

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806

Final Inspection report

Incorporating

Section 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL
A Voluntary Academy
Barnsley Road, Moorthorpe WF92BP

School URN	108266
Date of Inspection and OE grade	22 nd and 23 rd January 2015 OE: Good (2)
E-mail address	admin@sjm.bkcat.co.uk
Chair of Governors	Chair of Sponsor Intervention Board: Mr. Kieron Flood
Headteacher	Mrs. Lesley Darren
RE Subject Leader	Mr. Luke Welsh
Date and grade of last S48 inspection	March 2012: Satisfactory
Section 48 Inspector	Mr. David 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 the school is in providing Catholic Education.

2

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

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good Catholic Primary School.

- Outcomes for Pupils; Provision for Catholic Education and Leaders and Management are good at St. Joseph's Catholic Primary School.
- The powerful impact of the Sponsor Intervention Board, together with the inspirational leadership of the current Headteacher and RE subject leader (deputy head), has been instrumental in raising standards.
- The school is not yet outstanding as recently introduced improvements require more time to become fully embedded.
- Prayer and Collective Worship (CW) are at the heart of day-to-day life at St. Joseph's School.
- There is a very strong, family feeling, of 'belonging' at the school. Staff and pupil morale is high.
- Teaching of RE is mainly good, some is outstanding but none is inadequate.
- Standards achieved in the final key stage are mostly above average and progress is at least good or better with nothing that is inadequate.
- Staff lead by example. Pupils are polite and well behaved.
- The support provided by other adults in classrooms is very well targeted to ensure that individuals and groups of pupils in their care, are achieving their expected learning outcomes within RE lessons.
- Pupils benefit greatly from the network of very productive links the school has established with other schools and partner agencies.
- The school's RE curriculum meets Bishops' Conference requirements.
- The key issues identified for action in the previous S48 inspection have been acted upon.

- The Sponsor Intervention Board have ensured that the school fully operates under the provisions of the Trust Deed of the Diocese of Leeds and all canonical and statutory responsibilities are fulfilled.

What the school needs to do to improve further.

- Share existing outstanding RE practice more widely across the school so that all RE teaching is good or outstanding.
- Further empower the Pupil Chaplaincy Team to spread their good practice to all key stages.
- In order to fully embed recent school improvements in RE, continue to provide staff (teaching and support) with access to high quality Continuous Professional Development (CPD) to further strengthen their subject knowledge and deepen their understanding of the RE/Catholic Life of the school.

Information about this inspection

The Inspection of St. Joseph's Catholic Primary School was carried out under the requirements of the Education Act 2005, Canon Law 806 and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator 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 2012).

The inspector reviewed in detail the following aspects:

- The extent to which key issues for action identified in the previous Section 48 RE inspection have been satisfactorily addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education (RE).
- The quality of teaching and how purposeful learning is in RE.
- The extent to which the RE curriculum promotes pupils' learning.
- The quality of Collective Worship (CW) provided by the school and in particular the extent to which pupils respond and actively participate in the Catholic Life of the school.
- How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education –including planning and implementing improvements to outcomes for pupils.
- School partnership working –including home/school/parish links.

The inspection was carried out by 1 inspector over 1 1/2 days. A sample of 6 RE lessons was observed (including 3 joint observations with the RE subject leader/deputy head). A sample of 6 CW was observed (including child led whole class/key stage CW). Observations covered all 3 key stages. A comprehensive range of school RE policy documentation/governor reports/RE budget and pupil RE progress tracking data was sampled, together with RE moderated portfolios, pupil RE workbooks, teachers' RE planning and assessment systems. RE newsletters, displays, liturgical calendars, evidence of wider community links, charitable outreach and Other Faith education were also sampled. Digital RE/Catholic Life evidence was also accessed –including the school website.

Information about this school

- St. Joseph’s Catholic Primary School, Moorthorpe is a smaller than average sized primary school for pupils of 3 to 11 years of age. The school serves the reconfigured parish of The Sacred Heart and Saint Joseph in the Catholic Diocese of Leeds.
- The school has a Pupil Admission Number (PAN) of 30 reception/upper foundation children and since September 2013 capacity for 40 part time nursery /lower foundation children. Currently there are 213 pupils on roll, including 33 part time nursery children. Pupil numbers are rising. Of these, 59% are baptised Catholics. Pupils are taught in 8 classes (including nursery).
- The proportion of pupils that speak English as an additional language (EAL) is above average. The majority of these are of Polish heritage.
- The proportion supported at school action plus, or with a statement of Special Educational Needs is average.
- The proportion of pupils known to be eligible for the Pupil Premium is below average.
- There were no pupil exclusions in the last academic year.
- Since the last Section 48 (S48) inspection (March 2012) the school has become a voluntary academy sponsored by the Bishop Konstant Catholic Multi Academy Trust (1st February, 2014).
- The current Headteacher has been in post since January 2013. The current Deputy Headteacher/RE Subject Leader has been in post since May 2014.
- A Sponsor Intervention Board (SIB) is in place to oversee academy governance and management. The Chair is the Headteacher of an outstanding Catholic primary school within the same academy trust of the diocese.
- The school currently has 9 full time teachers. (There are no part time teachers.) Four of the teachers are Catholic. Nine teachers teach RE. Three teachers hold the Catholic Certificate of Religious Studies (CCRS) or equivalent. Currently, no teachers are undertaking CCRS or equivalent. Four staff have successfully completed the Catholic Foundation Stones (CFS) RE Course of the Diocese of Leeds. Currently, 3 further staff are undertaking the CFS course.
- The majority of Year 6 pupils transfer to St. Wilfrid’s Catholic High School, Featherstone, for their secondary education. Good links exist between the schools.
- The school building (including the separate nursery) has benefitted from a series of remodelling and refurbishing programmes, which have improved the overall safety, security and learning environment for pupils and staff.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are Good

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the school’s Collective Worship.	2

- Pupils at St. Joseph’s actively take on responsibilities and participate constructively in developing the Catholic Life of the school beyond routine lessons and activities – including evaluating the Catholic Life of the school.
- At the time of the inspection the school’s Mission Statement is being further revitalised following a ‘Mission Day’ led by the Diocesan RE Co-ordinator. Pupils are helping to

finalise the mission so that it will place 'Christ at our heart as we live, laugh, learn and love together'.

- The school's Pupil Chaplaincy Team help to lead class and Key Stage 2 assemblies based upon the weekly 'Ethos Statements to Live by' and 'The Wednesday Word'. Pupils themselves say how much they enjoy this aspect of their school life. The school would further benefit by spreading their work to other key stages.
- The School Council work hard to improve the Catholic Life of the School and pupils are inventive and highly successful in their charitable fund raising activities. The school supports Catholic Care through the annual "Good Shepherd" Appeal. Plans to develop a prayer garden and a school prayer book, are in the seminal stages.
- Each class has an assigned patron saint. Pupils are knowledgeable about the life of the saints and how they set examples to follow.
- Pupils understand that religious belief and spiritual values are important for many people. In 'Other Faith' studies, 'Diversity Week' and 'One World Week' pupils explore how our behaviours can affect other faith communities both in our own country and around the globe. CAFOD projects are frequently incorporated into the school's RE curriculum.
- The Parish Priest is a popular and very welcome visitor to the school. In conjunction with the RE Subject Leader, an annual liturgical calendar is planned for the whole school year. This includes class and whole school Masses, school liturgies and Class Worships. Parish/School events are also co-ordinated, including a First Sacraments programme and a First Holy Communion 'Thanksgiving Mass'. Home, school, parish links are further promoted via the school website, on which regular school/parish newsletters publicising parish events, are posted.
- Pupils are very fortunate in having their parish church located immediately next to the school. They value their many visits to the church and are knowledgeable about its distinctive features and the important role it plays in school/parish life.
- Pupils behave well both in and outside of the school classroom. They have a good understanding of right and wrong and are considerate towards others. Visitors frequently comment upon the pupils' good manners.
- School RE baseline assessments suggest that the majority of pupils join the school with below average age related expectations in RE. However, the standards pupils achieve in the final key stage (KS2) are mostly above average. Pupils are attaining generally above average standards in knowledge and understanding of religion (Attainment Target 1) and an ability to reflect on meaning (AT2) in all key stages.
- Most groups of pupils make at least good progress and some may make outstanding progress with nothing that is inadequate.
- The school has very effectively incorporated RE into the same pupil progress tracking system used by senior leaders and class teachers to monitor attainment and progress in other core curriculum areas. The RE subject leader and class teachers monitor pupil progress on a half termly basis. Where appropriate, intervention strategies are implemented.
- From direct observations of RE lessons across all key stages, pupils are seen to be keen to do well, generally apply themselves diligently in lessons and work at a good pace. Most pupils seek to produce their best work and are interested in and enthusiastic about their learning in RE.
- Pupils appropriately respond to and actively participate in the school's Collective Worship (CW). It is a key aspect of the Catholic Life of the School and as such is very popular with pupils, parents and staff alike. Pupils know and appropriately join in school prayers and sing school hymns with confidence. The school is particularly fortunate in having a music teacher on the staff as evidenced by the good quality of hymn singing. Pupils are becoming increasingly skilled, relative to their age and ability

in preparing and leading worship with growing confidence and enthusiasm. This is being led by the Year 6 recently established Pupil Chaplaincy Team.

- Pupils have a good understanding, appropriate to their age and capabilities of the Church’s main seasonal celebrations. They are at ease when praying with their class, key stage and whole school community.
- The school uses diocesan CW planning and progression guidelines and appropriately adapts the format in line with pupils’ ages and abilities. Technology is frequently used to enhance the CW. Pupils are respectful and reflective in CW, especially during periods of silent meditation as was particularly evidenced in an outstanding Upper Key Stage 2 silent meditation lasting 6 minutes, focused on a reflection by Pope Benedict XV1 on: ‘The Son of the Living God’.

The provision for Catholic Education is Good

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils’ learning.	2
The quality of Collective Worship provided by the school.	2

- RE teaching is mainly good, some is outstanding but none is inadequate. The school would benefit by sharing its existing outstanding RE practice more widely across the school. The majority of RE teaching enables pupils to make good progress as learners. As a result of good planning and assessment procedures, (including appropriate differentiation) teachers and other adults appropriately plan to meet the needs of all pupils. In most RE lessons pupils are keen to learn, concentrate well, enjoy their RE work and achieve well.
- Lesson observations and subsequent scrutiny of pupil RE workbooks confirm that staff in all key stages are now following the school’s agreed ‘Marking and Feedback Policy’.
- When questioned, pupils were clear as to how well they were achieving in RE and were able to say what they needed to do next in order to improve even more. During RE lessons, staff highlight pupils’ good efforts and achievements by praise and awarding house merit points. Pupils’ work is appropriately displayed in very attractive RE focal areas in classrooms and public areas of the school. Photographs of school displays are posted on the school’s website.
- All classes are taught using the diocesan recommended programme of study ‘The Way, the truth and the Life’ (WTL) ensuring full coverage of the RE curriculum and 10% of curriculum time is given to RE throughout the school in line with Bishops’ Conference recommendations.
- Following focused ‘in house’ RE CPD and attendance at diocesan ‘creative teaching’ training courses (linked to the school’s RE scheme), staff are now more confident in effectively planning appropriately differentiated RE lessons with activities more appropriately linked to pupils’ needs and abilities. In order to maintain and further embed improvements, opportunities for staff CPD to strengthen their RE subject knowledge and classroom practice should continue to be provided.
- Staff use (and prominently display) RE ‘driver words’ linked to the current RE Themes. In their journey of faith moving through the school, pupils are becoming increasingly ‘religiously literate’ and more able to develop their skills in articulating their opinions when exploring higher level, open-ended questions in RE.
- Computer technology (particularly ipads) and Interactive White Boards (IWB) are used to good effect in RE lessons, by both pupils and staff (teaching and support).
- The school’s RE curriculum is enriched through imaginative and well planned collaborative strategies. The school has established very effective links with other

Catholic schools within the diocese, particularly those within the same Academy Trust, and also the Wakefield and Out of District Partnership. Examples of very effective RE curricular enrichment activities, arising from RE subject leaders collaborative meetings, include the opportunity for staff and pupils to take part in themed activity days, such as Liturgical Dance Workshops (Year 6); Advent puppet workshops (Year 4) and Lenten art workshops (Year 5). Such opportunities also frequently allow pupils to experience learning beyond their own classroom, school or community and as such are valuable ‘learning for life’ experiences, mixing with fellow pupils from other schools.

- Collaboration with other diocesan schools has also enabled the RE Subject Leader to establish effective RE moderation procedures within the school. The inspector evidenced the school’s moderated portfolios of pupils’ RE work which are proving particularly effective as valuable In Service Training reference points for staff new to teaching and assessing RE.
- The RE curriculum provides pupils with frequent opportunities for spiritual, moral development and vocational understanding. For example, Year 5 pupils have the opportunity to attend a 2 day residential retreat experience at the Diocesan Youth Retreat Centre, Myddelton Grange in Ilkley. Older pupils say how much they enjoyed the whole experience –particularly taking part in the creative activities on the theme ‘Love Your Neighbour’ and planning and leading Mass on the final day. Younger pupils say how much they are looking forward to the experience in Year 5.
- In advance of class Masses, the RE subject leader and a group of pupils from the relevant class, liaise with the parish priest over planning the selection of appropriate readings, hymns and prayers to be used.
 “I love going over to church for a class Mass –it’s like being in our own family”, said one of the pupils when talking with the inspector.
 Another pupil said she was “excited” to be going.
- The school uses: ‘You have prepared a banquet for me’ – diocesan guidelines for celebrating Mass with young children. Parents and parishioners say how much they look forward to attending school Masses.
- The governors have reviewed the school’s ‘Education for Personal Relationships’ (EPR) Policy and Programme in line with diocesan recommendations. Parents confirm that they are informed about the ‘In The Beginning’ programme and are provided with a detailed advice booklet to share with their child.
- The school has appointed a Polish speaking teaching assistant to provide additional support. Polish parents who met with the inspector said how very pleased they are with the RE and Catholic Life of the School. They also say that they have been made to feel very welcome at the school.
- Acts of CW are given a very high profile within the school and are fundamental to the everyday life of St. Joseph’s School. A strong feature of CW in the school, is the way in which staff very successfully create a calm, safe, peaceful, reflective atmosphere. From the ‘Candle Times’ of Foundation Key Stage, to the extended silent meditations of Upper Key Stage 2, pupils are drawn in to a sacred space at the very heart of the school’s mission. Through very appropriately selected scripture readings, pupils not only get to hear the word of God, but also to listen to it in their hearts.
- Staff have a good understanding of the Church’s Liturgical seasons and relative to the age and ability of the pupils, staff help to equip them with the skills they need to appropriately lead aspects of CW. The RE Subject Leader monitors CW and supports staff to review and plan future improvements in the provision.
- Each classroom has been provided with a CW prayer resource box, containing a variety of RE artefacts such as holding cross, Bible, candles and prayer cards. Staff and pupils frequently supplement these resources with additional items linked to the theme of the CW. Pupils are respectful of religious artefacts.

- Staff and pupils pray together regularly and in a range of formal and informal settings. Themes selected for CW are consistent with the Catholic character of the school and are responsive to the needs of the growing number of Polish, Hungarian and Lithuanian families joining the school.

The Leadership and Management are Good

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- Leaders, governors and managers at St Joseph's, are deeply committed to the Church's mission in education.
- The leadership of the Headteacher and RE Subject Leader has been instrumental in raising standards and introducing the good practice which now needs time to be embedded.
- The school's Senior Leadership Team (SLT) have been quick to network with other schools within the Academy Trust. These schools have been generous in sharing their identified best practice with St. Joseph's.
- Staff (teaching and support) say how much they have benefited from the bespoke CPD provided by the Diocesan RE co-ordinator and others who have worked tirelessly in support of raising standards in RE at the school.
- The Headteacher and RE Subject Leader lead by example. They 'live out' the gospel values in their day to day leadership and managements of the school. They have a very clear vision for the Catholic Life of the school and carry out regular self-evaluation audits of aspects of RE/Catholic Life.
- As a consequence, a detailed, time lined, RE Action plan (linked to the School Development Plan) has been drawn up and is being acted upon. The Headteacher and RE Subject Leader monitor the plan on a half termly basis. Progress reports are presented to the Trust who act as 'Critical Friend' to the school's SMT.
- Self-evaluation of Outcomes and Provision accurately identifies the strengths of the school and areas for further development.
- The school's annual Performance Management System always incorporates developmental aspects of RE/Catholic Life of the school.
- Despite the severe financial constraints under which the school has had to operate, priority has been directed to providing additional RE/Catholic Life resources for the school's RE programme of study.
- Parents, grandparents and carers say how pleased they are that after such a prolonged period of staffing changes, the 'feel good factor has returned to the school and things have been stabilised again'. They say that their children enjoy coming to school, feel safe, and have made good friends. Parents also say they feel very well informed about the RE life of the school through school RE newsletters, which also contain prompts for parents on how they can support their child's learning in RE at home.
- Parents say that they have noticed that their own children are increasingly talking about RE with their friends and family at home. The 'Wednesday Word' frequently prompts such discussions.
- School leadership also promotes good community links. The school choir visits a local care home for the elderly to sing for residents. Pupils visit the war memorial to mark Remembrance Day with a 2 minute silence and lay a wreath. Pupils support the parish St. Vincent de Paul (SVP) Society at harvest time by collecting food to give to a local

food bank. At Christmas the pupils always sing 'carols around the tree' at the Moorthorpe Christmas lights 'switch on'.

- The school offers Work Experience placements to students from St. Wilfrid's Catholic High School.
- The 'Friends of the School' help to organise social and fund raising activities in support of the school. Governors, staff and pupils are grateful for the additional resources these funds help to provide.
- Leadership at all levels, promotes a very strong Catholic ethos in St. Joseph's School. Pupils are encouraged and challenged not only to recognise and celebrate their own unique God given gifts and talents, but also to respect and celebrate those of the other pupils and staff in the school. RE is not a 'bolt on' at St. Joseph's, it is 'lived out' in the classrooms and play areas of the school on a daily basis. Christ truly is 'at the heart' of all that the school seeks to achieve.