

# 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 JOSEPHS CATHOLIC PRIMARY SCHOOL  
West Close Road, Barnoldswick, BB18 5EN

School URN

119685

Date of S48 inspection and  
OE grade

8<sup>th</sup> and 9<sup>th</sup> November, 2018  
GOOD

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Chair of Governors

Anne Wood

Headteacher

Natalie Wood

RE Subject Leader

Natalie Wood & Michelle De Carteret

Date and grade of last S48  
Inspection

November 2013 - Outstanding

Section 48 Inspector/s

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 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 school**

- The headteacher and deputy head teacher, who is also the Religious Education Subject Leader, provide strong effective leadership. The commitment to the children's well-being and to the faith life of the school is a priority.
- Pupils, parents and staff appreciate the 'family feel' and warmth of the school. All members of the school community live out the school mission 'With Jesus at the centre of all we do and say'.
- The calm, harmonious community feel of St Joseph's is a real strength. Parents, pupils, staff and governors appreciate that St Joseph's is a very special place to be.
- Governors are very active in school and the parish, often joining the school community for worship. Some governors also volunteer in school, working alongside staff within the classroom. This helps to ensure they have an excellent understanding of the areas of strength and any areas for development.
- St Joseph's is a school committed to its Catholic tradition and ethos. Its Catholic character is reflected in the environment, which is of a very high standard. Display is a particular strength of the school. It is of a high quality and reinforces the Catholic ethos and values extremely well.
- Provision for and commitment to Collective Worship, by leaders and staff, is outstanding. For example, the headteacher and parish priest plan a variety of engaging events at the beginning of the year to ensure parents and governors can attend. Celebration of the Mass is at the heart of the school. Pupils and parents talk fondly of the parish priest and how well he includes the children in the Mass.
- Teaching in Religious Education (RE) is good. A range of creative learning tasks is evident in pupils' books. Most pupils work with pride and say they enjoy RE lessons.

- Governors have a three-year development plan They are very accurate in their understanding of Catholic Life and Collective Worship but need to be more robust in their self-evaluation of RE.
- The school has carried out moderation of RE work with schools in the local Salford diocesan cluster. However, the senior leadership team need to overcome any geographical constraints in seeking to work with other schools in the Diocese of Leeds to secure improvements in RE.
- The school has made good or outstanding progress against the areas for improvement identified in the previous inspection. For example, the understanding of the Mission statement and how this is shared with all stakeholders is excellent. Improvements have also been made with respect to pupil led Collective Worship. Pupils do take an active role in planning and leading Acts of Worship, however, this area still requires further improvement for the children to become highly skilled and confident.

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

Improve standards in RE teaching and learning by:

- Developing the effective use of 'I can' statements to pre-assess what pupils already know, inform the planning of carefully differentiated learning tasks and identify next steps, in order to maximise the progress of all pupils.
- Improving the pupils' understanding of how well they are doing and how to improve further, ensuring an age appropriate knowledge of attainment targets.
- Leaders implementing a more robust approach to the monitoring and evaluation of RE, ensuring they have an understanding of what outstanding attainment, progress and teaching looks like in RE.
- Developing a clear progression for pupil led Collective Worship so that teachers are aware of the expectations for each year group and children are supported in an age appropriate manner to become independent and confident.

### **Information about this inspection**

The Inspection of St Joseph's 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, examined the school website prior to the inspection. The inspector and headteacher conducted a 'learning walk' through school. The inspector observed three acts of Collective Worship involving each key stage and one class. The inspector observed all five classes during RE lessons. Discussions were held with the headteacher, deputy head, who is also the RE subject leader, parish priest, governors, parents, parishioners, representatives from the school council, and Mini-Vinnies. A comprehensive sample of evidence covering the RE/Catholic Life of the school was made available. The school's tracking files to show pupil progress and attainment data was analysed. Samples of pupils' work, examples of marking and data from pupil and parent questionnaires, minutes from Governors meetings and headteacher reports were scrutinised. School newsletters, Collective Worship planning and RE action plans were scrutinised. Displays in classrooms and around the school and photographic evidence of activities throughout the year, including residential, were noted.

### **Information about this school**

- St. Joseph's is a smaller than average-sized primary school. It has 128 pupils on roll around 80% of whom are baptised Catholic.
- It serves the parish of St. Joseph's, Barnoldswick (which also includes St. Patrick's at Earby).
- The admission number for the school is 20 pupils per year group. The children are organised into 5 mixed age classes. Levels of mobility are below average with children usually progressing all the way through school.
- Most pupils are of a white British background. An increasing number of pupils come from Polish backgrounds and are new to English on arrival at school. A small number have Pakistani heritage.
- The proportion of pupils on the Special Needs register, supported through school action, is above the national average, one child has an Education Health Care plan.
- The established headteacher was appointed in February 2013. The deputy headteacher/ RE Leader, took up her post in June 2016.
- There are 6 Catholic teachers on the staff. Four hold the CCRS, one is currently studying for this and another has had some training via the CCRS.

## 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.	<b>1</b>
The quality of provision for the Catholic Life of the school	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	<b>1</b>

- Pupils' contribution to the Catholic Life of the school is excellent. The pupils are rightly proud of their Catholic school and know that they benefit from attendance there: *'St Joseph's is a Catholic school; at our school we are always thinking about others. Some children in our school are not Catholic but we are all one big family together'*.
- Pupil voice features strongly at St Joseph's. Groups are very active, such as the Mini-Vinnie group, Pupils' Parliament and School Council. Pupils spoke eloquently of their contribution towards the design of the prayer garden and which virtues should be focussed on in which year groups.
- Mini-Vinnies and School Council also plan extensive fundraising events. The amount of money raised is very impressive for a small school. At the time of inspection, pupils were putting together Christmas Parcels to be delivered through Operation Christmas Child. One pupil said *'We get such a lot of presents and we have our family and homes all year round. Some children do not have very much; it makes me happy to think we are helping others.'*
- There are many roles and responsibilities that older pupils take on, such as head boy or head girl. The pupils are voted into these areas of responsibility. The other pupils in school look up to these excellent role models and aspire to be the best they can. As one Year 4 pupil said: *'In this school we try to be like Jesus, follow Jesus and do our best putting in one hundred percent.'*
- The sense of belonging is also reinforced by the buddy systems, where pupils look out for one another. Some pupils become playground leaders, others are reading buddies and others buddy up with children new to the school. The pupils speak about how proud they are to be at St Joseph's. Mini-Vinnies meet the elderly parishioners at the parish luncheon club. Other pupils visit people with dementia.
- St Joseph's is an inclusive school. Respect is shown for all faiths and cultures. Pupils are able to express their opinions appropriately whilst showing respect for all. The school is currently embedding 'Journey in love' as the chosen scheme to deliver an understanding of loving relationships and sexual development.
- Despite the distance involved, pupils visit Leeds Cathedral and see themselves as part of a wider community of Catholics. For example, Mini-Vinnies attend the enrolment Mass at Leeds Cathedral and other pupils attend the annual Good Shepherd Celebration where they proudly present their fundraising efforts.

- The school's mission is understood by all. Pupils said that their school prayer reminded them to give their best and were proud to recite it for the inspector:
- Parish links are extremely strong - staff, parents, governors and pupils talk about the parish priest with great fondness. Pupils say they enjoy Mass and appreciate the way the Gospel is explained to them. A number of the pupils are altar servers and school does all it can to promote this and Mass attendance in general.
- Displays around school are of the highest standard and clearly promote the Catholic life of the school. For example, the school's mission statement is displayed in large letters in the school hall. 'With Jesus at the centre of all we do and say'. The five virtues that have been chosen, one for each class, have been incorporated into displays around school. Each classroom also has a religious focus area, displaying the correct liturgical colour and appropriate artefacts to engage the children spiritually.
- The headteacher and parish priest plan events to promote the Catholic Life of the school at the beginning of every year. This aspect of school is given the highest priority and is always the centre of any school development planning or school improvement.
- Governors have been extremely successful in employing practicing Catholic staff. The commitment of the staff to the Catholic Life of the school is borne out by the number of staff that have gained the CCRS qualification since joining the school. Other members of staff are currently studying for this.
- Many of the staff and governors are active in the parish of St Joseph's. This leads to very strong links and a real sense of community. The parish priest is supported extremely well in Sacramental Preparation by the school. Some school staff are catechists, working in the parish on a Saturday evening to prepare pupils for Confirmation and First Sacraments of Holy Communion and Reconciliation. Pupils benefit from an away day retreat whilst preparing for Confirmation.
- Parents who are new to English were very keen to say how welcome they feel in the school. School communicates to parents in Polish and the excellent website has the facility to be read in several languages: *'This is a very caring school, behaviour and morals are important. It teaches the children to be friendly and polite, if you see children outside school they always say hello'*.
- The school is an active member of the Pendle Family of Catholic Schools including the Catholic High school, St John Fisher and Thomas More, which most pupils go on to attend. Staff also attend training provided by both the Diocese of Leeds (Collective Worship and Creative RE) and through the Salford Diocese.
- Governors have a three-year development plan which has a focus on the Catholic Life of the school. Staff and governors have attended retreat days together, the purpose of which was to think about the vision and mission of the school and enhance the faith life of all involved.

## RELIGIOUS EDUCATION

### Religious Education is Good

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

- Pupils talk about RE with enthusiasm: *'We like learning about other religions, teachers make the lessons fun and interesting'*. Pupils do make good progress from the varying starting points and most take pride in their work.
- The school uses The Way, The Truth and The Life (WTL) scheme of work recommended by the Leeds Diocese and gives ten percent curriculum time to the teaching of curriculum RE meeting the requirements laid down by the Bishops of England and Wales.
- The parish priest enhances teaching and learning in RE. For example, in October he visited every class to teach them about the importance of the rosary. In the Reception class, he will re-enact a baptism for the pupils so they can learn about becoming a member of the church: *'Father comes in and teaches us about the Rosary and Benediction, he is fun and interacts with us, he will get us to do role-play or drama.'*
- The standard of pupils' work in RE books is not yet outstanding. Some of the tasks set do not take prior learning into account and the scheme (WTL) is followed too rigidly in some cases. This means that throughout school, children are repeating the same type of activity. For example, re-telling a bible story or exploring the feelings of people, rather than older pupils being encouraged to make links or say how they are inspired to be different through the study of the bible.
- All lessons observed during the inspection featured excellent behaviour for learning. 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.
- Most children take pride in their books and they are well presented. Some pieces of work are very short and occasionally not well marked to ensure pupils revisit the learning and improve RE skills or knowledge.
- The school has a very clear marking policy and this can be seen in books. Some children do not appropriately respond to marking leading to a reduced impact on outcomes. In one very good lesson, the teacher marked work with a child that had finished and remodelled the task by asking a probing question resulting in the child being able to instantly respond.
- Teachers' planning is usually good, and all staff have attended creative RE courses held by the Leeds Diocese. For teaching and learning to be outstanding, planning needs to be closely linked to pupils' current assessments with activities planned to move the pupils on to the next level or attainment target strand.
- Senior leaders and class teachers have not been able to compare or moderate standards in RE against those of other Leeds Diocesan schools. This has left the school vulnerable and in a position where it has occasionally evaluated standards in books too generously.
- The headteacher and governors realise the need to make significant links with other diocesan schools in order to remain up to date with developments in RE. This has been identified in action plans.

- The RE leader does have a clear vision for the subject, however further partnership working is required so that a robust and accurate assessment of what outstanding teaching and learning is can be gained

## COLLECTIVE WORSHIP

### Collective Worship is Outstanding

How well pupils respond to and participate in the school's Collective Worship	<b>2</b>
The quality of provision for Collective Worship	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	<b>1</b>

- Pupils act with reverence and respect during Acts of Worship. They talk about how they enjoy the different forms of worship and those that have led other pupils in Collective Worship talk about this with enthusiasm.
- Periods of prayerful silence were rare in the worship seen by the inspector. This has previously been observed by the Collective Worship leader and is something the school have identified as an area for improvement.
- The Collective Worship planned by the children is not yet outstanding as the children still have adult input to the planning and adults interjecting whilst the worship is taking place.
- The quality of provision for Collective Worship is outstanding overall. Parents, governors and pupils talk about the richness of the liturgical calendar. Worship is at the centre of celebrations. The Parish Priest and headteacher meet at the beginning of each year to plan the calendar of events to ensure that Acts of Worship are of the highest quality and take priority within the school year.
- The Parish Priest is highly effective in engaging the pupils during Acts of Worship, particularly the Mass. As one parent said: '*The priest is brilliant, he talks to the children first, explaining the Gospel in a way that they can really understand, he often gets them to act it out*'.
- The vast majority of staff are practicing Catholics. They are highly skilled in delivering worship and have excellent knowledge of the church's year and how to plan worship that engages the children. It was wonderful for the inspector to witness the younger children enjoying a familiar hymn and how the children left the hall joyfully humming the words for themselves at the end of worship.
- Pupils are involved in a variety of ways during worship, through singing, joining in traditional prayers of the church and often given something symbolic to remind them of the theme. For example, the older pupils were given a poppy wreath and the younger pupils, a bookmark to remember those killed during the war.
- Worship is made accessible to all. The school goes to great lengths to invite adults, often writing to some parents in Polish, texting those whose child may be featuring in a special way and maintaining an excellent website and newsletters so parents are fully

informed as to what is coming up. Parents and governors talked about the wonderful Harvest Celebrations that had recently taken place.

- One parent who is not Catholic said she 'always feels welcome at Mass or other celebrations in both the church and school'. A Polish-speaking parent talked about how bidding prayers or readings are occasionally said in Polish so she feels that her family are 'really welcome'.
- Leadership of Collective Worship is outstanding; leaders are visible practicing Catholics in the school and parish. Many school staff are also parishioners of St Joseph's Church. Many of the governors are highly visible both in school and in the parish. A number of governors are catechists or members of the St Vincent DePaul Society linking in well with the Mini-Vinnies in school.
- Leaders and governors give the evaluation of Collective Worship a high profile. Governors are able to monitor worship informally when attending events in school and more formally when in school carrying out learning walks and joining classes for Collective Worship.