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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
Crownest Road, Bingley BD16 4HQ

School URN	107342
Date of S48 inspection and OE grade	28 and 29 March 2019 Outstanding
E-mail address	office@stjosephsbing.bradford.sch.uk
Chair of Governors	John Shaw
Headteacher	Louise Robinson
RE Subject Leader	Mark Conway
Date and grade of last S48 Inspection	March 2014 - Outstanding
Section 48 Inspector/s	Diane Todd

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 school

- The leadership and management, including governance, are deeply committed to, and highly proactive in, implementing the Church's mission in education.
- A passionate and talented staff team ably supports leadership. All staff are committed to the clear vision of the school motto 'Love, Care, Share'.
- Parents and carers say 'The school feels like home, everyone is very approachable.' 'This is a very inclusive school, the whole family is welcomed'.
- The parish priest is a regular visitor to the school. He provides additional support to the school for spiritual and faith based activities as well as enhancing the Religious Education (RE) curriculum.
- High quality Collective Worship (CW) is central to the life of the school and is a key part of every school celebration being a prayerful and reverential experience for all.
- Pupils are extremely polite and helpful to visitors and this goes hand in hand with their exemplary behaviour towards each other. They willingly accept responsibility for caring for each other.
- A majority of the creative Religious Education (RE) teaching is outstanding but is never less than consistently good. Staff subject knowledge is excellent and pupils are motivated and enthused by the creative challenges presented to them in lessons.
- Behaviour for learning and attitudes towards learning in RE are exemplary. Pupils across the school remain on task and are extremely confident about their learning.
- Pupil attainment across the school is consistently high and progress is clearly visible in the pupils' work and the knowledge they display when questioned.
- Marking and feedback are of a high quality and rapidly guide pupils towards next steps in their learning.
- Assessment in RE is totally embedded within the curriculum. The 'Can I' statements used as learning objectives are very effective.

- Leaders and managers are rigorous in their analysis of data. Pupil data and progress are analysed in pupil progress meetings and RE is a core subject. Performance Management of leaders and teachers regularly has a Catholic Life element within the targets. The school development plan leads with actions to maintain and improve the Catholic Life of the school.
- Key issues raised in the previous Section 48 inspection have been successfully addressed.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- The Governing Body, assisted by the Senior Leadership Team, including the newly appointed RE subject leader, should re-examine the school's Mission Statement and simultaneously create a vision, incorporating Catholic Character Education.
- Continue to share the outstanding creative RE teaching and its resources across the school and to extend the practice to include other Catholic clusters and partnerships within the Leeds diocese.

Information about this inspection

The Inspection of St Joseph's 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 key issues for action identified in the previous Section 48 Inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.
- How well pupils respond to and participate in the school's Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

The inspection was carried out by one inspector over one and a half days: The inspector, examined the school website prior to the inspection. The inspector and headteacher conducted a 'learning walk' through school. The inspector observed four acts of Collective Worship, two involving the whole school, one class and one key stage. The inspector observed five classes during RE lessons. Discussions were held with the headteacher, the RE subject leader, parish priest, governors, parents, parishioners, and representatives from the school council, Faith Leaders and Mini-Vinnies. A comprehensive sample of

evidence covering the RE/Catholic Life of the school was made available. The school's tracking files to show pupil progress and attainment data were analysed. Samples of pupils' work, examples of marking and data from pupil and parent questionnaires, minutes from Governors' meetings and headteacher reports were scrutinised. School newsletters, Collective Worship planning and RE action plans were scrutinised. Displays in classrooms and around the school and photographic evidence of activities throughout the year were noted.

Information about this school

- St Joseph's Catholic School Bingley is a one form entry, Voluntary Aided primary school of the Leeds Diocese.
- It serves the parish of Our Lady and St Joseph of the Aire Valley (which incorporates St Mary and St Monica Cottingley and Sacred Heart Bingley).
- The school has a Published Admission Number (PAN) of 30 full time pupils. Of the 208 pupils currently on roll 83% are baptised Catholic. The pupils are organized into 7 single aged classes.
- The school is currently staffed by 9.6 full time equivalent (f.t.e.) qualified teachers. Two teachers hold the Catholic Certificate of Religious Studies (CCRS) or equivalent. Eight teachers teach Religious Education (RE).
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of pupils for whom English is an additional language is below average.
- The proportion of pupils on the Special Needs register, supported through school action, is below the national average. The proportion of pupils who have an Education Health Care plan is below the national average.
- The headteacher and deputy head have been in post for four years. The RE leader has been in post since January 2019, however he has experience of this role at his previous school.

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

- Pupils' contribution to the Catholic Life of the school is outstanding. The pupils are rightly proud of their Catholic school and know that they benefit from attendance there: *'St Joseph's is like a big family, all the teachers care about the children and all the children care about the teachers.'*

- Pupil voice features strongly at St Joseph's and there are numerous groups they can join such as the Mini-Vinnies, Faith Leaders, School Council and the more recently formed Faith in Action award. Groups and individuals are very active, they plan fundraising events, both at school and at home.
- At the time of inspection pupils were fundraising for the Good Shepherd Appeal. Every class and pupil was involved with this and there was strong sense of helping those *'that do not have as much as us'*. As one pupil said: *'it makes me happy to think we are helping others.'*
- Pupils all understand the school's behaviour policy and were involved with writing the 'Be-attitudes'. This policy is influenced by the Catholic ethos of the school. Pupils enjoy the positive rewards that come from adhering to the behaviour policy, both in terms of how safe the pupils feel in school and how much they respect each other and the adults: *'Everyone is kind and respectful, we look after each other, and everyone is welcome at St Joseph's.'*
- The sense of belonging is reinforced by the buddy systems, where pupils look out for one another. Year 6 children help the Reception children settle into school and continue this relationship throughout the year, with activities such as joint picnics and fundraising events such as the Beetle drive.
- The school's mission is revisited with pupils at the start of each academic year. Most recently the Mini-Vinnies alongside the new RE leader have re-written the school prayer: *'Heavenly Father, we love with open hearts, we share with you everything we are, we care for both everyone here and the needs of the world. Help keep us strong in our hearts, our minds and our actions, as we grow to make a very real difference in our lives and those of all others. Amen'*.
- Teaching in the wider curriculum strongly supports the Catholic Life of the school. Pupils are able to express opinions, they know about how to develop strong relationships and understand how to keep safe, in age appropriate ways. During the inspection there was a whole school focus in lessons, assemblies and worship on comfortable and uncomfortable feelings. This gave the pupils and staff a common language and understanding to express themselves.
- Parish links are extremely strong - staff, parents, governors and pupils talk about the parish priest with affection. A number of the pupils are altar servers and school does all it can to promote this and weekly Mass attendance in general. Plans for events, such as class Masses on a Sunday are to be arranged in the near future. This exemplifies the school's wish to evangelise and strengthen parish links even further.
- Displays around school are of the highest standard and clearly promote the Catholic life of the school. For example, the school's motto is displayed at the entrance to the school. Each classroom also has a religious focus area, displaying the correct liturgical colour and appropriate artefacts to engage the children spiritually.
- The headteacher and parish priest plan events to promote the Catholic Life of the school at the beginning of every year. This aspect of school is given the highest priority and is always the centre of any school development planning or school improvement.
- Governors have been extremely successful in employing practising Catholic staff. The most recent employment of an experienced teacher with previous knowledge and experience of leading RE from another diocese is evidence that governors make the Catholic Life of the school priority.
- Governors on the Catholic Life Committee and the chair of governors are regular visitors in school. This means that they can provide the correct amount of challenge and support to leaders, ensuring that high standards and excellent outcomes in all areas are maintained.
- Leaders and governors accurately assess areas for development and need. When gaps are discovered implementation of action plans quickly remedy these. For example

due to gaps in some of the staff's knowledge, the parish priest led inset on aspects of the Catholic Faith and worship.

- Many of the staff and governors attend the parish church. This leads to very strong links and a real sense of community. The parish priest is supported in sacramental preparation by the school. School staff support catechists to ensure the sacramental programmes meet the needs of all.
- The school has a dedicated 'prayer room'. This sacred space is used by staff and pupils at various times throughout the week. St Joseph's is a place of prayer. As one governor put it: 'All meetings start with a prayer, prayer is at the heart of everything at St Joseph's'.

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

- A majority of the teaching is outstanding but is never less than consistently good. Pupils say they enjoy RE. *'Teachers make RE fun, we do drama and art, and this helps us have a deeper understanding of stories from the Bible'*.
- Attitudes to learning and engagement in RE was of an extremely high standard in all lessons observed. Pupils were passionate about the subject and concentrated extremely well. Pupils showed a deep understanding of bible stories, how they might link to one another and to the life and traditions of Christians.
- Pupils have an excellent understanding of levels and the associated driver words. They know what level they are working on and the steps to improve. As one pupil said: *'the 'Can I' objectives really help me think about if I can do what is asked. We used to do I Can, but I think this is better'*.
- The older pupils have an excellent understanding of the structures around RE. For example they know clearly the purpose of opening 'topic' page. They realise that it is an opportunity to use prior knowledge to help them think about and connect ideas from previous learning to what they will learn next. At the end of a unit the pupils enjoy completing a flower, stating what they enjoyed doing and what were the main areas of learning. They felt very keenly that the main purpose of this was *'to help the teacher plan for next year and make lessons even better in St Joseph's'*.
- Active teaching strategies are commonly used such as walking around the classroom gathering information and filling in grids, group recording sheets and role play. This ensures that pupils are not passive in their learning but actively involved throughout the lesson. Partner or small group dialogue was a consistent and successful strategy employed by all staff to enable pupils to respond effectively and confidently.
- Pupils are delighted to share their ideas and work. In a very effective lesson quiet music was played in the background while pupils one by one were able to share an extract from their work. This was highly effective - all the pupils joined in and the

atmosphere was almost prayerful, allowing the pupils to feel confident in sharing their ideas.

- The quality and presentation of work in the RE books is of a high standard and marking is in line with the school's policy. Feedback often challenges pupils further and pupils respond to any question posed with a written commentary.
- When activities such as drama or role play are undertaken, older pupils are encouraged to fill in evidence sheets, where they state very succinctly what they have learnt.
- Pupils across the school are familiar with 'Driver Words'. These are displayed and verbalised regularly and pupils advised on how to achieve them. They are often the focus of learning intentions. Learning intentions are a consistent feature of all lessons observed. These are expressed very effectively as 'Can I' questions.
- The quality of relationships is a strength. All adults praise and constantly affirm the pupils, motivating them to discuss openly and think deeply. *'If you have a problem teachers always help, some children have a better understanding so they may do different work or not get as much help'. 'If you don't understand our teachers are really good at showing things to you in another way,'*
- Teachers show a high level of subject knowledge, this was evidenced in the annotated books provided to the inspector during the inspection, and also during teacher input. Teachers set high expectations for the pupils and the pupils 'lived up' to these.
- The provision for teaching other faiths is very good. Throughout their primary years the pupils learn about a number of world faiths. They realise the importance of understanding people with a different faith.
- The school monitors teaching and learning through triangulation of evidence. Class data is referred to during pupil progress meetings with teachers. Teachers are challenged for an explanation for a child or group's differing rates of progress. Leaders particularly focus on gender differences and staff are very aware of the need to ensure RE is accessible to all.
- There is very effective practice to ensure that lack of ability in literacy does not impinge upon outcomes in RE. The effective use of support assistants and a variety of methods used to record understanding ensures that all pupils are able to show the best of what they can do.
- Attainment in RE is high with around a third of pupils achieving at the higher level by the end of Key Stage 1, improving to half of pupils achieving at Level 5 by the end of Key Stage 2.
- Assessments are moderated through the Catholic Partnership of schools to ensure accuracy of levels given and ensure validity of assessment tasks given. The school uses formative assessment to ensure a rounded picture of pupil attainment and areas for improvement are often shared with pupils, verbally and through written comments.
- The school uses a Diocese of Leeds approved scheme, "The Way, the Truth and the Life" (WTL), and supplements it with additional materials. Teachers have attended the Creative RE training provided by the diocese or the Bradford schools partnership. Regular visits from the parish priests further enhance the curriculum as do visits to the parish church.
- Leaders are keen to ascertain the views of all stakeholders. Pupil and parent questionnaires show that the vast majority of pupils enjoy RE and the vast majority of parents value the positive role that this curriculum area has on their children's lives.
- The RE curriculum meets the requirements of the Bishops' Conference, with 10% or more of the timetable dedicated to the subject across all year groups.

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

- Pupil engagement in Collective Worship is excellent. The pupils act with reverence and join in community prayers appropriately and with confidence. The inspector observed many opportunities for pupils to say their own prayers both silently or out loud. All pupils showed real depth of participation in all worships observed whether it was at whole school level, key stage or class worship.
- Older pupils regularly prepare and lead worship in their classrooms. The pupils are well resourced in doing this with a structure and format that the children find easy to follow and lots of artefacts and resources which they can choose to enhance their planning. During the inspection two Faith Leaders planned and led the whole of Key Stage 1 in a liturgy which had Mother's day as the theme,
- Collective Worship is well resourced. The liturgical calendar is used by adults and older pupils to support planning. Pupils clearly understand the four part structure to acts of worship. They are also given a variety of resources to ensure that each worship is different and vibrant, whilst at the same time teaching the traditional responses of the church. One example was during a reflection using the Stations of the Cross, all pupils were familiar with the response '*Because by your holy Cross, you have redeemed the world*'.
- Pupils talk about their prayer books and how they enjoy writing in these and making up their own prayers. Even the very youngest pupils are encouraged to make up prayers of their own and the 'calm, reflective' area of the Reception classroom is used very well.
- The parish priest and senior leadership team plan a comprehensive list of services which reflect the liturgical year and give pupils and parents many opportunities to receive and be prepared for the Sacraments. One parent said, '*We are always welcome, we are given many opportunities to come to school. If I as a working parent cannot get here other members of my family are welcomed in. Lots of older parishioners come, and they really enjoy seeing the young people.*' The grandparents' Mass was particularly successful and enjoyed by all.
- The quality of adult led Collective Worship in the school is highly appreciated by parents: '*There is excellent spiritual direction from the staff, pupils are proud to read in services and the teachers have confidence in them.*' Collective Worship has a clear purpose with the themes chosen for worship reflecting a deep understanding of the Church's mission in education and the liturgical season. There are many reminders of this in the beautiful displays throughout the school.
- Staff are excellent role models for pupils in their adult led worship, which enables pupils to experience high quality experiences of the Church's liturgical year. Pupils are able to reflect in silence and join in community prayer appropriately and with confidence.

- Pupils have an excellent awareness of all the key liturgical seasons and celebrations of the Church's year, easily knowing the different colour cloth used during the liturgical seasons. Informative high quality displays and age-appropriate religious resources on the prayer tables throughout the school support adults and pupils. From scrutinising the monitoring file, the high quality worship described above is common. Children are often given a memorable object to remember what they have prayed about and to remind them of the mission they have been sent forth to carry out.
- Parents value the provision for Collective Worship. *'The Catholic faith is at the fore of everything the school does. Parents are welcomed to join in many prayerful events.'*
- Families are supported to pray at home with travelling cribs in Advent and Lenten bags. Each child is given a set of Rosary Beads and taught how to pray the Rosary.
- Families are informed of events taking place in the parish church, where many key members of staff are also parishioners, thus strengthening the bond between home, school and parish significantly.
- There is a clear policy for Collective Worship which is monitored and evaluated regularly. Liturgical and spiritual formation is considered a priority for all staff and they have accessed Collective Worship training.
- Staff also pray together on a regular and frequent basis and have opportunities for their own spiritual development through retreats and reflective time together. As one governor said *'Everything starts with a prayer at St Joseph's'*.
- The headteacher has attended diocesan courses on the delivery of Collective Worship. She is an extremely good role model for staff and pupils, putting much time and effort into producing acts of worship of the highest quality.
- Leaders and governors place a high importance on the self-evaluation of Collective Worship. Highly committed governors are often in school. The chair of the Catholic Life committee has conducted learning walks with the RE leader and headteacher, governors often attend acts of worship and the parish priest has delivered training to all staff on what makes quality collective worship.