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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
Grosvenor Road, Dalton, Huddersfield HD5 9HU

School URN	107749
Date of Inspection and OE grade	November 10&11 2016 Grade: Good
E-mail address	djpwilliams@stjosephscps.co.uk
Chair of Governors	Mr Michael Kelly
Headteacher	Mr Dominic Williams
RE Subject Leader	Katie Pawson
Date and grade of last S48 inspection	November 9 & 10 2011 Grade: Good
Section 48 Inspector/s	Mr MJ Gallagher

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 school

- The committed headteacher, supported by an experienced governing body and a dedicated teaching staff, have the needs of the pupils of St Joseph's at the centre of all their work. They do their utmost to realise the potential of each individual.
- The school's Mission Statement has recently been revised by school leaders and pupils have produced their own, more accessible, version.
- Governors, in discussion, referred to the Mission Statement as the basis of their work and pupils are, evidently, the embodiment of it.
- The governing body's commitment to Catholic Education and its promotion is evident in the work of its 'Catholic Life' sub-committee.
- Parishioners are very proud of their school and value the efforts made by the headteacher in integrating it into Parish life.
- Parents and carers are happy with the school; they find the staff approachable and quick to act when issues and problems arise.
- The majority of the teaching staff are skilled, dedicated and are instrumental in creating a safe and vibrant learning environment for all pupils.
- Pupils make steady progress in Religious Education throughout the school and attainment is in line with national expectations.
- They receive excellent teaching in the Early Years and Key Stage 2 but because of staffing issues, it is weaker in Key Stage 1.
- The teaching of Religious Education is good overall with some outstanding practice. There were no inadequate lessons observed.
- Vulnerable pupils are very well catered for in St Joseph's; the inspector observed a number of occasions when pupils were skilfully and sympathetically managed by support staff.

- Pupils' behaviour in lessons and about the school is outstanding; they are happy, confident and helpful.
- It is evident the older pupils and children in the Early Years are given opportunities to be engaged in planning and delivering Collective Worship. Those pupils, especially in Key Stage 2, are very skilled at doing so but this practice is not consistent throughout the school.
- The marking of pupils' work by teachers is very effective and is crucial to improving their learning. Pupils are given time to respond to their teachers' advice and readily do so.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Raise the standards in teaching and learning throughout the school by sharing the existing outstanding practice. School leaders should consider establishing a formal system of regular meetings both horizontally, at a year level, and vertically at a phase level. This would give staff opportunities to plan together, to observe each other teach, to moderate pupils' work and to share ideas in a professional environment of mutual trust.
- Provide appropriate support and training for the new Religious Education subject leader ensuring that the monitoring of teaching and learning in Religious Education is an immediate priority and that school governors are regularly informed through brief, but regular, reports.
- Provide additional support in Key Stage 1, especially when the present phase leader takes maternity leave. School leaders should do their utmost to raise the standards in teaching and learning to bring it into line with the phases above and below.

Information about this inspection

The Inspection of St Joseph's CPS 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).

During the inspection the inspector observed parts of Religious Education in ten of the classes. Three acts of collective worship were observed as well as a Key Stage 2 Remembrance Service and part of one by Key Stage 1. Discussions were held with parishioners, parents, two governors including the Parish Priest, the Chair of Governors, the headteacher and his Deputy as well as informal talks with the teaching staff. In addition to the Self Evaluation Document, the previous Diocesan Inspection Report and the school's Development plan provided by the headteacher, the inspector examined the school's web site and the documents published there. The Chair of Governors provided the SWOT analysis, Annual Governance Statements, bi-annual Governing Body Review, School Improvement Report and a list of governor activities since the previous inspection.

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous Diocesan 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.

- How well pupils respond to and participate in Collective Worship.
- The quality of teaching and marking and how purposeful learning is in Religious Education.
- The quality of Collective Worship provided by the school.
- How well leaders and managers promote, monitor and evaluate provision and plan improvements.

Information about this school

- St Joseph’s Catholic Primary School is in the Parish of the Immaculate Heart of Mary which takes in the churches of English Martyrs, adjacent to the school, and St Joseph’s, located nearer the centre of Huddersfield. There is also a Mass centre at Shepley.
- Since the previous inspection in 2011 the school has gone through significant change in its teaching staff. Only 2 teachers now remain out of the 12 that were employed then and 5 staff have joined the school in the past 18 months.
- The headteacher, until very recently, has been the subject leader for Religious Education.
- This is a larger than average primary school with 363 pupils on roll. The number on roll has risen sharply in recent years impacting on class organisation resulting in mixed aged classes in Key Stages 1 and 2.
- School leaders have reduced the Published Admission Number from 50 pupils to 45 to alleviate the cross phase issue in the Year 2/3 class.
- 8% of the pupils are supported at School Action Plus, while 1% having a statement of special educational needs. 56% of the pupils are Catholic, with 24% being from another Christian denomination and 19% having another faith background.
- There are 13 full time teachers and 3 part-time with 10 of the teachers being Catholic and 4 having the Catholic Certificate for Religious Education.
- Teachers and support staff have recently completed the Catholic Foundation Stones course.
- St Joseph’s is a member of a peer review partnership that totals 7 schools with an aim to raise standards in teaching and learning in all members schools.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
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’ contribution to the Catholic Life of St Joseph’s is outstanding and they benefit enormously from it.
- They are charming, polite, confident and open.
- They are very proud of their school and explained what made their school ‘Catholic’.
- They spoke about relationships in the school and how their teachers help them when difficulties arose. They also appreciated the introduction of the ‘Minni Vinnies’ and how their counsellors help them improve behaviour.
- Pupils are active in the local parish; their excellent behaviour drew comments from a number of sources. They are active in raising funds to help those in less fortunate situations than themselves having supported charities such as the Society of St Vincent

de Paul, Take Hope Yorkshire, CAFOD, the Good Shepherd and Childline in recent years.

- They value their teachers and recognise the efforts they make to help them progress in their learning and keep them safe using the class ‘worry boxes’ as an example of how they could get help if anxious.
- They are very proud of their recent efforts in the ‘Shoe Box Appeal’ and their efforts in raising funds for CAFOD through a non-uniform day.
- They find the lessons in Religious Education enjoyable but at times challenging. One pupil commented that, ‘You have to think’.
- They paid tribute to their teachers for making their lessons interesting and varied.
- Outcomes for groups of pupils and individuals are, on the whole, good.
- Expectations for pupils in Religious Education by teachers for their pupils are high and the quantity and quality of work produced is in line with that produced in other core subjects.
- Pupils’ behaviour in lessons observed was exemplary; they were attentive and responded positively to skilful questioning by their teachers and were enthusiastic participants in activities specifically designed to consolidate their learning. An example of this was seen in the Year 5/6 class when pupils had to guess the Commandment from a picture on a jar.
- Teachers know their pupils well, evident in the excellent relationships between them in class. This enables teachers to be adventurous in their teaching allowing pupils to discuss issues openly, work in groups or in isolation confident in the knowledge that pupils will respond quickly to requests for quiet and calm.
- Prayer is central to pupils’ lives in St Joseph’s and takes a variety of forms. Pupils are reverent and reflective at prayer and willing participants when allowed to plan and lead activities. However, they are not always given the opportunity to do so, yet when observed in the Early Years and upper Key Stage 2 they showed they were more than capable of producing some of the best examples of Collective Worship the inspector has come across.
- Each class has an attractive and current Religious Education display/sacred space that is an integral part of lessons with pupils being directed to the display for additional information.

The provision for Catholic Education is

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

- Quality of teaching in Religious Education is mainly good with some of it being outstanding. There was no inadequate teaching observed by the inspector during this inspection
- Teachers were innovative in the delivery of their lessons ensuring that there was appropriate differentiation to allow all pupils to make progress. They incorporated extra challenge activities for all ability groups to ensure that the more able in these groups, and early-finishers, were stretched in their learning and make good progress.
- There was clear evidence that the teaching of Religious Education has cross curricular links, specifically with English, with regards to writing and with Art. For example, in the Year 1/2 class the teacher used a number of artistic impressions of heaven to help pupils to explore the question, ‘What is a mystery?’

- Teachers follow the Diocesan approved Religious Education programme, ‘*The Way, the Truth and the Life*’. They plan their lessons using the Diocesan guidelines but adapt them to suit their pupils’ needs.
- The school’s marking policy is used consistently in all classes and is instrumental in supporting pupils’ learning. Teachers endeavour to mark pupils’ work while they work giving brief written or oral feedback. When marked remotely pupils are given time to respond, in writing, to their teachers comments.
- In the most effective lessons observed teachers shared success criteria with the pupils and marked their work against this agreed criteria but this was not the case in all lessons.
- Teachers were adventurous in their approach to the teaching of Religious Education allowing pupils plenty of time to discuss, brainstorm and mind map. They used role play and games to reinforce specific learning areas, whiteboards for immediate responses, pupils were encouraged to ‘magpie’ (read work produced by other groups and take their best ideas) yet there were times when pupils worked independently, quietly writing or reading.
- Teachers’ use of Information Technology to promote pupils’ learning was very effective. Interactive Whiteboards were skilfully used by all teachers to enhance their lessons. Pupils were observed working independently and collaboratively using Google Chrome allowing them to contribute to, edit and agree a piece of work before presenting it to the rest of the class.
- All support staff are effective in their role helping pupils progress in their learning but those with the responsibility for supporting the most vulnerable pupils in St Joseph’s do so with confidence and compassion and are testament to the school’s mission, ‘Living, learning, loving with the Lord’.
- The deputy headteacher monitors teachers’ planning ensuring that the required 10% of teaching time that should be allocated to the teaching of Religious Education is happening in all classes. The school meets the requirements of the Bishops’ Conference and is fully responsive to the requirements of the Diocese of Leeds.
- Acts of Collective Worship are at the heart of life in St Joseph’s and generally take place at the beginning of the school day when they are easily monitored by the deputy headteacher. Classes take it in turn to attend English Martyrs’ Church on a Wednesday for Mass when they are joined by members of the Parish.
- Pupils are able to experience a range of formal and informal opportunities for prayer and are at ease with it. One parent commented, ‘They pray a lot at this school.’
- Acts of Collective worship observed during the inspection were at least good in their delivery and their outcomes for pupils. Pupil involvement in leading and planning Acts of Collective Worship was not consistent throughout the school. For example, in Reception children prepared the focal point and explained their choice of artefact; and in Key Stage 2 pupils planned, organised and delivered everything without any prompts from the teacher; but in Key Stage 1 the teacher did everything with pupils being passive.

The Leadership and Management are

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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- Past staffing issues have resulted in the headteacher taking responsibility for leading the teaching and learning in Religious Education. This, on top of his headship role,

was an added responsibility and the inconsistencies in practice observed during this inspection are a direct result of this action.

- All but one of the key issues identified in the previous inspection as areas for improvement have been addressed but as that one remaining issue dealt solely with developing the role of the subject leader, its absence has had a direct impact on the development of the teaching and learning in Religious Education.
- Governors have effectively monitored the Catholic Life of the school and are aware of its strengths and weaknesses, but they have overlooked the crucial role the subject leader plays in the development of teaching and learning in Religious Education. While governors recognise that outstanding teaching and learning exists, the absence of regular reports on the quality of teaching and learning from the Religious Education subject leader means they do not have a clear view of classroom practice.
- The deputy headteacher has, unofficially, supported the headteacher in his temporary role as subject leader by filling many of the gaps, for example monitoring the quality of teaching in religious education and ensuring the 10% of dedicated teaching time is met.
- Teaching and support staff have also played their part; through good professional training and an acute awareness of current teaching methods and requirements in Religious Education they have ensured that the pupils in their care have received their entitlement.
- This situation has now changed with a new Religious Education Subject leader in place. Governors are confident that she will be a good leader allowing the headteacher, in the words of the Chair of Governors, to move to a more 'distributive style of leadership'.
- School governors are well organised and knowledgeable. They attend training, monitor their own performance, inform parents of their achievements and make regular visits to the school. They hold the headteacher in high regard and attribute the schools popularity to his hard work and efforts but they are capable of holding the headteacher to account.
- The parish priest, the governor with responsibility for Religious Education, is a frequent visitor to the school. He recognises the work the headteacher has made in making the school an integral part of the parish and values the efforts to attend parish functions and celebrations.
- Recent expenditure approved by the governors to support the teaching of Religious Education has supplied classes with music CDs, Laudate hymn books but the school has also funded pupil visits to Leeds Cathedral and a pilgrimage to Walsingham.
- School leaders show they are committed to the development of Religious Education teaching and the promotion of Catholic education by allocating finances to provide appropriate resources for teachers to use to deliver the curriculum. They also provide suitable training for the teaching and support staff to assist them in their work. Recently all staff attended the Religious Education training day held at Hinsley Hall in September and a day led by Father Michael Hall in November for both staff and governors.