

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

STJOSEPH'S CATHOLIC PRIMARY  
Park Lane  
Bradford  
BD5 0RB

School URN	107327
School DfE Number	380 3338
E-mail address	catherine.markham@stjosephsbrad.ngfl.ac.uk
Chair of Governors	Peter Farley
Headteacher	Catherine Markham
RE Subject Leader	Catherine Markham/Janet Nevison
Date of Inspection	7 <sup>th</sup> -8 <sup>th</sup> March 2011
Section 48 Inspector	Peter Thompson

INTRODUCTION

The inspection of St. Joseph's Catholic Primary School was carried out by one inspector under the requirements of the Education Act 2005 and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections. The inspection reviews and evaluates how effective the school is in providing Catholic Education. The inspection schedule follows criteria set by the National Board of Advisors and Inspectors.

The inspector observed a sample of five RE lessons and three acts of Collective Worship across each key stage. He held meetings with the Headteacher, Chair of Governors, RE Coordinator and Parish Priest. He had discussions with the School Council, the Liturgy preparation group and parents. He also examined a wide range of documentation including: the RE subject leader's file; planning assessment; monitoring and minutes of meetings and pupils' work.

## **INFORMATION ABOUT THE SCHOOL**

St. Joseph's Catholic Primary School serves the parishes of St. Joseph's and St. Patrick's in Bradford. There have been significant changes in the school's population and staffing structure over the last four years. The number on roll (380) is above the national average. The Catholic population is 58% and of this half were born outside the UK. 46% of pupils have English as an additional language and 33 different home languages are spoken in school. 30% of pupils are eligible for free school meals. Pupil mobility is extremely high. The complexity of the needs of the pupils has a significant impact on pupil performance. The school celebrates the enrichment that its cultural diversity brings. The school has achieved the Investors in Pupils Award, the Active Mark and 'Healthy Schools' status.

## **INSPECTION JUDGEMENTS**

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

### **OVERALL EFFECTIVENESS**

**2**

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

### **OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION**

**2**

### **CAPACITY FOR SUSTAINED IMPROVEMENT**

**2**

## **Main findings**

St. Joseph's Catholic Primary is providing a good education. Some aspects of provision are outstanding especially Leadership and Management of the Catholic life of the school and the care, guidance and support offered to pupils. The school's own self-evaluation is

accurate: it knows its own strengths and areas for development. It is a happy, calm school, which is very popular with its pupils and parents. The leadership team is justifiably proud of their community.

## WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

In order to further improve the school the leadership team needs to:

- Involve the whole school community in reviewing the school's mission;
- celebrate and share high quality practice in teaching and Collective Worship throughout the school – linked to Performance Management;
- continue to develop the use of the new RE scheme (The Way, The Truth and The Life) and measure its impact;
- embed the lead role of the newly formed Liturgy Group and to embed opportunities for private prayer.

Since the last inspection, the school has continued to promote high expectations and as a result, standards of attainment and achievement in RE have risen. One key reason for this is the determination of the Headteacher and other senior staff to robustly and accurately track the progress of each pupil. The use of new levels of attainment and the incorporation of "Driver Words" in planning and in lessons have enabled the majority of pupils to make good progress.

Pupils speak openly about enjoying coming to St. Joseph's school. They like RE lessons and appreciate the efforts of the staff. Parents are pleased with the education their children are receiving.

Staff say how happy they are to be working in this happy community which the Parish Priest describes as, "**A unique community, with shafts of light of hope.**"

## PUPILS

**How good outcomes are for pupils, taking particular account of variations between different groups.**

2

The majority of pupils at St. Joseph's make good progress. They enjoy RE lessons which are well planned. They are calm, motivated and are keen to learn. Children and staff treat RE as a core subject. Most children listen attentively and welcome the range of activities planned for them.

Following on from the story of Noah's Ark and promises we can make to God, one Reception child said, "**I promise to always love God.**"

Year 2 children could retell a miracle. One wrote, '**Jesus told the boy to give away his food. Jesus blessed the fish and bread and then fed the people.**'

Year 4 children showed an ability to empathise with St. Paul. One wrote, '**I feel very hungry and hurt, but I must keep writing to the Christian communities. I feel sick and lonely ...**'

Year 6 children showed an ability to understand and apply scriptures. One child simply wrote from St. John's Gospel, '**Dear Friend, let us love one another because love comes from God.**'

The majority of children enter Nursery with low communication skills and little experience of the Catholic faith. However, they make good progress in the Foundation stage. Most children, through careful guidance, continue to progress so that by the time they leave St. Joseph's most children are broadly in line with national expectations in RE.

Pupils are taught to respect and care for each other and respect each other's diversity through RE, Circle Time and assemblies. They do this effectively. Behaviour in the school is good. Children take part in a variety of fundraising activities, which they enjoy.

The newly formed Liturgy Group is already having a positive impact on the quality of Collective Worship. They lead assemblies.

One member of the group said, "**We do different things each week. We change things.**"

Another said, "**It's a privilege to plan Collective Worship.**"

Children and some parents take part in the May and Corpus Christi processions. Recently fifteen pupils took part in the choir during the Papal visit. The care, guidance and support offered to pupils are outstanding. There are a number of different opportunities for pupils to take part in prayer and Collective Worship at St. Joseph's Catholic Primary School. On a weekly basis, there are class-based, key stage Collective Worship and whole school celebrations. Through the year, there are prayer services in Advent and Lent. Each week a class prepares the parish Masses at the nearby church of St. Joseph. Children are taking a leading role in the Key Stage 2 Collective Worship. Children also stop to pray at prayer stations dotted around the school. The impact of Collective Worship can be felt around the school.

*These are the grades for pupils' outcomes*

<b>How well pupils achieve and enjoy their learning in Religious Education.</b>	<b>2</b>
Taking into account:	
• the quality of pupils' learning and their progress	<b>2</b>
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	<b>1</b>
• pupils' attainment in Religious Education	<b>3</b>
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>1</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>2</b>

## **PROVISION**

**How effective the provision is for Catholic education.**

<b>2</b>
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The provision for Catholic Education at St. Joseph's school is good. Teaching overall is good, with aspects of outstanding practice in evidence in some parts of the school – which needs to be shared – and some satisfactory teaching elsewhere. Where teaching is at its best it is particularly well planned – meeting the needs of all learners, incorporating Driver

words and employing an appropriate pace. High quality teaching also incorporates other areas of the curriculum e.g. drama/role play, ICT and artwork.

In an upper Key Stage 2 lesson, children were videoing a puppet show of a miracle, others were writing their own news report. Assessment linked to the new RE scheme The Way, The Truth and The Life is in its early stages. However, it is beginning to enable the staff to track pupil progress but refinements will have to be made which the school is aware of. Moderation of work is evident and further regular meetings to discuss pupil outcomes will strengthen the school's understanding of pupil progress. Some teachers are sharing the levels of attainment with pupils. This is an area for consideration and further development. Feedback and marking are generally good. Where it is at its best children are told how well they have performed in relation to the learning objective and what they have to do to further improve.

St. Joseph's meets the RE curriculum needs of its pupils well. RE does have a high profile in the school, recently enhanced by the new WTL scheme. The school treats RE as a core subject. It is monitored robustly. Although monitoring is good, the leadership does need to ensure that enough curriculum time continues to be allotted to RE and evidenced in pupils' books.

Further involvement of pupils in the planning and delivery of Collective Worship will further enhance the quality of performance. The children listen well, sing with enthusiasm and pray with reverence. Visual input will add to the existing high quality Collective Worship enjoyed by the children. The calm, happy school atmosphere at St. Joseph's is directly linked to its Collective Worship. The school dedicates regular staff meeting time to RE and staff attend courses to improve their skills. The permanent appointment of an RE coordinator would enhance the good work that is going on.

*These are the grades for the quality of provision*

<b>The quality of teaching in Religious Education.</b>	<b>2</b>
<b>The use of assessment to support learning in Religious Education.</b>	<b>2</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>2</b>

## **LEADERS AND MANAGERS**

**How effective leaders and managers are in developing the Catholic life of the School.**

**1**

**How effective leaders and managers are in developing the Catholic Life of the School**

The extent to which leaders and managers develop the Catholic life of the St. Joseph's school is Outstanding. Through application of strong systems of monitoring and evaluation,

the senior leadership team has a very accurate view of the school's strengths and future needs. An RE action plan helps in setting out how to achieve what needs to be done next. Undoubtedly, the permanent appointment of a RE coordinator would help matters, as would the further involvement of the governors who are very supportive of the school.

Although the school has a clear and tangible identity, it would benefit from reviewing the Mission as a whole school. The leadership of the school needs to continue to work closely to make good use of the expertise that exists within the school – alongside its clear commitment to attend external courses to improve practice in some areas of the school. The leadership, particularly the headteacher, should be praised for the skill and drive they have shown in leading the school through challenging circumstances in recent years.

The work of St. Joseph's school has developed strong links with the parishes, Catholic School Partnerships, local schools and various external providers. Clearly, the children remain at the forefront of their minds! The school is rightly proud of its extensive cultural intake. It celebrates and values each individual. Rooted in its Catholic foundations there is a high level of racial harmony. The school is 'socially cohesive' and as a result, friendships form regardless of background. One significant step was for St. Joseph's to pair up with two other local schools. The Year 2 and Year 5 classes shared ideas with children in their partner schools – including working with professional actors and writers. It is noted that new to English pupils and English as an Additional Language make outstanding progress in the school. The parents of ethnic children are very pleased with what St. Joseph's is offering their children.

*These are the grades for leadership and management*

<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.</b>	<b>1</b>
<b>How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>2</b>
<b>How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.</b>	<b>1</b>
<b>How effectively leaders and managers promote Community Cohesion.</b>	<b>1</b>