

# 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, A VOLUNTARY  
ACADEMY, MANOR SQUARE, OTLEY, LS21 SAP

School URN

139355

Date of S48 inspection and  
OE grade

October 3<sup>rd</sup> and 4<sup>th</sup>, 2019  
OE Grade: Outstanding

E-mail address

office@stjosephsotley.org

Chair of Governors

Diane Gaskin

Headteacher

Cecilia Knight

RE Subject Leader

Helena Harvey

Date and grade of last S48  
Inspection

June 26<sup>th</sup> and 27<sup>th</sup>, 2014  
OE Grade: Outstanding

Section 48 Inspector

Roxanna Drake

# 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 is the school in providing Catholic Education.

1

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

**COLLECTIVE WORSHIP**

1

## Summary of key findings:

### **This is an Outstanding Catholic Primary School**

- The school's Mission Statement, '***As a family with God in our hearts, we love, laugh and learn***' is lived out in the daily life of the school.
- School leaders and governors regard the promotion of the Catholic Life of the school as their leading responsibility.
- The quality of provision for the Catholic Life of the school is outstanding. All areas of the school reflect the Catholic mission it projects to all members of its community and visitors.
- The extent to which pupils contribute to and benefit from the Catholic Life of St Joseph's school is outstanding. Almost all pupils appreciate, value and actively participate in the Catholic Life and mission of the school.
- The governing body is highly ambitious for the Catholic Life of the school and lead by example. They are ardent about sharing their faith, and so make a significant contribution to the Catholic Life. They are passionate to share their regard for the school with others.
- All teachers have excellent Religious Education (RE) subject knowledge and are confident in teaching and sharing their faith. All teaching observed employed creative approaches and the acquisition of the skills required in RE.
- All teaching of RE is outstanding or good with outstanding elements. No inadequate RE teaching was observed.
- Pupils' engagement, response to and participation in the school's acts of Collective Worship is outstanding. Acts of Collective Worship engage all pupils' interest and inspire in them deep thought.
- Pupils have a deep sense of respect for those of other faiths and cultures.
- Key issues raised in the last Section 48 inspection have been acted upon.
- The governing body has ensured that all canonical and statutory duties are fulfilled.

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

- Develop the monitoring and evaluation of Catholic Life and acts of Collective Worship by providing regular opportunities to collect informed written comments from all members of the school community.
- Enable opportunities for pupils to respond to marking and feedback more consistently across the school ensuring that they understand what they can do to make further improvement.
- Enable older pupils in the school to lead acts of Collective Worship for younger pupils, with an emphasis on using scripture in a more creative way.

## **Information about this inspection**

The Inspection of St. Joseph's Catholic Primary School, Otley 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 Bishop 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 2017).

The inspector reviewed in detail the following aspects:

- The extent to which key issues identified for action in the school's previous Section 48 inspection have been addressed.
- The extent to which children contribute to and benefit from the Catholic Life of the school.
- The quality of the teaching, assessment, marking and feedback and the responses the children make to these.
- The extent to which the RE curriculum promotes learning for individuals and groups of pupils.
- The quality of acts of Collective Worship provided at the school and pupils' active participation, preparation and leadership of it.
- The quality of the leadership and management, especially in the way they promote, monitor, evaluate and develop the provision for the Catholic Life of the school, and plan for further improvements to outcomes, for pupils at St Joseph's Catholic Primary School.
- The school's partnership activities including home, school and parish links.
- During the inspection joint learning walks, teaching observations and observations of acts of Collective Worship were undertaken with senior leaders and the RE subject leader; four RE lessons and five acts of Collective Worship, two led by class teachers and three led by children covering all key stages, were observed. A whole school 50<sup>th</sup> anniversary celebration was observed based on the theme 'The 1960's'. A whole school act of Collective Worship was also evidenced.
- Formal meetings took place with the head teacher, RE subject leader, a group of teaching, administration and support staff, the school council, the Mini Vinnies, a group of parents, the chair of governors and the governor with responsibility for RE

and the parish priest. A number of informal conversations were held during the 50 years anniversary celebration event with previous pupils, parents and grandparents.

- The school's RE data, pupil progress and attainment tracking system were scrutinised and discussed with the members of the leadership team and the RE subject leader. A thorough scrutiny of pupils' RE books, including teachers' marking and assessment of RE was conducted.
- A detailed range of school RE documentation was scrutinised including the School Development Plan; the Diocesan Self Evaluation Form (DSEF); the RE Action Plan; the RE budget; the Relationships and Sex Education Policy (RSE); RE policies; the RE Leader's Monitoring and Evaluation Files; pupil RE tracking and progress data; governor minutes and pupil RE workbooks. Staff and governor training records were discussed. The school website, newsletters; parental surveys and feedback and reflection; RE displays in classrooms and public areas, together with photographic and digital evidence of religious celebrations held throughout the liturgical year were noted during the inspection.
- One inspector carried out the inspection over one and a half days.

### **Information about this school**

St Joseph's is a smaller than average one-form entry school within the Bishop Wheeler Catholic Academy Trust of the Diocese of Leeds. The school is in the centre of the market town of Otley, next to the Catholic church of Our Lady and All Saints, the parish from which the majority of children are drawn.

- St Joseph's has 190 pupils on roll, taught in single class age groups. Though the school does not have a breakfast club, it has close links with the breakfast and after school club run in the parish centre. The club uses the school grounds.
- The school works closely with the schools in the Trust to provide bespoke training and support.
- St Joseph's is a popular school, in which 83% of pupils are baptised Catholics.
- The number of pupils on the Special Education and Disabilities (SEND) register is in line with national averages and those eligible for free school meals (FSM) and Pupil Premium (PP) is below national average. The proportion of pupils for whom English is an additional language is below national average.
- The school has identified the Woodland Room within the school as a space where specific nurture and pastoral support takes place. One day a week Catholic Care provide social, emotional and mental health (SEMH) support for pupils on an individual, small group or a whole class basis depending on need.
- The parish priest works closely with the school creating stronger school parish links. A number of retired priests living close to the school give their time during Advent and Lent to celebrate the sacrament of reconciliation.
- All class teachers teach RE, some hold the Catholic Certificate of Religious Studies (CCRS). All are supportive of the school's strong Catholic ethos.
- The school holds a wide range of awards that include 'School Games Mark Gold', 'Mind Mate', 'Investing in Children' and 'Healthy School Status'. The school provides a range of activities and clubs after school run by staff and external providers.
- Pupils come from a diverse socio economic range of backgrounds. Most pupils are of white British heritage.

- Analysis of the tracking system shows that the progress of pupils in vulnerable groups is variable year on year. Any trend analysis is difficult as these pupils are not in statistically significant numbers.
- Pupil attendance is above the national average.
- The current head teacher took up her post in 2011.
- At the end of year six, almost all pupils transfer to St Mary's Menston, part of the Academy Trust.
- Very strong and productive links have been long-standing between the school and the other primary schools in the Bishop Wheeler Catholic Academy Trust and the other Otley community schools

## Full report - inspection judgements

### CATHOLIC LIFE

#### The Catholic Life of the school is Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>1</b>
The quality of provision for the Catholic Life of the school	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	<b>1</b>

- The school's Mission Statement, '*As a family with God in our hearts, we love, laugh and learn*', is lived out in the daily life of the school. It is displayed throughout the school. There is a strong family feeling of care and commitment to others in the school. All stakeholders review the mission statement. Staff are fully committed to the implementation of the school's mission, which acknowledges that each member of the school community is part of God's family.
- The governing body is highly ambitious for the Catholic Life of the school and lead by example. They are ardent about sharing their faith, and so make a highly significant contribution to the Catholic Life. They are passionate to share their regard for the school with others. The Catholic Life of the School is part of the set agenda on each governing body meeting.
- The extent to which pupils contribute to and benefit from the Catholic Life of St Joseph's school is outstanding. Almost all pupils value and actively participate in the Catholic Life and mission of the school. As one pupil commented, 'We serve the school, the church and the community'.
- Almost all pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of almost all pupils is exemplary at all times. In proportion to their years, they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others. The weekly statement to live by 'I know what to do when I see anyone being hurt,' was displayed in each class base and drawn upon so the pupils could reflect upon it in their own lives. The school council were able to articulate that 'We have friends and we don't bully'.
- Most pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. For example, the new play equipment in the

playground, an initiative between the pupils and Parent Teacher Association, effectively supports part of the Mission Statement 'God's children and family loving one another, praying together, playing together and walking hand in hand with God'.

- A more consistent approach to pupil evaluation of Catholic Life would give more information to the school to analyse and secure even more improvement.
- Almost all pupils are alert to the needs of others and seek justice for all within and beyond the school community. The school's year five and year six class buddying system with year one and Reception class respectively ensures that there is oversight from the pupils of others within the school. There is a 'buddy corner' and a 'buddy bench' in the playground for pupils to use when they need help or advice.
- Pupils readily participate in various charitable fund raising projects in support of Cafod; Catholic Care; the St. Vincent de Paul society (SVP) ; (Mini Vinnies); Macmillan Cancer; Starlight Children's Foundation; Shoeboxes for Children and Mary's Meals. A parent commented that, 'It is not just an event to raise money but the children get to learn all about it'.
- During the course of the liturgical year, pupils enrolled in the school's Faith in Action group take a positive and active role in promoting praying the Rosary and helping to organise the Corpus Christi and May Processions. They joyfully give of their time actively promoting the Catholic Life and mission of the school.
- The quality of provision for the Catholic Life of the school is outstanding. All areas of the school reflect the Catholic mission. A parent shared that, 'There is a permanent calmness in school. It is a credit to everyone. Children are comfortable with their Catholic faith and backgrounds'.
- All staff members promote high standards of behaviour. They enthusiastically take part and actively promote all school activities, which reflect the Catholic Life and mission of the school. Throughout the seasons of the year, they voluntarily give of their time to help support and guide the various groups in the school, e.g. Mini Vinnies, the Faith in Action group, the School Council and children following sacramental programmes in liaison with the parish.
- School leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school to an outstanding degree. They are inspirational and deeply committed to the Church's mission in education.
- Displays in classrooms, in key stages, the entrance corridor and the hall represent the pupils' high quality work. 'Values and Virtues' is used as a theme across the school. Each classroom shares a value to live by, a chosen class saint and 'The Leader in Me'. Catholic virtue signs are evident throughout the school, as a reminder to pupils of the qualities to live their lives by.
- School leaders and governors regard the promotion of the Catholic Life of the school as their leading responsibility. As a governor commented, 'Christ is at the centre of everything that we do'.
- Quality resources are a feature throughout the school, the governors have ensured that the pupils' school environment is bright, modern and reflects the high expectations of all the community.
- The school development plan prioritises the development of the Catholic Life of the school. The RE action plan outlines in more detail initiatives to be covered during the year.
- The school works very closely with the Bishop Wheeler Catholic Academy Trust. This leads to collective, well-monitored and evaluated improvements.
- Shared continuing professional development with the Bishop Wheeler Catholic Academy Trust and the diocese is frequent and well planned. Staff across the group appreciate the Catholic Life of the school and use school peer-to-peer discussions and moderation as a focus for further improvements.

- The school has highly successful strategies for engaging with almost all parents and carers. The head teacher works diligently to ensure good use is made of digital media such as Twitter; a phone messaging service; the website; newsletters from school including the Diocesan RE newsletters. The school newsletter features a page outlining the Catholic Life of the school. The parish church of Our Lady and All Saints publishes all school events. A parent commented that 'Communication is excellent. We are notified about school celebrations and even if your child is going to receive an award at the Friday assembly they let us know'.
- Parents feel very welcome in the school and are well informed. 'We are invited to lots of events; coffee mornings; spring fayre; all assemblies and liturgies; Acts of Collective Worship; Mass; parents' information sessions and sports day'. There is an active and supportive parents' association. Parents complete surveys about the school. However not all opportunities are used to collate feedback from parents when they attend an activity, celebration or event.
- The celebration of Masses, led by the pupils, is a key feature in celebrating Catholic Life. The 50<sup>th</sup> anniversary celebration Mass enabled pupils to share their understanding and their confidence when narrating, when singing and in their stewardship as altar servers. The parish daily morning Mass has a number of altar servers serving, on a rotating basis.
- The school is enthusiastic in its response to diocesan policies and initiatives. All leaders take great care to discuss and consult fully with all groups ensuring that the Bishop's vision for education is implemented in school. The Relationships and Sex Education scheme of work, 'Journey in Love', has been adopted by the school following consultations with all stakeholders. It features in the RE plan along with 'In the Beginning' and involves all staff.

## RELIGIOUS EDUCATION

### Religious Education is Outstanding

How well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
The quality of teaching, learning and assessment in Religious Education	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	<b>1</b>

- Most pupils, from their varied starting points, make good progress in each key stage. The latest results achieved at the end of Key Stage 2 show 90% gained expected attainment and of these one third gained three levels progress. Present data indicates that the school is maintaining the same level of progress.
- All teaching of RE observed was outstanding or good with outstanding elements. There was no inadequate teaching of RE.
- Shared learning objectives and success criteria were a feature of good and outstanding teaching. The younger children had these already pasted into their books to allow them more time to gain the success criteria. Where outstanding teaching was evidenced, the teacher used time and pace highly effectively, spending less time on teacher talk and allowing pupils to become actively immersed and engaged with their learning quickly.

- A wide range of creative strategies are employed which engages pupils' interest. Consequently, pupils are motivated and concentrate in lessons. Teachers use observation and questioning during lessons and in the outstanding lessons targeted pupils to ensure their understanding and challenged others to attain higher level thinking skills.
- All teachers have excellent RE subject knowledge and are confident in teaching and sharing their faith. All teaching observed employed creative approaches and the acquisition of the skills required in RE. A year five lesson observed, based on the theme of 'Caring for Creation' employed the skills of discussion, giving opinions and statements about their understanding of being a steward, of respect, of God's gifts to them, being a creator and co-creator and a de-creator. The pupils were able to identify several ways that they were stewards within school and how the various organisations they support help endangered animals and people who are less fortunate. They viewed their class saint, St Francis, as a co-creator. A year four lesson observed used freeze-frame techniques to explore the various relationships between the main characters involved in Moses fleeing Egypt. Reflection on the story and the requirement to explore deeper thought processes were aided by good questioning. One pupil's response was 'I am an Israelite and I am thinking that the warriors are going to catch me and kill me', whereas another who was one of the warriors stated 'I am jealous they are getting away, they get to be free'. Photographs taken during the lesson were available for the pupils to paste into their books and used as an aide-memoire. A year two class was engaged in the creative sharing of the story of 'Daniel in the Lion's Den'. They explored the meaning of the words 'Trust, Brave and Chosen'. One pupil shared that 'Daniel trusted God by praying to Him - I trust God everyday'.
- Differentiated pupil activities and tasks are matched to the pupils' needs.
- Almost all pupils concentrate exceptionally well, their behaviour is outstanding because pupils enjoy RE.
- In order to meet all pupil and staff needs, experienced teaching assistants and higher level teaching assistants are strategically deployed throughout the school, supporting individuals, groups of pupils and classes. Collectively they have a range of skills.
- Feedback to pupils is not consistently applied and this impacts on the progress made by the pupils in RE
- The RE subject leader has an inspiring vision for her subject and is instrumental in planning all aspects of it. She monitors and evaluates to ensure that planning for improvement is a key feature of her role. She ensures that RE meets the needs of all pupils and includes imaginative and creative elements. A number of new initiatives recently introduced are beginning to show rewards. The pre-assessment sheet and the child friendly 'I can statements' enable the pupils to share their knowledge and self-assess.
- Leaders and governors are outstanding in their monitoring, analysis and evaluation of the provision for RE at St Joseph's.

## **COLLECTIVE WORSHIP**

### **Collective Worship is Outstanding**

<b>How well pupils respond to and participate in the school's Collective Worship</b>	<b>1</b>
<b>The quality of provision for Collective Worship</b>	<b>1</b>
<b>How well leaders and governors promote, monitor and evaluate the provision for Collective Worship</b>	<b>1</b>



- Pupils' engagement, response to and participation in the schools' acts of Collective Worship is outstanding. Acts of Collective Worship engage all pupils' interest and inspire in them deep thought. As one pupil commented, 'I have time to think about questions asked of me and to pray for other people'.
- Acts of Collective Worship have a clear purpose and message. Themes chosen make a difference and pupils return home sharing them with their families. A parent shared that her child came home and told her about the story of creation 'and they light a candle because Jesus is the light of the world'.
- Pupil enthusiasm for Collective Worship is evident in their communal singing in whole school and class based worship and in the school's 50<sup>th</sup> year anniversary celebration Mass held in church.
- A joyous whole school act of Collective Worship led by the head teacher linked the 50<sup>th</sup> anniversary of the school with values and virtues adopted by the school. Very attractive wall displays created by each class visually represented these virtues. The gospel reading also outlined further links. Pupils entered the hall and exited the hall in prayerful silence. The pupils' mission was to reflect on the school's mission statement and what impact it had on their lives. One pupil regarded the mission statement as important 'Because it reminds me that all the good things we say come not only from the brain but also the heart'.
- The pupils from a very young age are encouraged to take an active part in Collective Worship. They are responsible for selecting the artefacts for Collective Worship and explaining why they have chosen them. Younger pupils enthusiastically follow prayers and actively use their bodies to dramatise bible stories. Lighting a candle, music and singing hymns was a main feature of all acts of worship observed,
- Key Stage 2 pupils lead class worship confidently and with pride in their faith. They are able to select appropriate materials and link them to the theme of worship followed. However, one pupil shared that, 'I would like more artefacts to choose from'.
- Pupils have an excellent understanding of the church's liturgical year and are guided to a deeper understanding by the staff. Worship areas reflected this guidance with the consistent use of the correct liturgical colour and relevant artefacts e.g. rosary beads and rosary prayers.
- Each classroom has a dedicated RE display and worship area. Daily prayers and pupils' personal prayers are displayed to read and pray. One parent shared that, 'The school gives pupils a foundation to their faith so that they are able to tackle difficult times. A pupil had recently suffered a bereavement and was able to choose a prayer to read giving him a place to mark this sad time'.
- Pupils have a deep sense of respect for those of other faiths and cultures, this is born out at the annual international Mass. A parent commented 'Children read and say prayers in their own language, they are so confident'. An annual Christmas singing event, in a neighbouring Anglican church, extends the pupils' experiences of other Christian denominations in the local community. The pupils also learn about other world faiths.
- Leaders have expert knowledge in how to plan and deliver quality Collective Worship. They are passionate about their role in the school and attach significant importance in cascading their enthusiasm through mentoring and continuous professional development. They are very visible as leaders of Acts of Collective Worship. Further staff professional development for Collective Worship is provided through membership of the Bishop Wheeler Catholic Academy Trust, the Diocese of Leeds and a member of the governing body with expert knowledge.

- Governors have created evaluation evidence of acts of Collective Worship. These are presented and discussed at governors' meetings, as an agenda item, thus ensuring a regular review of the schools self-evaluation of Collective Worship. The RE leader is also invited to governors' meetings to update them on Collective Worship.
- The RE subject leader and the parish priest meet to discuss, plan and organise a timetable for proposed Masses, liturgies and sacramental preparation for Reconciliation, Holy Communion and Confirmation. Sacramental preparation also involves another enthusiastic member of staff. Plans ensure that pupils have high quality experiences of the Church's liturgical life.
- Scrutiny of the RE subject leader's files evidence monitoring of Collective Worship taking place and that she is pro-active in offering help and advice. She also ensures that each class is building up a portfolio of acts of Collective Worship that have taken place. These are a comprehensive record of acts of Collective Worship held in class and feature a colourful mix of photos, prayers, signs and symbols.