

DIOCESE OF LEEDS



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
Queen's Road, Keighley, BD21 1AR

School URN

143032

Date of Inspection and OE
grade

8th/9th June 2017

Grade 1

E-mail address

office@stjosephsprimary.co.uk

Chair of Governors

Sharon Dematteis

Executive Headteacher

John Devlin

RE Subject Leader

Mary Watson/Sue Sheridan

Date and grade of last S48
inspection

28th/29th June 2012 Grade - Good

Section 48 Inspector/s

Patricia Ainge / Alixena Lubomski

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.

1

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

1

Summary of key findings:

This is an outstanding school

- All leaders, including the governors, have a clear vision – implementing the Catholic vision for education in school as well as in the local and wider community.
- A clear sense of mission pervades the entire school and is owned by all stakeholders from nursery to governors. This is rooted and expressed in the school's new mission statement.
- The executive headteacher and the head of school, who is also the Religious Education (RE) coordinator, are extremely effective, giving strong and committed leadership and have a thorough understanding of their responsibility to the school, the Church and the community.
- The governing body, including the parish priest, take an active part in the school, having a clear sense of ownership and involvement.
- Pupils take great pride in their school and their achievements and play an active role in shaping the Catholic Life of the school. Their behaviour is exemplary.
- The standard of Collective Worship is excellent and the provision is both varied and effective. Children play a leading role in Collective Worship throughout the school, appropriate to their age.
- Provision is good and is improving rapidly because of the recent creative approach to teaching RE. The curriculum is enhanced in many ways e.g. through the use of Cafod resources and the study of other major faiths.
- Teaching is consistently good with many outstanding features. Children are engaged throughout lessons and remain on task whether under direct supervision or not.
- Pupil attainment is good with the majority of children achieving at or above expected levels. There is a clear trend of improvement throughout the school. Progress in each key stage is excellent. Children make excellent progress between coming into the school in Nursery and leaving it at the end of Key Stage Two (KS2).

- Assessment is firmly embedded within the curriculum and assessment tasks take place at regular intervals. Moderation meetings are held within the school and also between schools within the Catholic Schools Partnership (CSP) and the Blessed Christopher Wharton Academy. (BCWA). Results of assessment form part of regular pupil progress meetings.
- Curriculum provision is enhanced by the use of different initiatives such as Cafod resources and the study of other Abrahamic faiths. It is further enriched by the many ICT resources available to pupils, notably the Albus Cubus studio, which the children use to make videos for many subjects including RE, and the use of quick response (QR) codes which can be scanned to find links to work that has been done.
- The school has forged outstanding partnerships with its sister school, Our Lady of Victories, the CSP, the BCWA and many outside agencies. The school's understanding of its responsibility to the wider community and people experiencing poverty is very clear.
- Pastoral care within the school is given a high priority and is very effective.
- All areas from the last Section 48 have been addressed.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- To further drive up standards and to enable children to achieve higher levels of attainment, make more use of driver words in planning and in activities, ensuring that tasks are challenging and making use of clear success criteria and 'I Can' statements.
- Share the outstanding good practice within the school to enable more teachers to achieve outstanding lessons.
- Embed the creative approach to RE teaching more firmly, using it, in conjunction with the school's RE resources, to achieve the levels of attainment.

Information about this inspection

The Inspection of St Joseph's Catholic Primary 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:

- How successfully the school has addressed the points for improvement arising from the last inspection
- How children contribute to and benefit from the Catholic life of the school
- How well pupils achieve and enjoy their RE.
- The quality of teaching and how well pupils respond to this.
- The RE curriculum and how well it promotes pupils' learning
- Leadership and management and how well they promote and monitor the provision for Catholic education at this school.
- How well children contribute to and benefit from Collective Worship in the school.

The inspection was carried out by two inspectors over one and a half days, a lead inspector who was new to the Section 48 team and an experienced inspector for support and guidance.

- The inspectors were given a tour of the school by pupils from the RE council.
- Teaching and learning was observed in every class including Nursery.
- A variety of different acts of worship were observed, including whole school Collective Worship, Year 2 class worship and child led Collective Worship in Year 6.
- Interviews were held with the executive head teacher, head of school/ RE coordinator and RE support member of staff, the parish priest who was also the governor responsible for RE, the chair of governors, two teachers who have been on a course on higher achievement in RE, one of whom will become the new RE coordinator in September, a group of parents and the school's RE council.
- A sample of work was scrutinised from every class along with evidence in other forms such as photographs, class books and ICT based evidence.
- Tracking data was scrutinised and it was explained by and discussed with the Deputy Head, who is to become Head of School in September.
- The RE coordinators file and monitoring file were scrutinised.
- A range of documents were made available and scrutinised including the Self Evaluation Form (SEF), a headteacher's report to governors, the school improvement plan and teachers' planning for all classes.
- Displays in classrooms and around the school and photographic evidence of activities throughout the liturgical calendar year, to show particular events which have taken place in school, in the parish and in the local and wider community have been noted.

Information about this school

- St Joseph's Catholic Primary School is a larger than average size primary school which serves the parish of Our Lady and St Joseph. It attracts applications from a wider catchment area including pupils from a great variety of social and economic backgrounds. Each year there are appeals for both Reception and in-year places and there are waiting lists for most year groups.
- The percentage of pupils eligible for Pupil Premium is above average. Pupils who have English as a second language is broadly in line with the national average.
- The numbers of children with SEN is increasing in Early Years and KS1. Three pupils have an Education, Health and Care Plan (EHCP) and applications are being made for 3 EHCPs for children currently in Early Years and KS1.
- The school has a rising Catholic population. Currently 59% of the number on roll are Catholics
- There is a nursery, one class in each year group from Reception to Year 4, two in Year 5 and two in Year 6.
- There are thirteen full time teachers and one part time, of which nine are Catholic and ten teach RE. Two teachers have the Catholic Certificate of Religious Studies (CCRS).
- Since the last inspection in June 2012, the school has started to downsize, the number on roll has dropped from 440 to 311. From September 2017 the school will start to upsize again and 45 children will be admitted to the reception class.

- There have been significant staffing changes since the last inspection. The senior management team now consists of an executive head teacher, head of school and a deputy head teacher. The school joined The Blessed Christopher Wharton Academy Trust on 1st October 2016. A new parish priest came to the parish in September 2015.
- The school works closely with its sister school Our Lady of Victories (OLV) and is an active member of the Catholic Schools' Partnership.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are

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.	2
How well pupils respond to and participate in the school's Collective Worship.	1

- The pupils know and have a strong sense of ownership of the mission statement *Building a community of excellence with God's guiding love*. They referred to it several times during the inspection in different lessons and during the tour of the school. The fact that it is a blueprint for living in the school for all stakeholders was very clear.
- Pupils play a leading role in shaping many of the religious activities within school and in living out their mission as followers of Jesus. This shows in a marked sense of responsibility, both for their own actions and also for the wider community e.g. the RE council explained that they have taken on the challenge of raising money to provide for the education of a girl in India for the next eight years. They also have good links with the parish and the local community, sending flowers and singing at Mass. From Year 2 onwards, pupils can be chosen to be part of the RE council. There is also a school council as well as the opportunity to be an Eco warrior.
- Relationships are excellent within the school and children take responsibility for their own actions and help others when in need. A friendship stop in the playground is used by the school council to help others. There is a sense of unity within the school that stems from the good relationships between staff and children. Parents have a high sense of appreciation for the school and all it does for them and for their children. They particularly value the efforts the school makes to enable them to feel involved, e.g. through Twitter, the website and newsletters.
- There is a secure and wide support framework for children including a Catholic Care worker, learning mentors and designated areas within the school for children with difficulties. Pupils are fully aware of these and know to whom they may go if they have a problem.
- Pupil behaviour is excellent both in and out of class, children are calm and well-mannered and show good relationships with staff and each other.
- Pupils thoroughly enjoy their learning in RE. The introduction of a more creative approach to RE has had excellent results and is driving up standards, encouraging children to question and show increasing understanding of different topics.
- While achievement is good and is improving in almost all areas of the school, more focused and challenging tasks would enable pupils to achieve higher levels as they move towards the end of Key Stage Two. While last year's Year 6 (Y6) exit data was in line with the Bradford Catholic average and above the Bradford average, the projection is that this year, the end of KS2 data will be higher and there is a clear and definite pattern of improvement from Nursery upwards.

- Progress within each key stage is very good.
- Collective Worship plays a central role in the school and all children participate. They have a reverent attitude to all aspects of worship and take part with respect and enthusiasm from the youngest children in Nursery to the oldest in Y6.
- They experience different forms of prayer and worship throughout the year and grow increasingly familiar with the rites and liturgies of the Church e.g. all classes reflected on the Stations of the Cross in Lent and Y3 were to celebrate their first communion on Sunday. Y6 said a short prayer that helped them to focus on the reason for signing the head, lips and heart with the cross when greeting the Gospel.
- The school has put a lot of effort into training pupils in leading Collective Worship. The staff, the lay chaplain from the local Catholic high school and the parish priest have all been involved and the result is that children begin helping to lead worship from Y2, building up their experience until they plan and lead the entire act of worship themselves. An excellent act of child led worship was observed in Y6, three children leading it thoughtfully and confidently while the rest participated prayerfully.
- The Parish priest is a key member of the school community, providing support for pupils, staff and parents in his role as chaplain and as governor responsible for RE.
- Parents were enthusiastic about the liturgies they attended, being impressed with the confidence of the children. They believed that this permeated the rest of their school life. One parent commented, "It's almost as though RE is driving the confidence forward."

The provision for Catholic Education is

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	1

- Teaching is good with some outstanding features. None is inadequate. It would benefit from more focused learning objectives which use the driver words. While these were used in some classes along with success criteria that showed the children how to achieve the objective, it was absent in others. Teaching would also benefit from the sharing of the good practice observed in many classes
- Teachers have worked closely with an external trainer to develop creative ways in which to enthuse pupils and motivate them in their RE lessons. The successful impact of this training was evident during the inspection, e.g. Y2 pupils were setting off in groups to photograph things they thought of as treasures around the school using their iPads, both Y5 classes were going to make a film of a specific other faith using the Albus Cubus studio and Y4 were discussing communities based on group photographs they had taken of themselves representing different communities to which they belong.
- Two teachers, one of whom is to be the RE coordinator next year, have attended a course on higher achievement and they show a good understanding of how to move forward using this new approach, having a clear understanding of where the school is now and where they need to go next.
- Pupils are developing higher order thinking skills through this new approach. Tasks now need to be set consistently across all year groups which will allow pupils to use these.
- RE is well resourced and teachers use a range of good quality resources in their lessons to enhance enjoyment and to support teaching. ICT is a particular feature of many lessons and has a very positive impact on the children's enjoyment and achievement.

- The standard and quality of work in books and class books was high, showing a range of activities. It was marked in accordance with the school marking policy although pupil response to the marking was varied in different classes. A range of evidence was seen that showed children actively involved in cross curricular creative RE.
- Presentation in books was very good. Displays in classes and around the school were also of a high standard, clearly signifying that St Joseph’s is a Catholic school
- The school uses a Diocese of Leeds approved RE scheme: “The Way, the Truth & the Life” (WTL) and supplements it with additional teaching materials from CAFOD; Catholic Care; “Statements to Live By”; work on “other faiths”. It is delivered in many creative ways, ensuring that pupils enjoy their work and encouraging good progress, e.g. in Y3 children were applying the principles of the Good Samaritan to their own lives and showed a clear ability to make links while laying the foundations for work at a higher level; Y1 were laying the basis for retelling the story of Jesus calming the sea by enacting it with sound effects.
- Teaching assistants are effectively deployed across the school in a number of ways during RE lessons. They are very effective when take a leading role in group activities and where they work on a one-to-one basis with children who find it harder to access the curriculum independently. Their intervention is focused and discreet.
- The quality of Collective Worship in the school is outstanding, pupils playing an increasingly responsible role as they progress through the school.
- In all acts of worship seen, the children gathered in a prayerful manner, listened to God’s word, responded to it in prayer and then were given a mission by being asked to remember or to write something to take home or use in class. This was clearly embedded in all CW. The sense of living out God’s word and not just listening to it was very clearly conveyed and was understood by all pupils. This is then carried over into their daily lives, e.g. in Y6 the example of Jesus washing the feet of the disciples was quoted by one boy when talking about our call to service.
- Pupils have the opportunity to pray in different ways, e.g. through silent reflection, singing, traditional prayer and petition.
- Pupils are very aware of the liturgical year and of the church’s different seasons. In Y5 a boy explained that a picture he was studying probably showed Advent because of the colour the priest was wearing as well as the words *Hope* and *Wait* that were on the wall behind the priest.
- Experiences of CW are well supported by informative displays and age-appropriate religious resources on the prayer tables throughout the school.

The Leadership and Management are outstanding

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
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- All Key areas for improvement that were identified on the previous S48 inspection report have been addressed by the school.
- Since the last inspection an executive head has been appointed as well as a new head of school, a new RE coordinator and a new chair of governors.
- Leaders and governors have an outstanding commitment to the Church’s mission in Catholic education and they work in partnership with their sister school, OLV, the BCWA and the CSP to ensure that RE and the Catholic Life of the school remain at the core of the school.

- The executive head has a very clear vision for the school and is passionate about what he wants for the children of St. Joseph's. This vision is driving improvement forward and is appreciated by pupils, staff, governors and parents. He also works tirelessly to promote the school's' mission and its role in the local community. One of the reasons he wants to expand the school again is to offer inclusive education to the local area, where many state schools are segregated.
- Good links are made with outside agencies and groups to ensure that the best opportunities are available to all pupils and staff.
- The school benefits from an excellent chair of governors who challenges and supports the senior leadership team and knows the school extremely well. Regular visits to the school by different governors ensures that they remain in touch with what is happening.
- The RE leader is very effective, using her role as RE coordinator and head of school to ensure that RE and the Catholic life of the school are continually moving forward. In September a new RE coordinator will take over and she has a clear sense of what is required, where the school needs to go and what she will need to do to get it there. She already has an action plan for next year.
- The senior leadership team (SLT) monitor RE closely, ensuring it retains its status as a core subject. Results of the monitoring form part of regular pupil progress meetings with staff. They realise the need to embed the new creative approach, which has just been introduced this year, and tie it more closely with driver words in order to achieve higher levels of attainment.
- The parish priest is extremely supportive of the school and works closely with the senior leaders to help them to deliver high quality CW and curricular RE. He offers support to staff as needed and finds ways to ensure that all children are included whether Catholic or not, e.g. by offering a short talk and a blessing instead of the Sacrament of Reconciliation.
- The Head teacher's report to governors has a detailed section on RE and the Catholic life of the school and RE is a priority on the school improvement plan.
- Governors ensure that RE is well funded and well resourced.
- The SLT ensure that all staff, including support staff have access to good quality RE Continuing Professional Development (CPD). This includes two full days which are dedicated to RE CPD each year.
- All canonical and statutory responsibilities are fulfilled.
- The school has worked hard since the last inspection to improve in many areas with great success. There is a sense of achievement and pride in the school which stems from the leadership and is felt by all stakeholders – Pride in the Badge - but there is no feeling of complacency. They are very clear about what they need to do next.

“I think my children will be better people for coming to this school.”

Comment by one parent.