon the Rosary) and Lenten devotions (gathered around a recently purchased CAFOD set of 'Stations of the Cross')

Pupils are at ease and act with integrity when praying with others who have different beliefs and attitudes towards spirituality. Recognition and support for Muslim pupils is particularly acknowledged during Eid and Ramadan assemblies.

At the time of the inspection, pupils took part in a whole school Mass held in the nearby parish church to celebrate the feast day of Saints Peter and Paul. Pupils behaved in an exemplary manner. Some pupils were altar servers. Pupil readers were pleasingly audible and very clear in their diction. Other pupils respectfully took up the gifts at the offertory procession. All pupils actively contributed to the good hymn singing. A small number of adults also attended the Mass.

*“Going over to the Church doesn’t bore you because you get time to think quietly to yourself –especially about things you care about like your family.”* (Pupil comment)

*“Teachers always help you if you have any problems.”* (Pupil comment)

*These are the grades for pupils’ outcomes*

<b>How well pupils achieve and enjoy their learning in Religious Education.</b>	<b>2</b>
Taking into account:	
• the quality of pupils’ learning and their progress	2
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
• pupils’ attainment in Religious Education	2
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>1</b>
<b>How well pupils respond to and participate in the school’s Collective Worship.</b>	<b>1</b>

## PROVISION

### **How effective the provision is for Catholic education.**

<b>2</b>
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The provision for Catholic education at St. Joseph’s School is good with some outstanding aspects –particularly the extent to which the RE curriculum meets pupils’ needs and the quality of Collective Worship provided by the school.

The quality of teaching and the use of assessment to support learning in RE is good with outstanding practice evidenced across all 3 key stages. There are no inadequate aspects. Where RE teaching is at its best the teachers have exceptionally strong subject knowledge which inspires and appropriately challenges, the learning needs of individuals and groups of pupils. Such RE lessons also incorporate very good use of ‘driver words’ and there is a conscious avoidance of an over reliance upon too much ‘teacher talk’. Teachers listen to, observe and question individuals and groups of pupils throughout RE lessons in order to evaluate their own teaching, reshape set tasks and, where appropriate, provide additional explanations and/or challenges to improve pupil learning. Where teaching is good or better, lessons incorporate the use of high quality RE resources (including ICT) and other aspects of the primary curriculum e.g. drama/role play, and creative art work. Pupils enjoy their RE lessons, are keen to learn, concentrate well and make very good progress.

A very effective lower KS2 RE lesson on the RE theme ‘Belonging to the Church’, featured excellent interactive questioning. After listening to an American folk song ‘Go

Down in the River to Pray' and following the words on the whiteboard, class discussions led on to how Jesus was baptised in the River Jordan and how we become members of the Christian Church through the Sacrament of Baptism. The class teacher then skilfully divided up the class into two equal groups. One group was asked to represent non-Christians and the other group was asked to represent Christians. Using a prompt sheet of questions from WTL, individual pupils could select questions to ask a pupil of their choice from the other group and vice versa. The whole class listened respectfully to the particular pupils who were speaking. At the same time all pupils were mentally rehearsing their own questions/answers just in case they were asked next! The pupils very much enjoyed this aspect of the lesson, all contributed extremely well, were actively engaged and made very good progress. Pupil behaviour was exemplary. A range of interesting extension activities were also pre-planned and excellent links were made to the classroom's RE focal displays on Baptism which featured photographs of pupils' baptisms, baptismal candles, cards, and a family baptismal robe which had been made from a mother's wedding dress. In one discussion a pupil was overheard to say, *"If you really believe in Jesus and love him you will want to go to Church often because you can be especially close to him there."*

Another KS2 group of pupils, studying how St. Paul changed from persecuting Christians to becoming one himself, particularly enjoyed taking it in turns to role play and use 'voice recorders' to 'hot seat' St. Paul about his experiences on the road to Damascus and in particular how, he changed his behaviour afterwards, even changing his own name. The teacher also made appropriate links to the forthcoming feast day of Sts. Peter and Paul. The class RE focal point featured a card with different coloured strands of wool, each colour depicting a particular time in the life of St. Peter. The display also contained miniature origami fishing boats made by pupils from folded paper.

Pupils in an upper key stage 2 class, studying the WTL Theme 'Called to Serve', examined the lives of Annalena Tonelli and Sister Joan O'Callaghan CP. 'Talk Partners' were used to good effect to prompt lively class discussions around the key concepts of 'vocation', 'beliefs and values' and 'physical and moral courage'. The class teacher made very good use of a 'learning wall' containing 'driver words' which prompted further discussions and explanations about the gifts of the Holy Spirit and the Sacrament of Confirmation. A range of suitably differentiated learning activities (some involving ICT) ensured a calm, purposeful working atmosphere in the classroom, where pupils enjoyed RE and made exceptional progress. Similarly in another upper KS2 class on the same theme, pupils enjoyed devising and role playing scenarios to showcase particular gifts of the Holy Spirit. Other pupils had to guess which particular gift the scenario was portraying. Peer Assessment prompt sheets were very effectively used by the pupils to record: 'Which gift was shown?', 'How clear was the message?' and 'How could it have been improved?'

At St. Joseph's, provision for The First Sacraments programme is made in school –taught by school staff. This takes place outside the normal school day. The whole school and parish supports and celebrates the children's First Holy Communion Day.

To further celebrate the school's Catholic ethos particularly attractive RE displays can be seen in public areas of the school. One such display joyfully proclaims the Church's

Mission 'You Are God's Work of Art' featuring pupils' decorated cut out puppets and the quotation 'Christ is like a single body which is made of many parts'. The school's patron saint (St. Joseph) also features prominently in the school's learning environment. A video screen in the main school entrance/ reception area showcases the work of the school and includes aspects of RE and the Catholic life of the school.

The extent to which the RE curriculum meets pupils' needs at St. Joseph's is outstanding. The Church's Mission in Education permeates the whole school and in particular classroom life, on an everyday basis. The school's 10% + curriculum RE time allocation, fully meets the Bishops' Conference requirements. All relevant RE curriculum policy documentation is in place, regularly reviewed by the governing body and is appropriately monitored by the RE subject leader and includes a programme of regular direct classroom observations. The governor with responsibility for RE meets regularly with the RE subject leader and is proactive in support of the RE/Catholic life of the school.

Most pupils are provided with appropriate feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Pupils are also encouraged to evaluate their own and others learning in RE lessons e.g. by completing 'Peer Assessment' pro-formas during RE lessons.

The RE curriculum very effectively provides pupils with a deep insight into their Catholic Faith and helps pupils see it in relation to other World Faiths. The school also draws support from the local Interfaith Centre. Further involvement by the school in the Keighley Shared Churches programme and the Keighley Schools' Linking project allows pupils to work collaboratively and productively with peers from varied social, cultural and religious backgrounds.

The RE curriculum is very successfully customised to meet the needs of those pupils with complex learning and/or behavioural needs. The work of support staff in RE is well planned, appropriately differentiated, effectively focused and makes a very significant, positive contribution to the overall quality of pupil learning. Good quality pastoral care provision is in place at the school, including the provision of a part time Catholic Care social worker to support vulnerable pupils. Similarly the Learning Mentors support pupils on anger management and friendship programmes. A breakfast club, and a range of after school activities (run by a private provider known to the school) are also available. A nurture room is planned to become available in the school for the new school year. Foundation Key Stage staff make home visits to help smooth new children's transition in to the school nursery. 'Caring and Sharing Days' at Holy Family Catholic High School support Y6/Y7 pupils' transition in to secondary education. Good links exist between the school and a wide variety of external agencies providing social and emotional support to children. Pupils say that they feel safe and secure at school and that they can always approach a member of school staff for help if they have any concerns. Pupils were able to cite a number of instances where this had been very helpful to them. Parents also say that there are good communication systems between school and home.

*"School staff are always very approachable and help to sort out any problems"* (parents comment).

A particularly successful initiative to promote good home school links is the school's 'Busy Bee Club' which provides opportunities for groups of up to 8 children and 8 adults, parents, carers, grandparents and school staff to work together after school on fun activities with their children –often junk modelling and puppets.

Education for Personal Relationships (EPR) is taught in line with the teachings of the Catholic Church. The governing body have recently adopted the EPR Programme ‘*All That I Am*’. Parents say that they support and very much appreciate the work that the school undertakes in this important area of RE and Catholic life of the School.

The quality of Collective Worship provided by the school is outstanding and is central to the life of St. Joseph’s School. It is a key part of every school celebration. Attendance by parents, parishioners and others associated with the school is welcomed and encouraged. Unfortunately the uptake is not always as high as it might be.

The RE subject leader conducts audits of RE resources and identifies gaps so that the RE budget is well focused. Governors approved an RE budget allocation of £3000 for the 2011-2012 financial year (a £615 increase over the previous financial year). This budget is in line with other core curriculum area allocations. RE funding has been used to acquire additional RE resources to support the RE Scheme ‘The Way, The Truth and The Life’. (WTL). Similarly additional high quality RE artefacts have been purchased including a set of CAFOD ‘Stations of the Cross’. Statues of the school’s Patron Saint and crucifixes have been purchased for classrooms. Reflective/quiet music CD’s /DVD’s and a laptop ‘preloaded’ with the words of hymns have been purchased for use in the main school hall. The school has also funded a number of RE focused In Service Training and Development days including RE assessment and standardisation, ‘Welcome to the Diocese’ (for newly appointed staff), RE co-ordinators meetings and RE retreat days.

*“I like it when we light an incense stick in class and play quiet music as we draw Mandalas.”* (pupil comment).

*These are the grades for the quality of provision*

<b>The quality of teaching in Religious Education.</b>	<b>2</b>
<b>The use of assessment to support learning in Religious Education.</b>	<b>2</b>
<b>The extent to which the Religious Education curriculum meets pupils’ needs.</b>	<b>1</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>1</b>

## **LEADERS AND MANAGERS**

**How effective leaders and managers are in developing the Catholic life of the School.**

<b>2</b>
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The extent to which leaders and managers develop the Catholic life of the school is good with outstanding aspects. How well leaders develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being is outstanding.

The governors, headteacher RE subject leader, deputy headteacher and assistant headteacher, clearly demonstrate a very strong determination to foster and further develop the Church’s Mission in education by providing opportunities for both staff and pupils to

deepen the Catholic life of the school. They constantly promote and evaluate the provision, practises and opportunities provided by the school for pupils and staff to 'live out' the Catholic life of the school. Leaders and managers also act as good role models and ensure that policies and procedures are firmly centred upon the promotion of gospel values in the day to day life of the school.

The School participates fully in developing and implementing a variety of partnership activities. These result in enhancing pupils' general well being and raising pupils' achievement in areas which the school alone could not provide. Productive partnership links exist with Keighley Churches Together and Worth Valley Extended Schools Partnership. Workshops for gifted and talented pupils and numerous sports partnerships have been developed. In monitoring and evaluating the school's RE provision (including the school's capacity to accurately collect and track pupil RE data), leaders and managers involve key partners such as the Diocese of Leeds/RE coordinators 'cluster meetings' and the Bradford and Keighley Catholic Schools Partnership. In this way standards in RE are starting to be 'internally levelled' and also 'externally moderated' for both accuracy and consistency of good practice. RE assessment issues common to partnership schools are addressed through the provision of joint staff training and development opportunities.

Governors' relationships with staff are very constructive. Governors fulfil their role as 'critical friend' to the school's senior management team. They show their determination in challenging and supporting the school in taking difficult decisions and in quickly tackling identified areas for further development. They have the expertise to meet the school's needs and are highly influential in determining the direction of the Catholic life of the school. Governors very effectively discharge their statutory and canonical duties in ensuring that the school conforms to its Foundation Trust Deed in the teachings, rites, practices, disciplines and liturgical norms of the Catholic Church. Governors further support the school's efforts in promoting the Catholic life of the school by their attendance at school Masses, seasonal liturgies and whole school celebrations. The Parish Priest is a popular visitor to the school and a well respected member of the whole local community. The school recently celebrated its 90<sup>th</sup> anniversary together with the Parish Priest's Golden Jubilee of his ordination to the priesthood.

The governing body have been highly inventive in making the best use of the school building through a series of remodelling/extension improvements over the years. The school council have contributed ideas for improvements which have been acted upon – particularly to the outdoor play areas. The size of the school hall limits its use for whole school Masses/assemblies however the school is very fortunate to have separate dining facilities in the old parish hall located in the basement of the school.

In the context of the distinctive identity of the Catholic school, there is a common sense of 'belonging' at St. Joseph's School. All associated with the school respect and celebrate its cultural diversity and ensure equal opportunities are available to all. Leaders and managers are proactive and highly effective in developing and implementing successful teaching and learning strategies which promote community cohesion throughout all key stages of the school. Extension activities with neighbouring schools on Shared Church; Diocesan school music projects; CAFOD based initiatives and supporting the diocesan mission in Peru enlarge pupils experience, knowledge and understanding of other cultures.

A newly formed Parents Forum engages the school community in social and sporting events often associated with local festivals and parish based events.

The newly appointed Head and Deputy Head teacher are having a very positive effect on driving standards up in both RE and the Catholic life of the school. They will ensure that the good practice seen at the school is both celebrated and promoted throughout all key stages of the school.

*These are the grades for leadership and management*

<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
<b>How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>2</b>
<b>How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.</b>	<b>1</b>
<b>How effectively leaders and managers promote Community Cohesion.</b>	<b>2</b>