

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
Mount Pleasant Road, Pudsey LS28 7AZ

School URN

139350

Date of S48 inspection and
OE grade

13th/14th June 2019 Grade 1

E-mail address

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Chair of Governors

Mr. Matthew Rudd

Headteacher

Miss Clare Gardner

RE Subject Leader

Mr. David Farmer and Mrs Steph
Rowlands

Date and grade of last S48
Inspection

11th/12th March 2014 Grade 2

Section 48 Inspector/s

Mrs Elizabeth Taylor

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 school.

- From the moment a visitor enters St Joseph's, the Catholic nature of the school is palpable through the warm, inclusive and genuine welcome offered as well through artwork, displays and artefacts which leave the visitor in no doubt that the Catholic mission of this school is at its very centre.
- The school is led by an inspirational executive headteacher who has a very clear vision for the school and a relentless approach to developing the Catholic Life, Collective Worship and Religious Education despite its already very high standards.
- The executive headteacher is ably supported by the dedicated and passionate head of school, assistant headteachers and the Religious Education (RE) subject leaders who share her vision and drive towards school development. The senior leadership team are, as a result, very effective.
- The academy councillors are outstanding. The parish priest described them as the most effective governors he has worked with in all his years of ministry. These councillors fulfil their role with energy and commitment making frequent monitoring visits into school. They have developed the use of an audit for the Catholic Life of the school and have contributed to the writing of the diocesan self-evaluation form (DSEF). They are rightly proud of the school they serve.
- The highest priority is given to the Catholic mission of the school and stakeholders work closely and tirelessly together to ensure that this is fulfilled to the very best of their abilities.
- The mission statement is integral to the school, evidenced through the whole school mission day which involved all stakeholders and which is often referred to in lessons. Not only do the pupils understand the mission of the school, they can quote from it and practise its principles in their day to day dealings with adults in school and with their peers.
- Pupils know and understand the school motto, 'facta non verba' (actions not words), which is lived out through the wide range of activities, experiences and opportunities offered to the children.

- The majority of the teaching observed in school is outstanding and none less than good.
- The provision of Catholic Care support has a profound effect upon pupils and staff and illustrates the caring nature of the school.
- Pupils' behaviour is exemplary at all times. They move around school in a quiet and self-controlled manner. They are polite and courteous and speak very highly of their school, its staff and its ethos. As one pupil said, 'we all look after each other, it's like a big family.'
- The Catholic Life of the school is outstanding. The pupils have the opportunity to take part in very many events within the school and parish community and indeed those beyond. Examples of this are the faith walks – one in Pudsey for Year 4, which focuses on visiting places of worship of other Christian denominations, and for Year 5s, one in Bradford where places of worship for other major world faiths are visited.
- Although sacramental preparation takes place in the parish, it is very well aided by the school team who provide support for the catechetical programme. The parish priest described the school as, 'a truly parish school in every sense of the word.'
- Teaching and learning at the school are also outstanding. The youngest pupils through to the oldest show an impressive degree of knowledge and understanding about their faith. It is evident that very many are regular Mass attenders. Care needs to be taken to ensure that pupils' written work in their books is consistent across classes and that individual pupils complete their best work at all times. The excellent practice of using greater depth questions on completion of a piece of work should be seen across each class.
- The behaviour of the reception children in church showed respect, restraint and awareness of their surroundings. These very young children prayed independently and reverently whilst their peers explored and photographed interesting features of their church.
- Parents think very highly of the school and very many individual staff members were mentioned for special attention, during interviews. Six parents, unable to attend the arranged meeting, took the trouble to write their thoughts, at length. All wrote very highly and appreciatively of the school.
- Collective Worship has been the focus of development since the last Section 48 inspection and subsequent canonical review and is now generally outstanding. Pupils have a clear understanding and appreciation of the value of prayer in their daily lives. Even the very youngest pupils know and use liturgical responses to Gospel readings and intercessions. All pupils listened and responded respectfully and reverently in all the observed sessions.
- Most of the RE lessons observed were outstanding with a very small minority graded as good. Children were offered a range of creative challenges which both developed their thinking, used their knowledge and understanding and gave them the opportunity to be active learners. Information and communication technology (ICT) was used very well in all observed lessons and with innovation in some. Pupils told me that they enjoy their creative and reflective sessions and one Year 6 child said, 'Before we just used to do all writing but now we do different things.'
- All areas for development from the last Section 48 inspection have been addressed as have those of the more recent canonical review.
- The diocesan relationships and sex education (RSE) policy has been through a period of consultation with stakeholders and is now in place.
- A wide ranging and ambitious action plan is in place and progress towards its fulfilment is continuous and closely monitored.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Continue to develop the use of the 'I Can' statements so that these can strengthen even further the assessment procedures in school.
- Develop Collective Worship in those classes which were less than outstanding by sharing the outstanding practice that already exists in school and consider the use of spontaneous prayer opportunities.

Information about this inspection

The Inspection of St. Joseph's, Pudsey, 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 the school had responded to its areas for development from the last S48 inspection and the latest canonical review.
- The provision made by the school for Catholic Life, Collective Worship and Religious Education.
- All aspects of leadership and management in the school including the senior leadership team and academy councillors.
- The assessment and tracking aspects of Religious Education including the extent to which the higher levels of attainment are achieved by pupils of different gender and those with special educational needs.
- How well children benefit from the Catholic Life of the school and their participation in Collective Worship sessions.
- How effective teaching of Religious Education is and how far this impacts on pupils' enjoyment and attainment.

The inspection was carried out by one inspector over two days through:

- A tour of the school and learning walk conducted by the executive headteacher.
- Observation of teaching and learning across the school.
- Participation in various acts of Collective Worship led by the pupils in different classes and the whole school and well as those led by teachers and by the executive headteacher.
- Interviews with the pupils, both formally and informally.
- Interviews with the executive headteacher, head of school, RE subject leaders, academy councillors, parish priest and parents.
- Observation of pupils as they interacted with one another during times other than lessons.
- Comprehensive and detailed scrutiny of documents provided by the school and those requested by the inspector.

- Scrutiny of the school website in terms of the visibility of the Catholic nature of the school.
- Comprehensive and detailed work scrutiny of pupils' work in their workbooks and on display, both in their classrooms and around school.

Information about this school

- St. Joseph's, Pudsey forms part of the Bishop Wheeler multi-academy trust and plays an active part in the trust. Currently, the headteacher is acting in an executive capacity for another trust school and one of the RE subject leaders is a specialist leader of education and in this capacity supports other trust schools.
- This is an expanding school. The planned admission number was raised in 2015 from 30 to 45. There are currently 275 pupils on role with 180 being taught in reception through to year 3 and the remaining 95 in years four to six. The majority of pupils are Catholic.
- When the expansion has moved through school there will be capacity for 315 pupils.
- A twenty-place nursery is also housed within school as part of extended provision and operated by the Bishop Wheeler multi-academy trust but which is fully integrated into school.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils on the special educational needs and disabilities register is below the national average. The proportion of pupils who have education and health care plans (EHCP) is below the national average.
- The proportion of pupils in receipt of Pupil Premium funding is below the national average.
- Since the last Section 48 inspection, there have been some significant changes to the leadership team including the appointment of a new headteacher.

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.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- Almost all pupils contribute to the Catholic Life of the school and all benefit from it. This is reflected in their exemplary behaviour; their confidence and their care and concern for one another. This was apparent in Year 6 where a pupil with autistic spectrum condition (ASC) and attention deficit hyperactivity disorder (ADHD) had been nurtured and included by the pupils themselves. He said, in a written statement, 'Furthermore my friends are really nice as well, even from the beginning when I

couldn't control my anger and lashed out. They've always been there for me in the bad times.'

- Benefits to pupils are also apparent in the wide range of provision offered by the school and the impact it has on individuals.
- Twenty-one children are enrolled Mini-Vinnies and were excited to have attended the recent national celebration at Westminster Cathedral in London. This had been the first visit to the capital for many and despite seeing several major sites, the overall impact was the range of ideas to fulfil their mission which other schools had shared, and which they now wanted to bring back to St Joseph's.
- Other pupils contribute through their role as liturgy leaders where they become skilled in organising collective worship prayer times in their own and other classes and act as mentors for younger children who aspire to take up the same role.
- The liturgy leaders extended their impact by organising and running a café to raise funds for the Catholic Agency for Overseas Development (CAFOD) world gifts.
- All children contribute to the Good Shepherd appeal and some attend the celebration at St. Anne's Cathedral.
- Parish links are tangible and shared ventures include the shoebox appeal, providing food for the local foodbank as well as those with a more liturgical bias, including the May procession.
- Pupils are very proud of their school and believe it to be different to other schools in the area. They know the staff and other children take great care of them and if they ever need any help there is always someone there to give them the support they need.
- Many children (and some staff) in school have benefitted from the support of Catholic Care. As one child wrote, 'I had time with Catholic Care and so much more and I have turned into a great student.'
- Catholic Care have also delivered its series of 'safer together' workshops which offer a safe space to learn about relationships and how these should benefit those involved and where no abuse should occur.
- Catholic character education is also being integrated into the Catholic Life of the school and into Religious Education. Pupils explore, both in liturgies and lessons, virtues such as honesty, humility, love, justice and service and can discuss these articulately. These are displayed particularly in Key Stage 2 and their impact is apparent.
- The innovative 'values cross' is an opportunity for pupils to nominate and celebrate others in school who have shown particular awareness of school values. Parents mentioned how this never fails to move them and how one parent in particular says she 'fills up' when the reasons for the nominations are read out.
- The inter-denominational faith walks in Pudsey are attended by the Year 4 children and the inter-faith walk is attended by the Year 5 pupils in Bradford. This is a unique opportunity for them to visit places of worship different from their own and to discuss similarities in values and beliefs. Pupils were able to articulate thoughts and feelings and were unanimous in their opinion that tasting the food was the 'best bit!'
- Pupils have been involved in evaluating the Catholic Life of the school through verbal and written responses and their comments and suggestions have been included in future development plans.
- Senior leaders and academy councillors are vigilant and effective in monitoring and assessing the Catholic Life of the school despite its already very high standards, and are in constant search to develop and improve this aspect even further.

RELIGIOUS EDUCATION

Religious Education is outstanding.

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

- Attainment at the end of both Key Stage One (KS1) and Key Stage Two (KS2) is impressive. Since 2015, those pupils reaching expectations by the end of Key Stage 1 has not fallen below 90% and in the school year 2017/18 all children in that key stage achieved expectations.
- At the end of KS2, over the past four years, three have seen all pupils achieve level four, that is the expected level at the end of that stage of their school career. Moderation of tracking systems and pupils' work takes place both within and beyond the multi academy trust with the school working closely within its 'triad' (three schools working together), then at a whole trust level. To make doubly sure of the accuracy of their judgements, the RE subject leaders visited another outstanding diocesan school outside of the trust.
- The number of pupils achieving beyond expectations increases from Foundation Stage to KS1 and then to KS2 as knowledge and understanding develops. Pupils who achieved beyond expectations at the end of KS2 last year was as high as 53%, although tracking of pupil progress and the character of the present cohort would suggest that this may decrease this current school year.
- Pupils reflect their enjoyment of their RE lessons through active participation in lessons and the extent to which they focus on their learning. Their written work is generally of a high standard.
- During an observed lesson in the reception class, pupils showed their knowledge and understanding of various religious artefacts by being able to name the altar, cross, candles, stained glass windows and the font where, as one pupil commented, 'babies get their heads dipped in.' They were being further challenged in their learning to know and understand the correct terminology for 'tabernacle' and 'pew'.
- Their behaviour as they visited church was impeccable and they were given the opportunity to photograph parts of the church or religious artefacts they wanted to learn more about and back in school, areas of provision were used to embed and develop learning.
- Foundation Stage and KS1 classes display joint work in their class big books which are a creative and absorbing record and reinforcement of RE work in each class. Plans are in place to extend this practice into Key Stage Two.
- In one mixed Year 1/2 class, the pupils learned about the first recorded miracle of the marriage feast of Cana. They were completely engrossed in the teacher as she used Godly Play (a method of teaching scripture using artefacts and 'wonder why' questions), to portray the events of the miracle. Her questioning developed and extended learning, visible through the challenge that followed where pupils, working in pairs, were alternately a news reporter gathering copy for a story and a witness of the events of the wedding. Their enjoyment was clearly evident.

- In Year 4, pupils were treated to a surprise ‘visit’ from the parish priest (who had left for his holiday) by using ICT and then an actual visit from a member of the parish who supported them in exploring the mission of St. Joseph’s Church.
- Year 5 creatively recorded their knowledge from the previous day’s faith walk and Year 6 were led into exploring themes of the Church in Action through dance and drama. Their understanding was such that they could communicate deep concepts such as community, Eucharist, welcome, mission and faith in these ways, with very little (if any) intervention from the adults present.
- Driver words are used throughout school and which are used to monitor and stretch pupils’ knowledge and understanding. Questioning is generally very good with teachers expecting pupils to explain, clarify and justify their answers.
- The, ‘I can’ statements are used very effectively in some classes. This practice needs to be consistent across school so that teachers and pupils have an even clearer idea of how well the pupils are achieving. These should be highlighted/ticked and dated. Only those levels appropriate to the child should be included in their workbooks to ensure pupils are always working to their full capability.
- Teachers have benefitted from attending CPD (curriculum and professional development) training organised by the diocese and have developed provision of creative and reflective lessons which the pupils understand and appreciate.
- The school uses the Way, the Truth and the Life as their basic curriculum but this is enhanced through their creative teaching methods where ICT is used to best and full advantage but does not detract from the main focus of the lesson, serving simply to increase pupils’ engagement and enjoyment even further.
- RE is given the required amount of time on each timetable.
- An effective monitoring programme is in place with RE subject leaders and other senior leaders observing lessons regularly.
- Pupil progress meetings take place five times a year for RE and are timetabled separately from those for English and Mathematics. The RE subject leaders use this time to interrogate tracking and assessment results for RE and compare these to the quality of work recorded by the pupils. This system has clearly helped to achieve the high standards in RE.
- Academy councillors are active participants in the monitoring of teaching and systems.
- Religious Education is given very high priority at St Joseph’s and the subject is led by two very able and effective leaders, one responsible for Foundation Stage and KS1 and the other for KS2 although they work incredibly well together to maintain the very high standards of teaching and learning that exist in school.

COLLECTIVE WORSHIP

Collective Worship is outstanding

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

- Acts of Collective Worship are integral to the school. They are of a very high standard where participants are engaged, reverent and appreciative. Pupils confirmed that they enjoy these periods of reflection and discernment.
- In whole school acts of Collective Worship, pupils entered the space quietly and reverently and took their places quietly and courteously whilst listening to reflective and meditative music.
- The headteacher used a video clip of a contemporary film to beautifully illustrate the theme of her collective act of worship, which was to always look for the hope, even in seemingly impossible situations. The pupils and adults present were captivated. The scripture reading of the Pentecost related directly to the clip and to the experiences of the disciples at that time.
- Representatives of Minnie-Vinnie's led a whole school act of collective worship related directly to their visit two days previously to the national celebration at Westminster Cathedral. They were clearly impressed and enthused and these feelings were shared by all those present, including approximately twenty-two visiting parents, grandparents and friends.
- The pupils in Year 5 benefit each year from a prayer residential at Ampleforth which is organised, planned and led by the assistant headteacher and KS2 RE lead. The pupils are introduced to different formats of worship included those which take place outside so that they can fully appreciate the wonder of God's creation. Pupils spoke passionately about the impact this had made on their approach to prayer.
- This impeccable behaviour was reflected in class sessions where both adult led and pupil led prayer times were valued and respected.
- Pupils were given clear indications of their actions/mission following Collective Worship which related to the scripture reading, the theme of the session and/or the school mission statement or motto.
- A beautifully crafted altar in the hall, bought with funds provided from the parent/teacher association, enhances whole school acts of Collective Worship. Consideration should be given to using this to encourage spontaneous prayer opportunities for the pupils for example by adding a prayer tree or pebble pool. The child's garden display could also be used for pupils to add their own prayers.
- Religious artefacts are kept in each classroom in a container reserved for the purpose and pupils in Year 2 could explain the purpose of many of them.
- Younger pupils were summoned to the start of Collective Worship in their class by singing, 'Come and Join the Circle.' They recognised this as the cue to stop working and to gather quietly and calmly to begin.
- A helpful, detailed planning format is provided for the pupils so that in pupil led Collective Worship sessions, all elements are included.
- The excellent practice observed throughout school should be extended to the small minority that were not outstanding. Some liturgy leaders need additional support to ensure that the length of scripture reading is age appropriate for the pupils taking part in the liturgy.
- Continuing professional development is ongoing within the multi-academy trust and within school and the Foundation/Key Stage 1 RE lead is instrumental in training other teachers within the multi-academy trust.
- Senior leaders and academy councillors play an important role in monitoring standards across school through their formal and informal visits, once again reflecting the importance attached to this central element of the school's mission.