



Catholic Schools Inspectorate inspection report for St Joseph's Catholic Primary, Dewsbury

URN: 148482

Carried out on behalf of the Right Rev. Marcus Stock, Bishop of Leeds on:

Date: 19 - 20 January 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- This school is a very warm and welcoming community which lives out its Catholic mission in every interaction between its members and with external visitors.
- Under the decisive leadership of the headteacher and religious education (RE) subject leader, the school works hard to provide good quality Catholic education for all its pupils.
- Prayer and Liturgy is an integral part of the daily life of the school community and provides staff and pupils with dedicated time to reflect on their own lives and the lives of others.
- Pupils, from the earliest years, develop very positive relationships with staff and other pupils and feel loved and valued by the school community.

- Staff commitment to St Joseph's is high. Continuous professional development for Catholic Life, RE and prayer and liturgy has been prioritised by the governors and senior leaders, since the last inspection, with very positive results.

What the school needs to improve:

- Embed the outcomes of the recent review of the school's mission statement through continued strong partnership working with all stakeholders.
- Provide greater opportunities for more lengthy written responses in religious education, enabling pupils to develop their independence and produce work of a consistently high quality.
- Provide regular opportunities for pupils to evaluate the quality of prayer and liturgy in order to continue to enhance and deepen the spiritual life of the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



The extent to which pupils contribute to and benefit from the Catholic life and mission of the school is outstanding. Pupils live and bear witness to the school's recently reviewed mission statement: 'grow, discover, achieve in the image of God'. From their earliest years they have a secure understanding of the mission and can clearly articulate how this is translated into the daily lives of all at St Joseph's School. They are happy, confident and feel secure at school. Pupils show a deep respect for all in their school and wider parish community. This is particularly evident in the many interactions that take place around the school. Pupils' responses about their understanding of different faiths and how this richness of different traditions is celebrated within school demonstrate the school's commitment to recognise that all are made in God's image. Pupils respond readily to the demands of Catholic Social Teaching through their support of a variety of local, national and global charities. Pupils across the school, with the support and guidance of the voluntary Faith Leaders, use the language of the virtues confidently. They can articulate why and how they are required to care for our common home and serve those in need.

The school's mission statement has been reviewed and is the result of consultation with and feedback from a significant number of the school's stakeholders. It is a clear expression of the educational mission of the Church. All staff are committed to witnessing to the mission statement across the curriculum and the whole of school life. There is a strong sense of community and everyone is welcomed in a spirit of generous hospitality. All pupils are greeted with God's blessing by staff each day which they say helps them 'to be closer to Jesus'. The parish priest, governors, parents and other visitors to the school are very appreciative of this

warmth of welcome and state that it has been a central element of the school's ethos over time. The school environment reflects the school's mission in every area and is respected and cared for by all. Pupils are proud to share their work and achievements in the classrooms and corridors. The chaplaincy provision is strong in the school, well-planned and effective opportunities provide staff and pupils with the tools for growth, spiritually and morally. Pupils are clear that they can ask any adult or their peers for support and it will always be given in a spirit of generosity and love. The provision for relationship and health education meets both statutory and diocesan requirements. The school has adopted the 'Life to the Full' scheme of work and staff have accessed relevant training. This scheme is supplemented where required by the 'Leader in Me' programme.

The dedicated headteacher, senior leaders and governors bear witness to the Church's mission as guardians of the Catholic life and mission of the school. This is viewed by leaders and governors as a core responsibility. Governors have a thorough insight into this aspect of the life of the school and are active participants. They are committed to their role and, as a result, the school works in partnership with the diocesan bishop. The school is highly regarded by parents and families. It has highly effective strategies for engaging parents and carers to the benefit of pupils. Bespoke support is provided for individual pupils, staff and families through the school's cognitive behaviour therapist link and the learning mentor. Well-being is prioritised by leaders and governors. The school's focus on 'emotional bank accounts' is having a very positive impact on pupils and staff alike. Staff feel highly valued, their views are regularly sought and they appreciate the consideration that the head teacher and assistant head teacher give to workload when areas of school life are being reviewed. The school's self-evaluation, led by the headteacher and assistant head teacher, is based on accurate monitoring, analysis and self challenge. Well chosen professional development and coaching is enabling all new staff to develop and secure their knowledge and understanding of Catholic life and mission when they join the school. Teachers speak highly of the quality of the training and coaching which has helped them develop as role models for the pupils in their care.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils make good progress in knowing and remembering more relative to their age and capacity. Across the school, pupils can orally articulate their developing knowledge and use it to reflect spiritually and to think ethically and theologically. However, the tasks chosen by teachers to capture this knowledge do not always provide the pupils with scope to express themselves independently and with required detail. There is insufficient focus on creating enough opportunities for regular extended pieces of writing. Pupils enjoy their learning and find the school's chosen lesson structure engaging. This results in high levels of enthusiasm in lessons and very good behaviour. Pupils are provided with regular opportunities to strengthen and deepen their learning through appropriate 'practise/ go deeper' questions. This consistency of approach to marking and feedback is supporting good progress across the school.

Teachers are secure overall in their subject knowledge and are committed to the value of religious education. Planning is linked to current assessments and the skilful use of questions during lessons ensures that teachers can identify where pupils are in their understanding. The school has worked hard to broaden the range of activities that pupils use in the 'Let's explore' part of their learning. The study of religious art, use of role play and animated Bible stories are resulting in high levels of engagement and motivation in lessons. Pupils related their secure knowledge of the signs and symbols associated with the Sacrament of Baptism following a class role play activity. The use of scripture is well embedded across the school's provision and pupils, particularly in the older years, can analyse, discuss and use Bible verses linked to their learning with appropriate levels of adult support. Teachers skilfully use the language of the virtues to support pupils during times of purposeful reflection. As a result,

pupils can confidently relate the gospel message to their actions in their day to day lives. Children in the Early Years successfully complete tasks which show their understanding of how to show love for Jesus.

All leaders ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory (RED). It is comparable to other core subjects in terms of professional development, resourcing, timetabling and staffing. Senior leaders regularly scrutinise work samples and accurately report their findings to governors. Targetted professional development is provided for all staff regularly and, as a result, teaching is at least good across all year groups. Curriculum planning ensures clear progression of knowledge and understanding of the Catholic faith and other world religions. This is further enhanced with visits to places of religious significance and inspirational visitors. The subject leader for religious education, supported by the head teacher, has an inspiring vision for high quality teaching and learning and a high level of expertise in working to securing this vision. She willingly shares her expertise to the benefit of other schools in the Blessed Peter Snow Catholic Academy Trust. Leaders and governors' self evaluation of religious education is informed by regular monitoring, analysis and self-challenge. The strategic action taken as a result of these activities has led to good outcomes.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

As a result of leaders' passion for and devotion to the enhancement of prayer and liturgy throughout the school, liturgy is a prayerful and relevant experience for all pupils. Pupils are confident and independent in their planning and delivery of liturgy. Pupils begin the day by acknowledging God's blessing on themselves and their teachers. Pupils of all ages can articulate how prayer and liturgy influences their day-to day actions. They understand the power of prayer and the importance of praying for others in the world and local community. Pupils will routinely go to prayer areas throughout the day to write and say their own prayers.

Leaders have ensured that staff and pupils have received high quality training on the delivery of prayer and liturgy. As a result, pupils work collaboratively with others and undertake liturgical ministries with confidence, understanding and skill. This high quality prayer and liturgy would be further enhanced with regular opportunities for evaluation by pupils. Each class has an age appropriate prayer book and pupils know their set prayers well, including being able to say the 'sign of the cross' in Latin. Prayer and liturgy is an integral part of the daily life of St Joseph's school. Pupils of all ages are fully engaged in all aspects of prayer and respond with reverence, attentiveness and reflection at a high level appropriate to their age and capacity. The staff skilfully support the pupils throughout the liturgical year in preparing and celebrating liturgies and masses in school and church. Pupils lead and experience liturgies which consistently include well chosen scripture passages, meaningful visual focal points, spontaneous and traditional prayer, moments of quiet reflection and suitable religious songs.

The school has strong links with the parish and the parish priest supports the school's leadership in their mission to develop the prayer life of all its community. The pupils recognise the important role of the parish priest in their faith journeys. Parents acknowledge that St

Joseph's School is a prayerful and supportive community where they are always welcome. The school's policy for prayer and liturgy has ensured that the quality has improved since the last inspection in all areas of the school. Liturgies consistently follow a four-part structure which is familiar to all pupils.

Faith leaders in Years 5 and 6 volunteer for this leadership role in school and give up their own time joyfully to share religious activities with other pupils. The experienced RE governor and chair of governors are pro-active in promoting and supporting the prayer life of the school. The academy council has an ambitious vision for prayer and liturgy in the school and provides supportive challenge to the senior leaders to make this vision a reality. Leaders have invested heavily in ensuring all aspects of prayer and liturgy are well resourced. This includes the provision of extensive training for all teachers and teaching assistants in how to plan, lead and support pupils in their leadership of prayer and liturgy. This training has empowered all staff and resulted in the high quality prayer and liturgy experienced by the school community on a day-to-day basis.

Information about the school

Full name of school	ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
School unique reference number (URN)	148482
Full postal address of the school	HEALDS ROAD, DEWSBURY, WF13 4HY
School phone number	01924 462053
Name of head teacher or principal	CLAIRE BULLOCH
Chair of governing board	ELIZABETH STANLEY
School Website	stjosephsdewsbury.co.uk
Multi-academy trust or company (if applicable)	BLESSED PETER SNOW CATHOLIC ACADEMY TRUST
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	DIOCESE OF LEEDS
Gender of pupils	MIXED
Date of last denominational inspection	NOVEMBER 2016
Previous denominational inspection grade	GOOD

The inspection team

ALIXENA LUBOMSKI	Lead inspector
CARMEL UTTING	Team inspector
ANGELA PHILLIPS	Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement