

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
Kennedy Drive, Goole, DN14 6HQ

School URN

118045

Date of Inspection and OE
grade

June 28th and June 30th 2017
Good

E-mail address

stjoseph@eastriding.gov.uk

Chair of Governors

Mrs Catherine Murphy

Headteacher

Ms Tina Barry

RE Subject Leader

Mrs Helen Cook

Date and grade of last S48
inspection

4 -5 July 2012
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

1

Summary of key findings:

This is a good Catholic school

- St Joseph's is a good school where racial diversity is respected and the rights of the individual highly regarded. The resulting harmonious community is a reflection of the school's aims, 'All relationships among us will be based on love, truth, compassion, justice and forgiveness.'
- The inspirational and committed headteacher, assisted by the highly skilled deputy headteacher, is the driving force behind this rapidly improving school.
- The school's mission statement is the foundation on which the school bases its work. Its tag-line, 'Fountain of truth, Embodiment of love, Spirit of compassion', is clearly evident in every aspect of its work.
- Pupils are well behaved, polite, helpful and well mannered. They contribute to, and benefit hugely from, the Catholic Life of the school referring to themselves as, 'being like a family.'
- Leadership in Religious Education is highly effective. With the Religious Education subject leader having expert knowledge of the subject and being a highly skilled teacher she acts, not only as a role model for other teaching staff, but also provides support and instils confidence enabling teachers to be adventurous and creative in the delivery of the Religious Education curriculum in their own classes.
- Overall, the quality of teaching is good with some outstanding. Support assistants have a crucial role in supporting teachers by helping the many pupils whose behaviour can be both challenging and distracting. They are highly effective in this role dealing with incidents, when they arise, with calmness and patience while showing the greatest respect for the individuals involved.
- To assist them in achieving their goal, 'that no child should be left behind,' school leaders have commissioned the expertise of a Catholic Care Worker for one morning a week. This has proved invaluable in supporting children, parents and teachers through periods of social and emotional insecurity.

- Standards achieved by pupils in Religious Education at the end of each Key Stage are high but the uncertainty caused by the absence of a permanent teacher in lower Key Stage 2 has had a detrimental effect on standards within that class.
- The Religious Education curriculum is based on the recommended programme, 'The Way, the Truth, and the Life'. Lessons are well planned and resourced and teachers are confident to adapt and be creative in its delivery in order to meet the needs of their pupils.
- Collective Worship throughout St Joseph's is outstanding. Pupils are respectful and reflective during the many opportunities made available to them to worship and pray.
- The integration of all parents into the school in order to support and further develop the learning of the pupils is an ambition of the school leaders. They have been innovative in their approach and those parents involved are aware of the benefits.
- The school fulfils all its canonical duties, including dedicating 10% of teaching time to Religious Education.

What the school needs to do to improve further.

Ensure that Religious Education is seen to have the highest priority by school leaders by having one School Development Plan with developments planned for Religious Education having a prominent position.

To support the pupils in the Year 3/4 to minimise the disruption caused by the uncertain staffing situation and to continue this support after the issue has been resolved to allow pupils to make up lost ground.

Continue to be innovative in their efforts to integrate parents into the school community that will benefit pupils' learning but also to promote further cohesiveness among the parent body.

Information about this inspection

The Inspection of St Joseph's Catholic Primary School, Goole, 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).

One inspector carried out the inspection over a period of 1.5 days. Lessons were observed in all classes as was a whole school assembly and 3 acts of Collective Worship. Meetings were held with the headteacher and deputy headteacher (Religious Education subject leader) the chair of governors, parish priest, pupils (including the chaplaincy team and Mini Vinnies), parents and the Catholic Care worker. Two Christian Meditation sessions were observed as was the EYFS Parent Partner session. A comprehensive range of Religious Education /Collective Worship/Catholic Life school documentation was scrutinised. This included the school's arrangements for assessment, monitoring and evaluating standards achieved in Religious Education and the quality of teaching and learning. The School Development Plan and the Religious Education plan were examined. Digital evidence was also scrutinised including the school website.

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 teaching and the responses the children make in Religious Education lessons.
- How well pupils achieve and enjoy their learning in Religious Education and participate in the Catholic Life of the school.
- How good outcomes are for individuals and groups of pupils in Religious Education.
- The quality of Collective Worship provided by the school and how well pupils respond.
- The effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and developing Catholic education at St Joseph's by establishing the accuracy of the school's self-evaluation.

Information about this school

- St Joseph's Goole is a smaller than average Catholic primary school situated within the Catholic Diocese of Leeds in the East Riding of Yorkshire.
- There are currently 105 pupils on role, 65 of whom are Catholic.
- The percentage of pupils from minority ethnic groups is above the national average and has been rising, year on year, for the past three years. Countries of origin currently are, Russia, Nepal, Spain, Portugal, Poland and Lithuania
- The number of pupils with English as an additional language is well above the national average.
- The percentage of pupils eligible for free school meals is in line with the national average while the number of pupils supported at SEN graduated response or with a statement of special educational needs/EHC is slightly below the national average.
- There are 6 full time equivalent teachers, 2 of whom job-share. Two of the teaching staff are Catholic, both having a Catholic Certificate of Religious Studies (CCRS).
- St Joseph's is currently receiving support from St Anthony's Teaching Alliance and is an associate member of the Bishop Konstant Catholic Academy Trust based in Wakefield.
- The school received a prestigious ambassador status through the Fujitsu Education Ambassador Programme in September 2015. It holds a silver accreditation for Modeshift and a bronze award for Sainsbury's School Games.

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.	1

- Pupils benefit hugely from the Catholic Life of the school and appreciate the efforts made by their teachers to extend its influence beyond the school and into the outside world.
- The school mission statement is prominently displayed throughout the school and pupils were knowledgeable of its content and could give examples of how it applied to their everyday lives in school.
- They were especially proud of the tag-line, 'Fountain of truth, Embodiment of love, Spirit of compassion', and talked with great enthusiasm about what it meant to them.
- The excellent behaviour observed around the school, in the classrooms and in the playground is a reflection of the mission statement. Pupils are helpful and polite and well mannered. They are aware of the range of nationalities within the school but respect the rights and needs of the individual.
- School leaders take every opportunity to reinforce the sentiments expressed in the mission statement as observed in a Year 5/6 act of worship titled, 'Stronger Together'. Pupils explained what respect meant to them, how they had received it on occasions and, after reflection, all were tasked to go forth and put what they had heard into practice.
- Pupils, represented by the Mini Vinnies, were very enthusiastic to explain how the school's work extended into the local community and beyond. They talked at length and with great pride about their service to others through their charity work and why it is important.
- They are very proud of the support they have given to CAFOD, the Gianna project for Catholic Care and the Emmaus project for local homeless people.
- Pupil representatives of the chaplaincy team articulated, with great pride and confidence, the importance of their role in planning assemblies and acts of worship and how their efforts contributed to the smooth running and success of these.
- Recent visits to Wakefield, Pontefract and Leeds Cathedral were appreciated by pupils and regarded by them as an essential celebration of their efforts in helping the wider community.
- The care of pupils in St Joseph's is outstanding. However, although excellent relationships and behaviour are clearly visible, the systems and efforts made by school leaders to achieve this are often less so. For example the crucial work done by the Catholic Care Worker and the subsequent follow up by the headteacher is rarely seen but the impact on the behaviour of individuals is immense; the work in the Nurture Room compensating for missed developmental experiences is essential for individuals but difficult to quantify. Support staff also contribute to the harmonious atmosphere that pervades the school by the ease and calmness in dealing with, potentially, disruptive pupils.
- Attainment in Religious Education is good. Pupils enter the school at a low baseline but, because of the outstanding teaching they receive in the Early Years, they are at least in line with expectations by the time they begin Year 1. One parent commented that she was astounded at the progress her child had made during his first year at school.

- The job-share in the Year 1/2 class is very effective. The teachers are creative in their approach to the teaching of Religious Education. Lessons are exciting and practical for pupils; an example of this was observed in a lesson about the, Feeding of the Five Thousand. Pupils thoroughly enjoyed making the 3 fishes and 5 loaves out of salt-dough, helping them remember the story before having to recount it in the lesson planned for following the day.
- Attainment at the end of Key Stage 2 is currently good but the staffing issues in the year 3/4 Class have already had a negative impact on progress of pupils within that class and unless resolved quickly will have a negative effect on the Year 5/6 Class next year.
- Pupils' attitudes towards, and their participation in acts of Collective Worship are outstanding and are a strength of the school.
- School leaders ensure that there are many opportunities for pupils to pray throughout the day. The periods of Christian Meditation observed provided pupils with a short time of quiet when they could relax and reflect, in a tranquil setting, on the stimuli provided by the teacher. This was in contrast to the acts of worship and assemblies observed that were exciting and stimulating, filled with song and dance.
- Pupils are reverent and respectful at assembly and during acts of Worship in their own class setting. They are encouraged from the earliest age to participate. In the Early Years the children organised the focal point and danced while they sang. Years 1/2 planned, with the support of the class teacher, and asked question on how the blind man felt after being cured. Pupils in Year 5/6 planned and delivered a most moving worship on the theme of 'Respect.'

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.	1

- Overall, the teaching of Religious Education in St Joseph's is good with some outstanding practice being observed
- The majority of teachers have good subject knowledge and with skilful questioning and a range of appropriate activities they ensure that pupils are challenged in their learning and, as a consequence, they make good progress in their learning.
- In the most effective lessons observed teachers made good use of time; success criteria were linked to the driver words and shared with the class; the planned activities varied in length holding pupils' attention and keeping them on task. However, pupils were confident, if uncertain of what was expected from them, to stop the teacher and ask for clarification ensuring that no one was left behind.
- Lessons are well planned by all teachers and learning is built upon prior experiences with a view to future learning. This was evidenced, for example, in the Early Years Class when the children were learning about Baptism. The teacher recapped the previous day's learning before continuing with the session's activities on Baptism. The parish priest later commented on how he was preparing for a visit by children for a mock baptism.
- The parish priest is a frequent visitor to the school and is very supportive of school leaders in their mission.
- Technology is used very effectively in all classes and contributes to the effective teaching.
- Support staff are used effectively to support all pupils but especially those with particular needs.

- Assessment procedures are rigorous and are instrumental in raising standards throughout the school. The Marking Policy is adhered to by all, with pupils being allocated time to respond to their teacher’s comments and to take further action if required.
- Expectations, by school leaders, for pupils are high; they are encouraged to do their best in every aspect of school life and pupils, in turn, do their best to meet these expectations. One pupil stated, ‘If I believe I can do it, then I can.’
- Pupils are aware of where they are in their learning in Religious Education and know what the next steps they have to take to make progress.
- Good planning by teachers ensures that there is appropriate differentiation in lessons along with support for those who need it ensuring that all pupils make progress.
- School leaders have encouraged teachers to be creative in their delivery of the Religious Education curriculum and they have been very successful at doing so. Lessons observed took a variety of form with pupils actively engaged in their learning.
- The range and quality of displays in classrooms and throughout the school are excellent and contribute immensely to the learning environment.
- School leaders have been very astute in overcoming St Joseph’s isolation from other Catholic schools by being an associate member of the Bishop Konstant Catholic Academy Trust (BKCAT) centred in Wakefield, within the Diocese of Leeds. Pupils commented positively of their visits, for example the liturgical dance workshops were a great success; but it has also allowed teachers and support staff to observe, train and develop their own educational philosophy and skills in a much broader setting with a larger number of fellow professionals.
- Collective Worship is at the very heart of St Joseph’s. The themes chosen encourage pupils to reflect upon events within the school and outside and how these events impact on their lives.
- Pupils are skilled at preparing and planning acts of Collective Worship and they proudly explained how they supported the teachers in their assemblies.
- School leaders go to great lengths to involve parents in their children’s’ learning. As well as the more traditional passive form of involvement, for example, invitations to school Masses and assemblies, where they ‘watch’. Parents of Early Years children are invited into the class for 15 minutes before the start of the day to help their children write, where they ‘do’. There are opportunities half termly for the parents in other classes to work with their children in Inspire workshops, where they also ‘do’.
- The school’s RE curriculum meets the Bishops’ Conference requirements.

The Leadership and Management are outstanding

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
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- School leaders and governors have an outstanding commitment to the Church’s mission in Catholic education and ensure that the Catholic mission of St Joseph’s has the highest priority.
- Planning for future development in Religious Education is currently separate from the school’s overall Improvement Plan. This could give the impression that Religious Education is ‘an add on’ rather than a priority.
- The inspirational headteacher is deeply committed to achieving the best that education can provide for each and every child in her care. Her energy is infectious and as a

result the teaching staff have developed, in a relatively short time, into a confident and skilful team who work tirelessly in the pursuit of perfection.

- The governing body provide the appropriate level of challenge and support to school leaders and have successfully appointed a number of governors with specific skills that will strengthen the management of the school.
- It is unfortunate that recent appointments have had an adverse effect on some pupils' progress. However, the headteacher has provided appropriate support for the temporary teachers, as well as teaching in the class herself, as has the deputy headteacher, and also has provided extra 'catch-up' lessons for those pupils affected. The situation is yet to be resolved but its resolution is a priority for senior leaders and governors.
- The deputy headteacher, who is also Religious Education subject leader, is an outstanding role model for all staff. She has expert knowledge of the Religious Education curriculum and her teaching is of the highest quality. She provides a level of advice and support for those teachers who are not of the Catholic tradition that gives them confidence and a belief in what they are teaching. Her contribution to the school has been instrumental in raising the standard of teaching and learning in Religious Education.
- All staff embrace the school's mission, understand their role in promoting the Catholic life of the school and do so willingly and with enthusiasm. 100% of teaching staff attended the recent First Communion held in the parish church.
- The rigour with which the standards of teaching and learning in Religious Education are monitored and evaluated and the moderation of work are essential to maintaining and further developing the high standards achieved. Moderation and monitoring are standing items at weekly staff meetings as are marking and feedback.
- School leaders have worked tirelessly in developing a system for the marking of pupils' work and providing feedback that will help individuals to move forward in their learning. What is in place now is very effective: pupils commented on how their teachers' comments helped them learn.
- The parish priest is a frequent visitor to the school often celebrating Mass, 'in their place of work'. He is supportive of the school's mission and recognises the efforts made by school leaders, in their quest, to provide the best that Catholic education can offer for their pupils.
- Parents are appreciative of the efforts made by senior leaders to include them in their children's learning. The parent partnership sessions held at the beginning of the day are innovative and benefit all. One father spoke movingly of how much he learned by these sessions and how they help him understand how to help his child learn.
- Parents talked enthusiastically when describing the Inspire Workshops, held termly in each class. These provide an opportunity for parents to work with their children in their classroom on a practical task.
- Parents also applauded the communication systems put in place by the school that enable to be informed.

St Joseph's is a school that faces many challenges but, school leaders and governors have the skills, talent and determination to meet all challenges head on and to overcome them. Their stated mission, 'Through our actions, all who share in the life of the school will feel welcomed, valued, included and informed,' is at the heart of their work.