

# 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  
PORTLAND ROAD, HALIFAX  
HX3 6LA

School URN	107544
Date of S48 inspection and OE grade	13 / 14 June 2019      Grade 2
E-mail address	head@st-josephs.calderdale.sch.uk
Chair of Governors	Mr E Jandzio
Headteacher	Mrs H Angstmann
RE Subject Leader	Mrs C McKidd
Date and grade of last S48 Inspection	25/ 26 June 2014      Grade 2
Section 48 Inspector/s	Mrs A Lubomski

# 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.

2

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

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

2

**COLLECTIVE WORSHIP**

1

## Summary of key findings:

**This is a Good Catholic school.**

- St Joseph’s Catholic Primary, Halifax, is a deeply committed and caring community, characterised by outstanding leadership and dedicated staff, united in wholeheartedly promoting the Catholic mission of the school.
- The mission statement of the school is celebrated in every area of the school environment thus enabling the whole community to live out the Gospel message in their daily lives.
- The Catholic Life (CL) of the school is deeply embedded, ensuring that all pupils can contribute to and benefit from the excellent provision. They know that the school is made special by its Catholic ethos and they have a tremendous sense of belonging, shared by their parents and carers.
- Religious Education (RE) is good overall. RE teaching builds pupils’ understanding from an early age so that they become religiously literate young people as they move through the school. In the majority of the RE lessons they display the capacity to question, reflect on and consistently apply Catholic teaching in their daily lives.
- Teaching is effective across the school with an increasingly wide range of strategies being employed to sustain pupils’ interest and harness their involvement to best effect.
- Most of the pupils achieve at age related expectations in RE with a minority achieving beyond this by the end of Key Stage 2.
- Collective Worship is excellent, based on a clear policy and effective implementation. Leaders have very good knowledge of how to plan and deliver opportunities for worship that is inclusive of all at an age appropriate level. Pupils’ skills in preparing and leading Collective Worship are well developed. Links with the school’s parish, through the parish priest, are well established, and the priest is a frequent visitor.

- Leadership roles in the school are clearly defined. Leaders are supported and held to account by a committed and very knowledgeable governing body. The inspirational headteacher, supported by an equally committed deputy headteacher, the RE leader and the Early Years Leader ,ensure that the mission of the school impacts positively on the school's wider parish and local communities.
- All staff are very secure in their support for the strong Catholic ethos within the school.
- Effective and supportive partnerships have been developed by the school, particularly with the other schools in the local Diocesan cluster.
- The recommendations raised in the previous Section 48 RE inspection have been effectively addressed.
- All canonical and statutory duties are fulfilled.

### **What the school needs to do to improve further.**

- Continue to enable the pupils to demonstrate their understanding of the school's mission statement through the development of more links with the parish and wider community.
- Ensure that action planning in Religious Education provides a secure measurable platform for year-on-year increases in the number of pupils achieving age-related expectations or better and that individual progress is tracked effectively.
- Further secure the pupils' Collective Worship skills by providing opportunities for the older pupils to plan and deliver worship independently on a range of themes for their peers and for the younger children.

### **Information about this school**

The Inspection of St Joseph's Catholic Primary, Halifax, was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

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

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

- The inspector completed a 'teaching and learning walk' throughout the whole school.
- The inspector observed acts of Collective Worship involving the whole school led by the headteacher and members of year 5, a Key Stage 1 Collective Worship led by year 2, a class worship in year 5 and a year 4 worship in the school chapel.
- Meetings were held with the headteacher, the RE and Faith leaders, other members of the senior leadership team, the parish priest, governors, parents, and pupil representatives from Key Stage 2.
- A comprehensive sample of evidence covering the Catholic Life of the school was made available.
- The school's data records which show group attainment data were analysed.
- Samples of pupils' work, examples of marking, data from parent questionnaires, minutes from governors' meetings and the RE leader's bi-annual reports to the governors were scrutinised.
- Collective Worship planning and the whole school development plan were scrutinised.
- Displays in classrooms and around the school and photographic evidence of activities throughout the liturgical calendar year, to show special themed work which has taken place in school and in the local community, have been noted.

### **Information about this school**

- St Joseph's Catholic Primary is a one-form entry school which serves the parishes of Sacred Heart and St Bernard's, St Theresa's, Queensbury and St Columba's, Pellon.
- 47% of the pupils are Catholic, 25% are from other Christian backgrounds, 2% are from other faith backgrounds and 26% have no religious affiliation. There are four Catholic teachers.
- 12% of the pupils are supported through the special educational needs and disabilities register.
- 19% of the pupils are classified as disadvantaged and are in receipt of pupil premium funding.
- 14% of the pupils have English as an additional language.
- The RE leader regularly attends local Diocesan RE cluster meetings to share her expertise and good practice with colleagues.

## 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

- All pupils are active participants in the Catholic Life of the school. They have a full understanding of the school's mission statement, 'We are part of Christ's family; a unique gift. Faithful to God. United, we excel', and they contribute significantly to the application of the mission in their daily lives.
- They show a sincere respect for themselves and their peers, and for the environment of the school. The behaviour of almost all pupils is excellent. They show an ability to focus, reflect, listen and consider matters religious, spiritual and moral. They are able to forgive and be forgiven. They enjoy and celebrate the success of others.
- They acknowledge the importance of prayer, both formal and spontaneous. They value opportunities to pray at home with their families with the aid of the school's prayer bags.
- They understand the importance in caring for each other. This can be seen in the close relationships built up between the pupils across the year groups as they play together during playtimes.
- Pupils participate willingly in the school's chaplaincy provision, through the liturgical celebrations in school and parish, and through voluntary activities such as the 'Jesus and me' club in Key Stage 1, attendance at special liturgies in the school chapel before school during Advent and Lent with their parents and their regular involvement in parish Masses.
- The pupils respond very well to the school's support for their personal and emotional needs through the curriculum and pastoral care given by all members of staff. The children stated that they loved coming to school because of the care and support that they receive from all of the staff. They feel that they are truly part of a 'family' which respects each other at St Joseph's.
- Pupils value and respect the Catholic tradition. They develop a sense of wonder through frequent opportunities for reflection, and have an understanding that they are called by God to love each other as they wish to be loved.
- The Catholicity of the school is very effectively presented in its environment through vibrant displays of themes, pupils' work, religious artefacts and focal points for worship.
- Parents are overwhelmingly supportive of the school, recognising the strength of its Catholic ethos. They are clear that the school strongly reinforces the values that they instil in their children at home. The parents appreciate the pastoral support and care given to pupils and families by the school in times of difficulty.
- The curriculum is designed to offer many opportunities for moral and spiritual development of pupils, through Catholic social teaching within the RE curriculum and Relationship and Sex Education (RSE).

- The RSE policy has been reviewed and is being implemented in line with current diocesan requirements.
- Leaders and governors have ensured that the Catholic Life of the school has the highest priority in its strategic development planning. Governors make a significant contribution to the Catholic Life of the school on a day to day basis through their regular visits and monitoring activities.
- Self evaluation of the Catholic Life is accurate in identifying areas for development. Monitoring has been systematic in judging the impact of Catholic Life provision through the use of regular questionnaires for parents and feedback from staff. Pupils need to be given more opportunities to evaluate the Catholic Life of the school and put forward their ideas for future developments.
- There has been a good level of continuing professional development (CPD) offered to staff over time, particularly during their induction, and this has strengthened their understanding of mission, curriculum and their roles within the school.

## RELIGIOUS EDUCATION

### Religious Education is good.

How well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
The quality of teaching, learning and assessment in Religious Education	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	<b>2</b>

- Attainment and progress in Religious Education at St Joseph's is good. As soon as pupils enter the school, they start to develop their religious literacy and knowledge of scripture so that by the end of Key Stage 1 almost all achieve age-related expectations. By the end of Key Stage 2 most pupils achieve age related expectations with increasing numbers achieving the higher levels year on year.
- Most groups of pupils make comparable progress with each other. The school's effective support for pupils with special educational needs or disabilities, through careful planning and allocation of resources, has been effective in enabling them to achieve higher assessment levels than previously. All adults who work with individuals and small groups of children ensure that they are consistent in their use of religious vocabulary during the sessions in order to continuously upskill the pupils.
- As a result of good teaching, pupils are able to reflect spiritually and are aware of the demands of commitment to religious life. They concentrate well and are able to work collaboratively with their peers on a variety of learning tasks.
- Across the school, the pupils concentrate well in their lessons and show an enthusiasm for their learning in RE.
- Pupils' enjoyment of Religious Education lessons is widespread across year groups, as a result of the variety of learning tasks and opportunities they are offered.
- The quality of work in pupils' books is of a good standard in most classes. Teachers do need to ensure that all pupils take pride in their RE work in every area of the school.

- Pupils across the school are religiously literate at age appropriate expectations. The youngest children in the Reception class are showing a secure knowledge and understanding of the events of Pentecost and the associated symbols of the Holy Spirit. The teacher carefully chooses age appropriate resources that enthuse and engage the children in their learning.
- In Key Stage 1, the teachers ensure that they provide their pupils with high levels of challenge through skilful questioning and open ended tasks. The regular use of role play in year 1 successfully ensures that the pupils know and retell key events in the life of Jesus. Regular religious artwork, alongside written responses, enables the year 2 children to express their deeper understanding of religious symbols and how they make links between the message of the Gospels and how they should try to live their lives.
- Year 3 pupils show a good understanding of the parable of the Good Samaritan. They are able to explain why the main characters acted as they did and how God wanted them to behave. In year 4, the pupils displayed a secure knowledge of the key events in the life of Jesus through a creative written task. Writing as the apostle Paul and his companion Silas, most of the pupils were able to write a persuasive speech using appropriate references to the words and actions of Jesus to convince the Philippians to convert to Christianity.
- Strong teaching in Upper Key Stage 2 is accelerating the progress of pupils. The classroom environments support the pupils' learning very effectively and encourage independent research skills. The pupils have a good level of religious literacy and are very successful in using this in their discussions and recorded tasks.
- Marking across the school is focused clearly on learning intentions and challenges pupils to deepen their learning .
- Assessment is used appropriately, following Diocesan guidelines, for summative and formative record keeping. This is moderated informally within school and with the local Catholic cluster of schools.
- Current data shows good attainment throughout the school with increasing numbers achieving above age related expectations across the classes. The school needs to ensure that these pupils maintain at least expected progress as they move through the school.
- Teaching assistants are deployed very effectively throughout classes during RE lessons. They engage with particular groups or individual pupils with skill and sensitivity. Their prompting and support enables pupils to engage with the lesson and make good progress.
- The RE curriculum meets the requirements of the Bishops' Conference, with 10% or more of the timetable dedicated to the subject across all year groups. It is appropriately supplemented with regular periods when the whole school focuses on major world faiths.
- The school leadership and governors have given much prominence to ensuring that Religious Education is well resourced, including a high priority given to professional development opportunities for staff. This training is supported in school through successfully targeted coaching of staff where required.
- The RE leader is a very knowledgeable and committed professional. She monitors the subject effectively, collaborates with partners and communicates new developments to colleagues.
- RE assessment data is collected regularly and analysed to identify the performance of different groups across the school and areas for improvement.
- Governors receive bi-annual reports from the RE leader which provide them with clear information about areas of strength within the teaching and learning in RE, the impact of actions taken and areas that still need further development.

## 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

- Pupils across the school act reverently and respectfully in Collective Worship. Their attention is focused and they engage willingly with the themes presented. Prayers are recited confidently, reflective periods of silence are maintained without disturbance and they feel able to share their thoughts and feelings when required.
- Excellent practice exists in the preparation and leadership of Collective Worship by pupils. They are acquiring skills in a carefully structured progression, starting from the youngest pupils choosing artefacts for a focal point and preparing the worship environment, through to writing and reading prayers as they get older and, in groups, following a set plan in devising a liturgy for use with their peers in the classroom. Pupils lead these prayer services confidently and with enthusiasm, but also with dignity and respect for the reverential nature of the event.
- Pupils learn a variety of methods of prayer, formal and informal. Their knowledge of the Church's liturgical year is well developed, through appropriately planned celebrations and displays. They are introduced to a sense of ritual through the structure the school uses for its whole-school and classroom acts of worship. These include a 'gathering', a themed Bible reading, reflection on its message, with consideration of key questions, and a mission to take into that day's activities.
- A strength of Collective Worship is the development of pupils' reverence, particularly through regular times of reflection, either in silence or supported by quiet music.
- The inspector witnessed a range of whole key stage and class worship: year 2 pupils led a Key Stage 1 worship confidently; year 5 pupils assisted the headteacher with a whole school worship about recognising the virtues in one another; year 5 pupils prepared and led a reflective class worship; the year 4 class gathered in the school chapel and also reflected on the virtues. Pupils' spiritual development is very effectively influenced by the acts of Collective Worship. They have a sense of awe and wonder, and see prayer as a central part of their daily lives.
- Parents gave further evidence of the spiritual influence of worship at school. They talked about the positive impact of the religious topics being shared with them through the school's online 'Seesaw' system and the way this information often results in fruitful conversations in their homes. They enjoy the opportunities to join their children in prayer in the school chapel and at larger school liturgies. They also felt that the regular 'prayer bags' were a very positive way of the school encouraging the children's prayer life in their community's homes.
- The school plans for Mass to be celebrated at important times, with whole school and class Masses, and with 'Family Masses' in church throughout the year. The school encourages the participation of parents, carers and parishioners at these celebrations. The parish priest works in close contact with the school and is fulsome in his praise of the school in its preparation of worship and in the response and participation of pupils.

- Leadership of Collective Worship is categorised by detailed thought and preparation, focused on ensuring the most suitable provision for the pupils. The Faith leader works in effective partnership with the RE subject leader and priest. She supports staff effectively across the school in the planning of themes, readings and prayers, allied to the liturgical season. These are then adapted by all teachers, or groups of pupils, to provide acts of worship in their classes and key stages.
- Leaders evaluate the impact of Collective Worship among pupils bi-annually and governors are proactive in ensuring that they spend a substantial amount of time in the school during the year in order to moderate the senior leaders' evaluations themselves.