

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
(Voluntary Academy)
Mount Pleasant Road, Pudsey.

School URN

139350

School DfE Number

3361

E-mail address

ashwora02@leedslearning.net

Chair of Governors

Mr Nick Reed

Headteacher

Mrs Alison Ashworth

RE Subject Leader

Mrs Judith White

Date of Inspection

11th - 12th March 2014

Section 48 Inspector

Mr Mark Brennan

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

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

1

Summary of key findings:

This is a Good Catholic School (2)

- From the moment you enter St Joseph's it is impossible to miss the strong and distinctive community ethos that exists. Parish life is intricately woven together with school life. Children, staff, governors and parents are extremely proud of their school's Catholic traditions.
- Teaching is mainly good and some is outstanding. There is no inadequate teaching.
- The leadership and management of the school are outstanding. The headteacher has established a very clear vision for the RE and Faith Life of the school.
- The provision of Collective Worship is outstanding and the extent to which pupils contribute to and benefit from the Catholic Life of the school is also outstanding.
- The school is not yet outstanding overall because the recent impressive initiatives that have been put in place to improve children's response to and participation in Collective Worship, as well as the work to ensure there is more outstanding teaching across the school, have not yet had enough time to fully take effect.
- Pupil behaviour is extremely good. This is true in and out of the classroom. Most pupils concentrate very well in lessons and are rarely off task.
- The school is very well resourced and shows dedicated and focused commitment to enhancing provision further. The caretaker and his staff make sure that the building is comfortable, clean and safe.

- Most children make at least good progress in RE during their time at the school and leave Year 6 with attainment which is slightly above the national average.

What the school needs to do to improve further

- Make greater use of the outstanding teaching that already exists in the upper part of the school to further improve all teaching and learning in RE. This should involve using ICT more regularly and making lessons more engaging, enjoyable and varied and enabling pupils to be more active and collaborative in lessons.
- Continue to improve the quality and consistency of Collective Worship across the school so that pupil response and participation is outstanding, and enthusiastic in all classes.
- Ensure that all pupils are given the information they need to reach their full potential in RE. This will involve continuing to make effective use of assessment data within each year group to plan learning activities that will allow them to achieve higher levels of attainment.

Information about this inspection

The Inspection of St Joseph's Catholic Primary (Voluntary Academy) 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 children contribute to and benefit from the Catholic Life of the school.
- How well children achieve and enjoy Religious Education and participate in the liturgical life of the school.
- The quality of the teaching and the responses the children make to that teaching.
- The accuracy of the school's self-evaluation systems.
- The quality of the leadership and management, especially in the way they promote, monitor and evaluate the provision of Catholic Education.
- The partnerships and contributions the school makes to the wider community.

The inspector visited almost all class groups to observe RE lessons, Collective Worship or both. Limited observations were made in classes where children were being taught by supply teachers who were new to the school. The inspector attended a whole school Penitential Liturgy. Meetings were held with the headteacher, RE subject leader, staff,

Catholic Care worker, Learning Mentor, SEN leader, Chair of the Governing Body, a group of pupils from the School Council and some parents. The inspector examined a wide variety of school documentation including the RE Subject Leader's files, children's exercise books, planning and assessment files, monitoring and evaluation records, meeting minutes, parents questionnaires, school action plans, newsletters, website and photograph albums. The inspection included spending time with children on the playground, in the dinner hall and on corridors. An assessment of the physical learning environment and the school's teaching resources was also undertaken.

Information about this school

- St Joseph's Catholic Primary (Voluntary Academy) serves the parish of St Joseph's Pudsey.
- The majority of pupils are white British and 98% are Baptised Catholics. The school has below average numbers of pupils with English as an Additional Language and the proportion of children on Free School Meals and having Special Educational Needs is below the national average. Nearly all the teachers and most of the support staff are Catholics. Three teachers hold the Catholic Certificate in Religious Education (CCRS).
- There is a private Nursery sharing part of the building and a large majority of the children from that Nursery enter the school.
- The school converted to academy status in March 2013 within a Catholic Multi-Academy Trust. This change in status and the transition phase of the conversion has been managed very successfully.
- The school is extremely popular and is to increase its PAN from September 2015. This will be accompanied by a significant extension and adaptations to the existing building.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are Good (2)

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.	2

- Outcomes for pupils at St Joseph's are good overall because they take responsibility for shaping and attending religious activities across the school. They are active participants in parish and community events, such as the daily Stations of the Cross in Lent and Sunday Mass and they do all this with reverence and respect.
- They are used to attending a variety of liturgical experiences including Mass, Penitential Services, May Processions. Pupil response and participation in Collective Worship is not yet outstanding because they do not regularly prepare and lead worship with confidence and enthusiasm in enough of a variety of situations.

- Pupils are curious and imaginative in exploring their Faith understanding in conversations with their teachers. A pupil in the Y1 class was keen to explain to her friends that, “We are asking God to look after our hearts and bodies when we pray.” A child in Y3 asked his teacher, “Why do we give up the Gloria and Alleluia in Lent?” and a Y6 pupil, pretending to be one of the Disciples at the Last Supper explained that when Jesus came to join them in the upper room, “I expected him to come and perform a miracle – like he usually did – but instead he came and washed our feet to show us we have to be a servant.”
- Their behaviour and attitude, even in unsupervised situations is extremely respectful, gentle and caring of others.
- Children are very proud of their school, its Catholic tradition and its links with the Parish and wider community. They speak positively, sensitively and with maturity about people of other cultures and faiths.
- Children are able to demonstrate a good level of knowledge of other world Faiths, mainly as the result of themed ‘Other Faith’ weeks and an annual Y5 trip called ‘A Faith Walk’ which involves a visit to 5 different places of worship in one day.
- The school is committed to its charitable work, something which fits perfectly with the motto of the school, ‘Facta non Verba’ (Actions not Words). The inspector heard this motto repeated on three occasions in two days by children in unprompted situations.
- Since 2012 the school has raised over £3,200 for many charitable organisations including Catholic Care, CAFOD, Peru Missions, Children in Need, MacMillan Nurses, St George’s Crypt, St Anne’s Community Services and Mission Together.
- Children enter the school in the Reception class with an average level of understanding of their Faith, given their age. By the time children reach the end of KS2 they are achieving good standards and some are above the average. No groups make inadequate progress.
- Children across the school are keen to do their best and in nearly all lessons they apply themselves diligently, working at a good pace. There was some low level fidgeting and passivity observed in some lessons during the inspection. Where this happened it was usually due to lessons being longer than they needed to be, the teacher talking for too long or when children were not given stimulating enough activities and work which was sufficiently challenging.
- Most children demonstrate a clear understanding of prayer. On several occasions they were observed to be skilled at creating their own prayers without warning and many displays around the school are filled with children’s personal prayers and reflections.
- Teachers demonstrate good subject knowledge, and in the observed outstanding lessons this resulted in pupils being inspired and challenged. A Y6 pupil commented, “I like RE because in Maths there is only one right answer, but in RE you can think about lots of answers and they can still be right.”
- The school has reviewed the planning and delivery of Collective Worship recently and the impact of this review and consequent training for staff, has made a significant difference to achieving consistency across all classes in terms of more active

participation and response, which is still only good because not enough time has elapsed to embed these changes consistently across the school.

The provision for Catholic Education is Good (2)

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

- Teaching of RE is mainly good, some is outstanding but none is inadequate. Where teaching is strongest children's tasks are matched well to their ability, the teachers avoid talking for extended periods of time, the children are active, engaged and inspired by what they are doing. Also, pace is maintained and children are allowed to work collaboratively.
- Children across the school are aware of the 'Purple Comments' that teachers make at the end of completed work and they are enthusiastically writing responses to the suggestions for improvement that have been given. There is some correction of grammatical errors in RE exercise books. This can sometimes give an impression that the literacy aspects are more important than the RE content.
- Extensive moderation within the school and with other schools has ensured that assessment data is accurate. This data shows that most children make good RE progress as they move through the school. This progress could be extended if better use was made of data in planning the learning in lessons.
- Children in all classes would benefit from more information on how to improve their work. Although older children know what level they are at in RE, they find it more difficult to say what they need to do to get to the next level.
- During the inspection only teachers were observed using any ICT, although there was some evidence of the use of ICT such as photography, research and word processing by children. The school would enhance learning further by increasing the number of RE lessons where children are using ICT in more creative ways.
- Teaching Assistants are effectively deployed across the school in a number of ways. They are most effective when they 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.
- Relationships between all adults and children in the school are characterised by respect, care, humour, affirmation and a genuine interest in catering for the needs of individuals and their families.
- The RE curriculum, taught through 'The Way the Truth and the Life' scheme, is generally well matched to the abilities and interests of the children although this is not consistent throughout the school. Pupils respond most enthusiastically where teachers take risks and look for innovative ways to inspire them and move the learning forward. Miming, role play, hot seating, writing diary entries and letters characterised the better examples of curriculum provision.

- Older children take responsibility for a variety of tasks within the school organisation. They count and report on House Points, collect class registers, act as buddies on the playground, serve at the dining tables, set up the hall for assemblies, tidy the cloakrooms and are librarians.
- The school provides good opportunities for spiritual and moral development and an extensive range of extra-curricular activities. These are much enjoyed and provide enrichment to the school curriculum. They are given weekly ethos statements to live by.
- The provision of Collective Worship in the school is outstanding because it is at the centre of everything the school is about. The Eucharist is celebrated regularly by KS2 children and the Parish Priest spends a lot of time gradually introducing elements of the Mass to the younger pupils.
- Pupils learn to prepare and lead worship with increasing confidence. At the youngest ages this is characterised by children who can construct a simple prayer table, read a simple opening thought or choose a special item to remind them of the mission they have promised to fulfil for that day. In older children this culminates in children conceiving, planning and leading a full Collective Worship for a whole class of their peers, with little support from their teacher.
- Pupils have an excellent awareness of all the key liturgical seasons and celebrations of the Church's year.
- The oldest children enjoy residential visits to Myddelton Grange and Haworth.

The Leadership and Management are Outstanding (1)

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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- Leaders, governors and managers are deeply committed to the Church's mission in education.
- The RE Governor is especially effective in raising the profile and importance of RE and Faith Life in the school.
- The experienced RE Leader is passionate about her subject and is a source of advice and encouragement for colleagues. She has established rigorous monitoring and self-evaluating systems so that senior leaders can have an authentic view on the quality of RE experienced by the pupils.
- The school has very confident and useful links with other schools, including community schools. The headteacher is Vice-Chair of the Pudsey Family of Schools.
- The school's membership of the Bishop Wheeler Academy Trust has laid impressively firm foundations for even closer links and collaboration with other Catholic schools. The headteacher and Chair of Governors are founding members of the Trust Board.

There is already extensive evidence of moderation meetings, liturgical celebrations, subject leader networking and pupil engagement in inter-school sports tournaments, liturgies and transfer events.

- The Governing Body is kept informed about the Faith Life of the school at regular points. An Action Plan is agreed at the beginning of the year and the Subject Leader reports on achievements and activities at the end.
- The Governors are all allocated individual classes to monitor. They follow cohorts all the way through school so that they can develop extremely close relationships with the children. There is a specific sub-committee established to oversee the spiritual, moral and social and cultural aspects of school life.
- Members of staff regularly pray together and a review of the school's Mission Statement takes place at the start of every year.
- The school has invested regular and substantial amounts of money into RE and Faith Life provision over the years comparable to other core areas in the wider curriculum.
- The Parish Priest is a significant and regular visitor in the school.
- Parents attend a range of Collective Worship opportunities and all key school events enthusiastically. They speak extremely positively about the school and the way all staff care for their children. They are appreciative of the Achievement Assemblies which take place every week to acknowledge the successes of pupils in all walks of school life.
- They are impressed by the communication they have with the school and speak with genuine admiration about the headteacher and the initiatives she has introduced. They like the weekly Wednesday Word and school newsletter as well as the termly RE newsletter and texting service. They greatly value the information that is available on the school's website.
- Parents are kept informed about their children's attainment in RE through termly reports.
- Children with special educational needs make very good progress through the school because of the nurturing and individualised support they and their parents receive.
- The Governors have ensured the adoption and implementation of a Sex and Relationships Education programme which is recommended and approved by the Diocese of Leeds. The majority of this is undertaken in Y6.
- Teachers are given RE and Faith Life targets each year as part of their Performance Management reviews.
- A Catholic Care worker is deployed in the school for two afternoons each week. Parents find this role very useful and the school uses the service to support them in working with children who may be vulnerable for a variety of reasons.
- The school fulfils all statutory and canonical requirements.