

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
Joseph Street, Hunslet, Leeds LS10 2AD

School URN

108028

Date of S48 inspection and
OE grade

6 -7 December 2018
Grade: 1 Outstanding

E-mail address

office@stjosephscatholicprimary.org

Chair of Governors

Fr. N. Polland

Headteacher

Miss C. M^cHale

RE Subject Leader

Mrs. A. Scott

Date and grade of last S48
Inspection

22 – 23 October 2013
Grade: 1 Outstanding

Section 48 Inspector/s

Mr. D. Gott

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

- St Joseph's Catholic Primary School, Hunslet, is a highly effective school in providing and retaining an outstanding standard of Catholic Education for all pupils.
- Leaders, governors, staff and pupils are deeply committed to living out the Catholic mission of the school as expressed in the Mission Statement: '*St Joseph's : Following in the Footsteps of Jesus. Having fun Learning, Achieving and Loving together*'.
- The headteacher's calm, strong, purposeful leadership, inspires and pervades the whole of the school's teaching and learning environment. She leads by example and is ably supported by a very dedicated staff and a highly committed governing body led by a very experienced and knowledgeable chair (parish priest).
- Pupil behaviour is outstanding because almost all pupils are interested in, visibly enjoy and actively participate in the outstanding Catholic Life, Religious Education and Collective Worship opportunities which St. Joseph's School provides.
- St Joseph's is a very welcoming, inclusive school with a strong Catholic ethos and family feeling of belonging. It enjoys celebrating the cultural diversity and successes of all the pupils whom it serves.
- Religious Education (RE) teaching is largely outstanding and never less than consistently good. As a consequence, from their various starting points, almost all pupils make good progress in RE in each key stage, with many pupils achieving outstanding progress and attainment by the end of Key Stage 2.
- The school's governors and Senior Leadership Team (SLT), which includes the RE subject leader, apply the same academic rigour to the monitoring, assessment and evaluation of Catholic Life, RE and Collective Worship as to other core curriculum areas. The school's self-evaluation systems are accurate. Strengths and areas for development are captured in the School Improvement Plan (SIP). Appropriate

strategies for improvement are identified and acted upon promptly. Progress is reviewed regularly and impact on standards is reported on.

- Relative to their age and ability, and as a consequence of teachers' strong RE subject knowledge and exemplary leadership, almost all pupils have an excellent understanding of the Church's liturgical year, its seasons and religious feast days.
- Collective Worship is outstanding and is central to the life of the school for all pupils regardless of their own particular faith background. Pupils enjoy actively participating in this key part of every school celebration and do so with great respect and enthusiasm.
- Similarly as a consequence of teachers' expertise pupils rapidly gain a clear understanding of the purpose of Collective Worship and became more confident to undertake their own planning and delivery of Collective Worship.
- There is a strong sense of vocation at St Joseph's. Staff and governors give generously of their discretionary time for the good of the school. Morale is high.
- Pupils are proud of their school. They take a pride in their RE work and are caring for their peers and for those in need beyond the school.
- The school works in productive partnership with the Catholic Compass group of schools and other educational institutions, including the Diocese of Leeds Vicariate for Education and Catholic Care.
- The chaplaincy team of the parish priest and deacon are frequent visitors to the school. They are exemplary in promoting and strengthening home, school, parish pastoral links and in encouraging and supporting pupils to take on leadership roles within the overall Catholic Life of the school and wider parish. Pupils look forward to participating in school Masses and seasonal celebration liturgies.
- Leaders and governors at St Joseph's are not complacent. They are always seeking ways in which the Catholic Life, Religious Education and Collective Worship of the school can be improved.
- Good transition links have been established with Mount St Mary's Catholic High School and other schools to which pupils transfer for their secondary education. Continuous pupil pastoral and social care needs are maintained through Catholic Care liaison links.
- Foundation governors have faithfully ensured that the school remains true to the Catholic Church's mission in education.
- Recommendations for further school improvement raised in the previous Section 48 (S48) inspection report and diocesan canonical review have been appropriately addressed.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Increase the proportion of existing outstanding pupil led Collective Worship across the school by:
 - Developing opportunities for older pupils, to work with younger pupils, supporting and mentoring their leadership of Collective Worship.
 - Drawing upon and contributing to the Catholic Compass Partnership's existing outstanding pupil leadership of Collective Worship practice.
- Successfully complete the revision and implementation of the school's Relationships and Sex Education (RSE) programme across the school by:
 - Ensuring staff access appropriate training and development.
 - Fully consulting with staff, governors and parents.

- Drawing upon and contributing to the Catholic Compass Partnership's existing expertise in this area.
- Implement the Bishop of Leeds Initiative 'Catholic Character Education: Growing in the virtues and celebrating human flourishing in Catholic schools' by:
 - Ensuring staff access appropriate training and development.
 - Drawing upon and contributing to the Catholic Compass Partnership's expertise in implementing this initiative.

Information about this inspection

The Inspection of St Joseph's Catholic Primary School, Hunslet, Leeds, 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 any key issues identified for action in the previous S48 RE inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of the school's Catholic Life provision.
- How well pupils achieve and enjoy their learning in Religious Education (RE).
- How well leaders and governors promote, monitor, and evaluate the provision for Catholic Life, Religious Education and Collective Worship of the school.

The inspection was carried out by one inspector over one and a half days:

- The inspector jointly undertook a Catholic education focused learning walk of all the teaching areas of the school with the headteacher and RE subject leader.
- RE teaching and learning was observed in four classes, covering all key stages.
- The inspector observed seven Collective Worship, covering all key stages, both pupil led and teacher led, including one whole school collective worship led by the headteacher and pupil prayer leaders, and one before-school voluntary staff prayer gathering led by a member of staff. A dress rehearsal performance of the reception class Christmas presentation 'Little Nativity' was also observed.
- Detailed discussion meetings were held with the headteacher; acting deputy headteacher; RE subject leader; parish priest /chair of governors / RE link governor; foundation governor; teaching and support members of staff, and pupils and parents. Additional conversations were held with one of the school's communication workers who supports Polish pupils new to English; a social worker from Catholic Care; a work experience tutor from Notre Dame Sixth Form College and two parish members of the St. Vincent de Paul (SVP) Society, who support the school's Mini Vinnies.
- A very wide range of school Catholic Life, Religious Education and Collective Worship planning, monitoring and evaluation documentation was scrutinised, including the

school's Diocesan Self Evaluation Form (DSEF); School Improvement Plan (SIP); RE Action Plan and minutes of governor meetings.

- The school's pupil RE progress and attainment tracking system was demonstrated by the headteacher and RE leader. Headteacher reports to governors and the school's RE budget, including staff/governor training, were also scrutinised.
- RE displays and signage around the school and classrooms were noted. The school's communications with parents through RE newsletters and the school website were also sampled.
- A detailed work scrutiny of pupils' RE books was undertaken jointly with the headteacher.

Information about this school

- St Joseph's Catholic Primary School, Hunslet, Leeds is a smaller than average sized, one form entry, Voluntary Aided Catholic primary school of the Catholic Diocese of Leeds. The school serves the parish of St Margaret Clitherow. A parish weekly Saturday evening vigil Mass is celebrated in the school hall.
- The school educates pupils from 4 to 11 years of age and has a published annual admission number of 30 pupils. Pupils are taught in 7 chronologically aged mixed ability classes.
- Currently there are 206 pupils on roll of whom 52% are baptised Catholics.
- The proportion of pupils known to be eligible for pupil premium is above national average. The proportion of pupils for whom English is a second language is high. The proportion of pupils identified as having special education needs is high.
- The school is staffed by 7 full time and 4 part time teachers, 3 of whom hold the Catholic Certificate of Religious Studies (CCRS) or equivalent. Seven teachers teach RE. St Joseph's also employs 8.5 (f.t.e.) classroom support staff and a parental involvement worker.
- The school also employs a part time Catholic Care social worker and a communications support worker to assist pupils for whom English is a second language.
- St Joseph's has established student teacher placement links with Leeds Trinity University. The school also works in active partnership with a wide range of schools, including the Leeds Catholic Schools Compass Partnership and Mount St Mary's Catholic High School to which many of St Joseph's pupils transfer for their secondary education. The school also offers Year 13 final year students from Notre Dame College a 1 week work experience placement at St Joseph's.
- A number of significant changes have taken place at the school since the last Section 48 Inspection (2013). A permanent headteacher (current headteacher) was appointed in 2014. The Senior Leadership Team (SLT) has been restructured. The current RE Co-ordinator joined the school in 2015. A new parish priest was appointed in 2016. Changes to the governing body have included the appointment of a new chair and the establishment of a new committee structure. A new Mission Statement was introduced (2017) following joint governor, staff and pupil involvement. Considerable improvements to the internal and external school building have enhanced the teaching and learning environment and safety and security for pupils and staff at the school.
- The school maintains an outdoor prayer garden within the school grounds.

- The school provides a breakfast club and a range of after school extra curricular activities.

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 appreciate, value and actively contribute to and benefit from the outstanding Catholic Life of the school, as expressed in the school’s Mission Statement: *‘St. Joseph’s: Following in the Footsteps of Jesus. Having fun Learning, Achieving and Loving together.’*
- The school mission is a lived out reality at St Joseph’s in harmonious community relationships, pupils having fun learning and achieving at work and in daily school life. All have Jesus visibly at the centre. The children are able to talk about how they ‘follow in the footsteps of Jesus’. As one pupil commented: ‘I try to be kind and helpful, especially to the younger children.’ Another pupil commented: ‘I like our school’s Mission Statement because it’s not too complicated. It’s easy to understand but not always that easy to do!’
- The school recognises and encourages pupils’ efforts by presenting ‘Following in the footsteps of Jesus’ certificates to one child from each class each week during the Friday celebrations assembly.
- Since the last S48 inspection the school Mission Statement has been reviewed. Pupils played an active part in the review and through the School Council they continue to assist in evaluating ways in which it can be more fully realised in the Catholic Life of the school. ‘I like the “listening box” you can put ideas and suggestions into it’ was one evaluation comment.
- The school Mission Statement is prominently displayed in footprint logo form throughout all teaching and public areas of the school. For example, the Reception classroom door is covered with small footprints. Within each shape is the name of a child in the class. The footprints lead to the school Mission Statement which is displayed at child’s eye level. High quality pupils’ RE displays around the school further exemplify pupils’ understanding and evaluations of what the school mission means to them in their daily life.
- The extent to which pupils contribute to the Catholic Life of the school and benefit from it is also reflected in the exemplary behaviour of almost all pupils. They show a deep respect for themselves, their peers, and adults responsible for their care. They are polite and helpful to visitors. In relation to their age and ability, pupils exhibit the capacity to concentrate, listen well and reflect on spiritual issues. Parents say that they

value the 'moral compass' that their children gain at St Joseph's and that their children have a good understanding of right from wrong. Relative to their age, pupils are able to give thanks, to forgive and be forgiven. They are able to enjoy and celebrate their own and their peers' cultural heritage and successes. St Joseph's is a very inclusive school. As one pupil commented: 'There are tons of personalities in this school from all over the world. I like its international feel'.

- Pupils frequently evidence their values such as compassion, cooperation, understanding and the value of team work when willingly undertaking responsibilities for helping those in need. For example, the Mini Vinnies group play a very active role in Catholic school life. They recognise the importance of the Vincentians' motto: 'turning concern into action' by caring for others. This is exemplified in offering play and cooperation opportunities through leadership of the Zone Park play area at lunchtimes, being excellent role models to the younger children and demonstrating through their actions the Christian values of love, kindness, understanding, forgiveness and service.
- Together with the School Council, pupils organise various charitable fund raising activities such as running a school book sale in aid of St. Gemma's Hospice, Leeds, and events which support the local food bank and the homeless shelter at St George's Crypt. Pupils support Catholic Care through raising funds for the Good Shepherd fund in various ways, such as holding class 'silver snake' coin collections and juice and biscuit sales. Pupil parish links are also fostered by school involvement in organising and running a stall at St Peter's Christmas and Spring Fayre. Pupils also visit local care homes to sing for residents.
- Pupils, staff and parents new to the school comment that St Joseph's is a very welcoming school with a very strong family feeling of 'belonging'. A number of parents, grandparents and staff are former pupils of the school. Current pupils say that they value and enjoy the Catholic tradition of the school and its links with the wider parish and Diocese of Leeds. Pupils particularly enjoy carrying the school banner representing the school at the Good Shepherd service in Leeds Cathedral. Similarly, the Mini Vinnies enjoy taking part in their enrolment ceremony in the Cathedral. Year 6 pupils also enjoy attending 'The Big Sing Liturgy Thing' at Mount St. Mary's High School.
- Year 6 pupils take on a 'buddy' role with the school's new Reception Class pupils at a 'Welcome' Collective Worship to which parents are always invited. In the same way, peer support is offered to 'new joiner' pupils whenever they arrive at the school – especially if they come from overseas.
- The excellent quality of the provision for the Catholic Life of St Joseph's is evidenced in the high quality of RE artefacts and resources seen throughout the school, including technology. The signs, symbols and vibrant liturgical displays strongly communicate the school's clear Catholic identity, including that of the school's patron saint. Visitors to the school experience the uniqueness and sacredness of the whole school teaching and learning environment.
- The school's provision for Catholic Life is also reflected in the strength of its pastoral care for its pupils, families and staff. There is explicit commitment to provide additional resources to support the most vulnerable and needy. This is achieved in very productive partnership with Catholic Care, who provide a social worker to the school on a part time basis. Parents and carers express their gratitude for the support they receive from the school. 'I'm so glad that I found this school to send my child to. I can't thank staff enough for all their help' is a typical comment made to the inspector.
- Key policies and structures are in place to provide the utmost care, personal safety and security of pupils. The school's pastoral care programme of Personal Social and Health

Education (PSHE) is well thought out and dovetails with the school's RE curriculum, further reflecting opportunities for pupils' moral and spiritual growth within the context of Catholic social teaching.

- The school have reviewed, revised and approved a Relationship and Sex Education (RSE) programme in line with diocesan guidelines. To date the programme has been rolled out in the lower key stages. The school should now ensure that it fully completes the roll out to Key Stage 2 pupils in a timely manner and in full consultation with parents and carers, allowing for them to familiarise themselves with the programme's content and teaching materials.
- Leaders and governors at St. Joseph's outstandingly promote, monitor and evaluate the provision for the Catholic Life of the school. They are deeply committed to the Church's mission in education and see it as their core leadership responsibility. They are energised by the task and inspire a high sense of morale in all associated with the school. The Catholic Life of the school is a standing agenda item at governors' meetings.
- The RE subject leader is tireless in her monitoring and evaluating of Catholic Life of the school. Inspection evidence confirms that all the teaching and public areas support the Catholic Life of the school. Seasonal artefacts associated with the Church's liturgical year, imagery containing pupils' own work/prayers and artefacts associated with the relevant topic of study, all complement the RE focal point where the day-to-day celebration of the spiritual dimension of classroom life is celebrated. One RE focal area contained a beautiful photograph of Pope Francis with the class teacher at the Vatican in Rome.
- School leaders play an active part in the Catholic Compass Partnership. Leaders attend regular meetings where all share good practice, disseminate relevant information and work together to further develop Catholic Life across all the partnership schools. The importance of incorporating pupils' self evaluation into this process is recognised.
- Leaders and governors promote and provide access to training and development opportunities for staff and governors to strengthen their knowledge and understanding of their role in fulfilling the Church's mission in education at St Joseph's.
- The school's performance management system for teaching staff incorporates aspects of developing the Catholic Life of the school.
- Leaders and governors ensure that appropriate induction, mentoring and support systems are in place for staff and governors new to the school. Further training and development opportunities are appropriately signposted.
- Leaders and governors at St Joseph's are pro-active and forward thinking. They respond positively to diocesan policies and initiatives and take every opportunity to implement and promote the Bishop's vision for education for the Diocese of Leeds throughout the school. School leaders and governors are currently familiarising themselves with the document: 'Catholic Character Education: Growing in the virtues and celebrating human flourishing in Catholic schools' which forms a vital part of the Bishop's overall vision for Catholic education and the future faith development of children and young people in the Diocese of Leeds.
- Governors hold the schools Senior Leadership Team to account. They have the expertise to assume their 'critical friend' role as and when appropriate.

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

- From their various settings and at starting points in the Reception class, pupils' RE baseline assessments indicate below average attainment in age-related expectations in recognition, knowledge and understanding of the Catholic faith.
- As a consequence of the excellent start pupils receive in the school's Early Years almost all pupils go on to make continued good progress in RE in each key stage, with a number achieving outstanding progress by the end of Key Stage 2.
- Pupils' attainment, as indicated by teacher assessment, data tracking and standardisation through the Catholic Compass Partnership, shows a sustained rising trend in the number of pupils achieving above average attainment in RE by the end of Key Stage 2.
- Scrutiny of teachers' RE differentiated lesson planning, the school's RE half termly levels of RE progress and attainment tracking data, together with a detailed RE book scrutiny, clearly evidence that almost all groups of pupils, including those with specific learning needs, are also making comparable progress to that of the other pupils.
- St. Joseph's is a school where the teachers know their pupils very well. Consequently they plan, appropriately challenge and focus learning activities on systematic and accurate assessment of pupils' prior skills, knowledge and understanding in RE.
- The quality of RE teaching is largely outstanding and teaching is never less than consistently good. Teachers at St Joseph's are confident, have strong RE subject knowledge, high expectations of their pupils and above all have a visible enthusiasm for RE which they strongly communicate to their pupils. As a consequence, relative to their age and ability, pupils learn extremely well, ask deeper questions, become more religiously literate, engage with religious ideas and are able to integrate them into their own personal lives. Pupils visibly grow in confidence in RE as they move up through the school.
- The school currently uses the diocesan approved RE scheme 'The Way, the Truth & the Life' as its main programme of study. This is supplemented by additional teaching resources such as 'Statements to Live By' and RE artefacts relating to the Church's liturgical year and other world faiths.
- The school has recently committed considerable resource on teachers attending training and development courses on developing a more creative approach towards the teaching of RE. Classroom observations during this inspection strongly confirm the positive impact that this initiative is having in the classrooms at St Joseph's School. There is an overriding sense of staff enthusiasm and pupil enjoyment of RE where staff creatively develop teaching and learning. For example, on entering an Early Years

classroom pupils were a hive of industry, totally engrossed in the nativity story. Groups of pupils were variously making play dough angels; using Godly Play to tell the nativity story; acting out nativity scenes in the stage area of the classroom; and using dolls to talk about looking after new babies. Good use of technology was evidenced to draw pupils together to identify and sequence pictures of the main people and events in the scripture accounts for the nativity and to talk about them. Pupils concluded by enthusiastically singing the hymn 'Mary Mary' with accompanying actions from their 'Little Nativity' presentation.

- A common feature of all RE lessons observed is pupils' visible enjoyment, particularly evidenced where teachers' confidence and strong subject knowledge allows them to move away from sole reliance on the RE scheme. Where teachers actively promote opportunities for pupil discussions about the various key aspects of the particular lesson's learning objectives, pupils become much more actively engaged in the lesson and seek to contribute more readily to deeper discussions.
- From their earliest years pupils learn to talk to their 'talk partners'. As pupils progress up through the school, their discussions widen to broader groups and inspection evidence noted the progressive growth of pupils' religious literacy, frequently including correct use of 'driver words' associated with the RE topic.
- In an older class of pupils reflecting on their wider RE topic of 'Justice', pupils passionately engaged in class discussions relating to the current social and ethical dilemmas surrounding the injustice of refugees as a consequence of wars and poverty.
- A class of younger pupils enjoyed 'hot seating' Mary and Joseph about their feelings when they each were unexpectedly visited by the Angel Gabriel.
- An older class used 'freeze frames', facial expressions and artists interpretations of the Annunciation to make links between Joseph's feelings and study of his behaviour towards Mary after being visited by the Angel Gabriel..
- Classes give saints names to their various pupil groupings in RE. For example one class uses Saints Matthew, Mark, Luke and John. Pupils are knowledgeable about their group's saint and also of their school's patron saint.
- Where class teachers adopt a 'team approach' towards RE planning, teaching assistants are evidenced to be particularly skilled and effective in RE lessons, appropriately leading, challenging and supporting individual pupils and groups of pupils with specific learning needs. They are instrumental in helping to secure appropriate pupil progress and attainment in RE for those pupils in their care.
- In conversations with pupils during the inspection, pupils say that they enjoy their learning in RE. Typical comments made to the inspector include: 'It throws up some big questions to ponder. I like it when we get to talk about them in class'; 'As you get higher up the school, teachers stop sugar coating things and we look at more real life issues'; 'teachers make RE lessons fun and interesting'; 'Catholic schools are different, the work isn't easy but our teachers helps us to do it'.
- Classroom observations and discussions with pupils, evidence that behaviour in RE lessons is outstanding because almost all pupils enjoy their RE lessons and they are keen to do their best. Almost all pupils concentrate exceptionally well and are rarely off task.
- The quality and quantity of pupils' RE work, as evidenced in scrutiny of their RE workbooks, is very high. Pupils take a pride in the presentation of their work. There is clear evidence of differentiation in teachers' lesson planning to ensure that the particular needs of almost every pupil are consistently and effectively addressed. Pupils written work indicates imagination, originality, and the ability to reflect, evaluate

and engage with religious issues. For example one pupil wrote: 'War is fueled by the scorching fire of hate and greed which should be extinguished by the calm waters of peace and fairness', following reflections upon an RE lesson discussion on the injustice of refugees.

- Work scrutiny of pupils' RE books further evidences that teachers consistently adhere to the school's agreed marking policy across all key stages. Teachers establish a dialogue for improvement with pupils through posing 'next step' questions in green ink in pupil work books, to which pupils make a written response. Teachers avoid too much red ink on pupils' creative content, however they do pick up on mis spellings of 'driver words' relating to the particular RE topic being covered. Pupils have a very clear understanding of their current RE attainment levels and what they need to do next to improve. This is further reinforced by encouraging pupils to self assess aspects of their own RE progress using the "I can" statements.
- Leaders and governors diligently monitor and evaluate the provision for RE. They have ensured that the school's RE curriculum fully meets the requirements of the Bishops' Conference. At least 10% of curriculum time is devoted to the teaching of RE in each key stage.
- Leaders and governors have ensured that RE is given equal parity with the other core subjects of the school's curriculum in terms of resourcing, staffing and accommodation.
- Governors receive regular headteacher reports on pupil progress and attainment in RE based upon the systematic monitoring carried out by the headteacher and the RE subject leader. Areas of strength and areas requiring further development are highlighted. The latter are targeted for improvement through carefully structured plans in the RE Action Plan. Significant progress in achieving milestones and success are regularly reported upon.
- The very experienced chair of governors (parish priest) is also the school's RE link governor and is highly proactive visiting the school on a weekly basis. Pupils say that they look forward to his visits, especially when he leads meditations and celebrates Masses in the school.
- Leaders and governors are outward looking and have successfully established a number of productive links with other schools and educational institutions (most notably the Catholic Compass Partnership) which greatly benefits the RE curriculum of the school.
- Leaders and governors actively promote and avail themselves of RE training and development opportunities, especially in the area of monitoring and evaluation of pupil progress and attainment in RE at the school.
- Leaders and governors actively promote pupil inclusion at St Joseph's and seek to meet the needs of those pupils with special learning and/or social need through the provision of additional adult support.
- Leaders and governors ensure that the RE curriculum promotes social cohesion within the school and wider community by enriching the school's additional provision and teaching on other world faiths. During 'International Week' , the school celebrates its cultural diversity. Pupils and their families share their traditional celebrations with the school.
- This inspection confirms that the RE subject leader, headteacher and RE link governor have all had input into the completion of the school's Diocesan Self-Evaluation Form and that staff and governors are aware of its content. The school's self evaluation of RE is accurate.

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

- Collective Worship is central to the life of St Joseph's School for all pupils, irrespective of their faith background. It is at the heart of every school celebration.
- Pupils and staff at St Joseph's exhibit a genuine interest in and an enthusiasm for actively participating in Collective Worship. Pupils across all key stages demonstrate high levels of reverence and respect in their exemplary behaviour and willingness to engage with the selected themes, regardless of their own particular faith background.
- Praying together is central to the everyday life experience of all pupils and staff at St Joseph's and they do so in a variety of settings such as class, key stage and whole school settings. During the inspection, a voluntary, well attended before-school staff prayer meeting, led by the acting deputy headteacher, was evidenced. Similarly an outstanding whole school Collective Worship led by the headteacher and pupil prayer leaders was evidenced on the theme of the feast of St Nicholas. It was notable how knowledgeable the Polish pupils were on the subject.
- As pupils move up through the school, they increasingly evidence a growing religious literacy in their knowledge and understanding of a range of prayers and Catholic liturgy, reflecting the Church's liturgical year, seasons and religious feast days.
- Similarly pupils know and can enthusiastically sing an increasingly wide range of hymns. Younger pupils typically accompany their singing with actions.
- Through the choice of themes and scriptures, Collective Worship at St Joseph's greatly contributes to the spiritual and moral development of pupils. This is most poignantly evidenced in the pupils' sustained prayerful silences during Collective Worship, where pupils can stop and reflect on their personal relationship with Jesus. Key Stage 2 pupils use their own personal prayer journals to record their thoughts and feelings in response to the selected theme. This frequently stimulates pupils to compose their own prayers in response.
- As pupils progress up through the school, relative to their age and ability they willingly volunteer to take on increasing responsibilities for leading worship. Staff at St Joseph's are highly skilled in helping their pupils to plan and deliver high quality Collective Worship. They possess a strong RE subject knowledge and understanding of the Church's liturgical year, its seasons and religious feast days.
- Where this is well established pupils confidently demonstrate their ability to plan, prepare and deliver Collective Worship to their peers.
- In conversations with pupils and in evidencing their planning sheets it is clear that pupils want it to be the best that they can make it. For example, the planning sheet of an older group of pupil leaders of Collective Worship was so thoroughly planned that they had even specified the precise amount of time to be left for silent reflection.

- Excellent use of technology was evidenced in pupil led worships, often using digital images, reduced lighting and appropriate music to create a calm, reflective atmosphere for their Collective Worship. Similarly pupils are creative in assembling appropriate religious artefacts, signs and symbols to create stimulating focal points, displays and posters to help their peers maintain attention and interest throughout the Collective Worship.
- Another very notable aspect of Collective Worship at St Joseph's is the way in which the planning of Collective Worship also incorporates the production of small pocket sized, 'mission reminder' cards which are given to pupils as they leave the Collective Worship. For example after a younger class Advent themed Collective Worship, pupils distributed a mission card depicting an outstretched hand with a quotation from Isaiah 41: v 10. 'God says, I will make you strong. You can hold my hand and I will help you'. Similarly, following a lower KS1 Collective Worship on the theme 'Being a good friend', pupils were given a mission card depicting a hand shake of two hands of different colour shaking each other and with the prayer 'Jesus help me to be a good friend' superimposed over it.
- In conversations with younger pupils they say how much they enjoy taking part in Collective Worship. Relative to their age and ability they enjoy the responsibility of helping the teacher to set up the focal point for Collective Worship. Within a short time of joining the school they evidence recognition of religious artefacts associated with Collective Worship. For example an Early Years class has a 'Candle Group' and 'Bible Group' of pupils.
- In conversations with the older, more experienced pupil leaders of Collective Worship, they say that they would welcome the opportunity to help the younger pupils become more confident and experienced in leading aspects of Collective Worship. The headteacher and RE subject leader also see this as a possible way of further extending the leadership skills of older pupils.
- The headteacher, RE subject leader and parish priest are very visible leaders of highly effective Collective Worship. They have expert knowledge of the Church's liturgical year and of how to plan, prepare, deliver and evaluate effective Collective Worship. They lead by example for both staff and pupils.
- The governing body give high priority to the planning, resourcing and evaluation of Collective Worship at St Joseph's. Monitoring and evaluation of Collective Worship is very comprehensive. Headteacher and RE subject leader's monitoring files and associated documentation evidence a programme of monitoring of Collective Worship, survey comment slips from parents, minutes of governor meetings and visits into school and staff/governor training courses attended. Inspection evidence verifies the extremely positive impact this monitoring and evaluation has on the quality of the Collective Worship seen within the school.
- Leaders and governors very effectively use newsletters, parish bulletins and the school website to promote and publicise opportunities for parents, carers and parishioners to attend school seasonal celebrations, including Masses and Collective Worships.
- Parents comment very positively on attending school Masses and their child's seasonal celebration liturgies in school. They also note the positive impact that these events have on their children's spiritual and moral development in the home setting, irrespective of their child's ability or faith background. Parents of younger pupils evidenced that their children frequently enjoy singing the songs associated with the school's 'Little Nativity' presentation when they are at home.

- Preparation programmes for First Sacraments and Confirmation are undertaken through the parish. The school appropriately supports and celebrates pupils' spiritual growth as they further their journey in faith by holding school liturgies often led by the parish priest or parish deacon, for example leading meditative prayers in preparation for the Sacrament of Reconciliation.
- Pupils and staff appreciate the improvements to the school's teaching and learning environment including provision of their outdoor prayer garden which pupils say they enjoy using for their Collective Worship in the better weather. In any future planned internal remodeling work to the school by the governing body, the creation of a 'Prayer Room' and RE resource area would further enrich the Collective Worship experience for pupils and staff.
- The governing body ensure that the highest priority is placed on the professional development of staff including liturgical formation and the planning of Collective Worship.
- The headteacher and RE subject leader provide Collective Worship mentoring support to newly qualified teachers and staff new to the school. Appropriate access to the high quality training and development on Collective Worship is always made available.
- The chair of governors supports and mentors new governors appointed to the school. He also ensures that appropriate governor training and development courses on monitoring and evaluation in Catholic schools are made available to new governors. Links with the Catholic Compass Partnership are strong.
- Foundation governors have faithfully ensured that the canonical requirements of the school's foundation trust deed continue to be adhered to, in that Religious Education and religious worship conducted at St Joseph's are in accordance with the teachings and rites of the Roman Catholic Church.
- Inspection evidence finds that leaders and governors at St Joseph's are not complacent. They are always seeking ways in which the Catholic Life, Religious Education and Collective Worship of the school can be further improved. There is high morale and a strong sense of vocation amongst staff and governors of the school. All are seeking to achieve realisation of the school's Mission Statement as a day to day living reality for pupils, staff and governors of St Joseph's Catholic Primary School, Hunslet.