

# 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  
HEALDS ROAD, DEWSBURY, WF13 4HY**

School URN

107733 School URN

Date of Inspection and OE  
grade

1<sup>st</sup> & 2<sup>nd</sup> November 2016  
Good

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Chair of Governors

Ms E. Stanley

Headteacher

Mr Rob Barraclough

RE Subject Leader

Miss Hannah Lawton

Date and grade of last S48  
inspection

1<sup>st</sup> & 2<sup>nd</sup> November 2011  
Good

Section 48 Inspector/s

Mrs Diane Todd

# 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.**

- St Joseph's is a good school that is representative and inclusive of the local community. Pupils, parents, parishioners and staff appreciate the 'family feel' and warmth of this school.
- The school has a very clear mission/vision, which the whole school community has developed together. This includes a set of 'Core Values' based on Gospel teaching which all members of the school community are strongly committed to live by.
- The governing body is reflective, ambitious and willing to challenge senior leaders in school.
- The deeply committed, inspirational headteacher provides very strong effective leadership. His commitment to the children and the faith life of the school is excellent.
- The parish priest is highly regarded by staff and pupils. It was a privilege to participate in a whole school Mass, to witness the awe and wonder he inspired through his very effective child-friendly homily.
- The newly appointed RE coordinator is having immediate impact through regular and robust monitoring. Leaders have put in policies and procedures that should bring about rapid improvement and effectively support her.
- Staff morale is high, even though they are continually challenged to improve the quality of teaching. They have excellent support from leaders and managers and their efforts are always valued and appreciated.
- The school logo has recently been changed and is now more overtly Christian. The newly designed cross includes the words *Grow – Discover – Achieve*, taken from the school's vision statement.
- The pupils are extremely proud of their Catholic school. This pride is echoed by parents.
- Outcomes for most pupils in the Early Years and Key Stage 1 are strong.

- St Joseph's needs to improve how it challenges pupils that are more able. Pupil progress through Key Stage 2 also needs to improve, as not enough pupils make expected or better than expected progress.
- Teaching in RE is usually good and occasionally outstanding.
- The children benefit from a wide variety of worship. They speak fondly of meditation. "It gives us a quiet, calm time in which to improve our relationship with God."
- Provision for and commitment to Collective Worship, by leaders and staff, is outstanding. During the autumn term all pupils, in groups of 3, have been able to spend dedicated time with an SLE to deliver a class based worship based on the Gospel.

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

- Challenge the higher ability pupils across school and particularly at upper Key Stage 2. Increase the percentage of pupils that achieve above Age Related Expectations in RE at the end of each Key Stage.
- Improve progress so that an increased number of pupils make expected and better than expected progress throughout Key Stage 2.
- Continue to develop class based Collective Worship so that it is a prayerful relevant experience for all. Improve the confidence and independence of pupil led and planned Collective Worship so that it becomes a 'routine' event that is prayerfully delivered.

### **Information about this inspection**

The Inspection of St Joseph's Catholic Primary School 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 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 any key issues for action identified in the previous Section 48 RE Inspection have been 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);
- How well pupils respond to and participate in the school's Collective Worship (CW);
- The quality of teaching and how purposeful learning is in RE;
- The extent to which the RE Curriculum promotes pupils' learning;
- The quality of CW;
- The accuracy of the school's self-evaluation system; and
- The school's partnership activities – including home/school/parish links.

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

- A sample of 7 RE lessons and 3 acts of CW were observed including a whole school CW.
- Meetings were held with the Headteacher, staff, governors, parents, parishioners, pupils, Mini-Vinnies and the school council.
- A range of the school's monitoring and assessment documentation was scrutinised, including pupils' workbooks.

### Information about this school

- St Joseph's is a one-form entry Catholic Primary school. The school serves the parish of St Joseph's, Batley Carr, and educates children from 4-11 years old.
- The school has a Planned Admission Number (PAN) of 30 per year. There are 220 pupils on roll of whom 70% are of the Catholic faith.
- Approximately 25% are from non-Christian backgrounds. The overwhelming majority of these are Muslims.
- The school is popular and oversubscribed.
- Since the previous S48 inspection (November 2011) a number of changes have taken place, including the external appointment of the new Headteacher (April 2015). The previous Deputy Headteacher gained promotion to a larger school. The leadership team has been expanded to accommodate this vacancy and increase capacity within the school.
- A new RE co-ordinator is in post. She was appointed from within school ready for September 2016.
- There are 9 full-time equivalent teachers. The percentage of Catholic teachers is high at 85%.
- Since the last inspection, the Parish Priest has changed and the Governing Body has recently undergone a restructure. A new Chair of Governors was appointed in September 2016.

## 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.	<b>2</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>2</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>1</b>

- Opportunities to contribute and benefit from the Catholic Life of the school are many and varied. The children are alert to the needs of others and complete a range of activities for a range of charities. For example, at the time of inspection, they were collecting clothes and other goods for refugees.
- Putting 'faith into action' is very evident and was talked about by the parish priest and the older pupils as a strength of the school. Mini-Vinnies enjoy coordinating the charity work for the whole school and have a strong sense of social justice.
- Pupils see need within the school community where they live out 'core values' such as 'Respect each other, Listen to each other', as well as in the wider community and the global community.

- There is a very good balance of caring about and sharing what they have. There is a distinctive Catholic feel to the school, which is warm and welcoming.
- Pupils come from a variety of religious and ethnic backgrounds. They confidently speak about similarities and differences and treat each other with tolerance and respect.
- The pupils are extremely proud of their Catholic school. “We learn about the Catholic faith and other religions. This will help us to understand different people when we are older.”
- Parents also echo this. “In the world we live in today, it is so important that our children should learn about different faiths and cultures. St Joseph’s teaches love and tolerance very well.”
- Pupils readily take on responsibilities, acting as buddies, School Council and Mini-Vinnies. The school choir regularly sings at the Saturday Vigil Mass and a number of pupils serve on the altar.
- The pupils have a good understanding of right and wrong. They appreciate the school’s behaviour policy and some talked about how sanctions have helped them to ‘reflect’ and improve their behaviour.
- Outcomes for most pupils in the Early Years and Key Stage 1 are strong.
- St Joseph’s needs to improve how it challenges pupils that are more able., Pupil progress through Key Stage 2 also needs to improve, as not enough pupils make expected or better than expected progress.
- Behaviour for learning in RE is good. Pupils enjoy RE lessons. They answer questions in full, giving long and detailed responses of high quality. The high quality oral response in lessons is not always evident in written responses.
- Pupils talk enthusiastically about RE. One year five boy said ‘I enjoy RE because there are lots of different types of work, sometimes I could be drawing a poster, other times writing a long story or other times completing a role play’.
- Pupils enthusiastically join in whole school acts of worship with confident responses and joyful singing.
- Pupils benefit from a very strong community feel and parishioners are often present at whole school Mass in the hall. Children have prayer sponsors from the parish whilst they are preparing for First Sacraments.
- Pupils value the traditions of the Catholic Faith. One year 3 child was very eager to teach me the ‘sign of the cross in Latin’. As he began to do so a group of other children immediately joined in.
- Pupils enjoy singing and responding in Latin and always have the English translation alongside so that they understand what they are praying.
- Older pupils are beginning to plan and lead CW in the classroom. They work in groups of three with a retired Catholic Deputy Headteacher. Pupils spoke about how much they enjoyed this time and the opportunity to speak to God and worship in small groups.

## **The provision for Catholic Education is GOOD.**

The quality of teaching and how purposeful learning is in Religious Education.	<b>2</b>
The extent to which the Religious Education curriculum promotes pupils’ learning.	<b>2</b>
The quality of Collective Worship provided by the school.	<b>1</b>

- Teaching in RE is usually good and occasionally outstanding. A range of teaching styles are used, along with appropriate technology. In the strongest lessons, this maximises learning and interests the pupils.
- Due to high expectations in the younger year groups, children make a very good start. However, progress slows towards the end of Key Stage 2 due to the lack of pace and demands in some lessons.
- When lessons are strong, questioning builds pupils' concentration, motivation and deeper understanding. Teachers use terms such as 'going deeper questions' so children know a higher level of thought and answer is required.
- Teachers use effective strategies from other subject areas in RE. For example, the phonics symbol for 'repeat after me' is used to very good effect in the Reception RE lessons. The behaviour management strategies for getting into groups from some recent maths training has transferred directly into Year 2 children organising themselves for RE work.
- Carefully matched tasks that allow pupils to show their knowledge and understanding in RE are often evident.
- The vast majority of pupils take great pride in their work, this was particularly true in Years 2 and 3 where pupils' work in books was of a high standard and a great variety of tasks or response to learning was evident
- Teaching Assistants are used effectively within lessons to support the vulnerable or less able children.
- Teachers show a high level of respect towards the children and their feelings. Lessons are purposeful with good use of praise and effective relationships. Strategies for behaviour management are applied respectfully and behaviour for learning in lessons was never less than good and sometimes outstanding.
- Pupils' understanding of the behaviour policy and core values, which act as rules, is very good. They appreciate that they have 'golden time', gold award certificates, and the Core Value trophy which is kept by a child for a week. The Mini-Vinnies take the responsibility of deciding who should have this trophy very seriously.
- The school uses the diocesan recommended scheme, The Way, The Truth and The Life (TWTL). In the strongest lessons this is added to and adapted.
- Teaching is inclusive; children of all faiths feel their contributions are valued. Children have been taught Latin responses and chants. This enables all pupils, including those with little or no English to have similar starting points.
- The curriculum, based on TWTL, provides good opportunity for Social, Moral, Spiritual and cultural development. The traditions of the faith and the liturgical seasons are well taught.
- Formative assessment is used throughout a unit of work. However, planning is not always altered in response to these assessments. Older pupils spend too long on lower levelled tasks which hinders rapid progress.
- Assessments are moderated during staff meetings and also externally during RE Co-ordinator meetings. However, this needs to be more robust and impact more directly on what the children are taught next. This will ensure progression in skills and rapid progress for older pupils.
- Further work is required on the formation of success criteria or 'top tips' as they are known in school, as these are often outcomes rather than steps to success.
- Provision for vulnerable children is excellent. A psychologist is employed by the school to work with individuals and families. In addition, a Learning Mentor is employed by the school. Children feel very safe in school and are comfortable when expressing concerns and worries.
- The children benefit from a wide variety of worship. They speak fondly of meditation. "It gives us a quiet, calm time in which to improve our relationship with God."

- All classrooms have a focal point for CW. CW is regularly planned for and the children know many traditional prayers. Younger pupils are encouraged to set up the worship table for classroom worship and many read simple prayers.
- It was a privilege to be in the congregation on All Saints Day. The children's responses were confident. The singing of hymns was enthusiastic and tuneful. There was an audible expression of awe and wonder when the parish priest skilfully revealed the beauty of stained glass window once light was shone through it.
- Mass is celebrated in school and the liturgical seasons are always marked with some whole school CW, as well as Key Stage and class based worship.
- Provision for and commitment to CW, by leaders and staff, is outstanding. During the autumn term older pupils, in groups of 3, will spend dedicated time with an experienced retired teacher to plan the delivery of a class based worship. In the future pupils should become even more independent with this. Child led worship needs to be more prayerful at times and incorporate some of the stillness that is present during meditation as there is an over reliance of question and answer sessions.

## **The Leadership and Management are GOOD.**

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
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- Since the last S48 inspection the governing body has been very successful in appointing a new headteacher. A new chair of governors has recently been appointed. Both are firmly committed to fulfilling the Church's mission in education.
- A detailed School Improvement Plan (SIP), incorporating RE/ Catholic Life aspects, has been drawn up and is acted upon. The SIP is kept under review by the Senior Leadership Team (SLT) and governors. Monitoring visits and progress reports are undertaken at timely intervals.
- The governors fulfil their role as 'critical friend' and hold the SLT to account. Leaders and managers are very clear about what they want for the children of St Joseph's. The newly formed vision is very clear, it is understood by the whole community and the whole community is very proud of the work that has gone into establishing it: 'An irresistible world of discovery and fascination will inspire our community to achieve as innovative, lifelong learners. We will grow together in a safe, aspirational and encouraging environment, strengthening our relationship with God and with each other through sacrament, service and our shared British values.'
- The deeply committed, inspirational headteacher provides very strong effective leadership. His commitment to the children and the faith life of the school is excellent.
- The parish priest is highly regarded by staff and pupils. It was a privilege to participate in a whole school Mass and to witness the awe and wonder he inspired through his very effective child friendly homily.
- The newly appointed RE coordinator is having immediate impact through regular and robust monitoring. She is well supported by leaders, who have put in policies and procedures that should bring about rapid improvement.
- In general, the school has made good progress against areas for improvement identified in the previous S48 inspection.

- Staff morale is high, even though they are continually challenged to improve the quality of teaching. They have excellent support and their efforts are always valued and appreciated.
- Monitoring of RE is regular and feedback is detailed. This now needs to move beyond checking for compliance with school policy and procedure to looking in greater depth at what the children are actually doing in RE and how this is feeding in to future learning.
- Parish and school links are very strong. Parishioners and parents speak very highly of the headteacher. They are delighted that the school choir now sings regularly at the parish mass on a weekend.
- Parents feel very involved with school. They enjoy coming to Gold Award assemblies and seeing their child receive the Core Value Trophy. They also spoke very fondly of last year's carol concert where pupils wore Christmas jumpers and the celebration was enhanced by the school's wonderful singing.
- Older parishioners speak very fondly of the 'Grandparent' assemblies. They never fail to feel welcomed by the 'wonderful headteacher and children'
- Staff, parents and pupils are most appreciative of the recent improvements to the school building, grounds and overall learning environment. The school environment is distinctively Catholic.
- Pupils wear their uniforms with pride. The new school logo 'Grow, Discover, Achieve' supports the vision of the school and the cross ensures that everyone in the local area knows that this is a Catholic school.
- Most pupils know the Core Values well and live by these values each day. Children who follow consistently are rewarded
- The governing body have approved an appropriate Education for Personal Relationships (EPR) Policy and Programme of Study in line with diocesan guidelines. However, parents have not been consulted upon this in recent years.
- Leaders work with outside agencies very well and exploit links for the benefit of pupils. For example, from charitable links all pupils from Year 2 upwards have their own bible. Recently workers from a local bank have been supporting school and preparing a wooded area to become an outside prayer space. Leaders are also very effective in applying for grants.
- Resources are well planned and used appropriately. For example, vulnerable families and children are supported by a psychologist. In addition, a Learning Mentor is employed by the school. Children feel very safe in school and are comfortable when expressing concerns and worries.
- School has strong links with other schools in the local area and in particular the pyramid of Catholic schools. Staff regularly take part in joint RE inset with these schools. In addition, the parish priest has led inset as have other external professionals.
- The school is highly regarded by parents. Parents talk about the inclusive nature of the school. The children are encouraged to "be kind and charitable". Staff are very approachable and there is always a presence at the school gate. Parents reported that staff know "each and every parent by their face".
- The school's leaders, governors and managers fulfil all canonical and statutory duties.