

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

School URN	121641
Date of Inspection	11 <sup>th</sup> October 2017
OE grade	Good
E-mail address	headteacher@st-josephs-tadcaster.n-yorks.sch.uk
Chair of Governors	Mary Jane Murray
Headteacher	Mary Young
RE Subject Leader	Mary Young
Date and grade of last S48 inspection	October 2012 OE Good
Section 48 Inspector	Mrs Janet Hutton

## 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 Catholic Primary School is a good school where the deep-rooted traditions and beliefs of the Catholic faith walk hand in hand with outstanding pastoral care. This is made visible through its mission to "live, love and learn with the Lord." The Catholic nature of the school's identity is positive and is afforded a very high profile within the town of Tadcaster.
- The outstanding commitment and dedication of the headteacher has brought about rapid improvement in a short space of time, however the school cannot yet be judged outstanding as recently introduced improvements are not yet fully embedded.
- The school has forged strong links with neighbouring Catholic schools: St Edward's and Barkston Ash and the local Star Alliance of schools (Sherburn, Tadcaster and Rural). It is also a member of the North Yorkshire RE Cluster group and attends meetings at St. Robert's Catholic Primary school, Harrogate.
- Continuous Professional Development (CPD) has had a positive impact on the Catholic Life of the school and the quality of the Collective Worship(CW).
- All staff are fully committed to the Catholic Life of the school and work extremely hard to provide excellent care and support for all pupils.
- High quality CW is central to the life of the school and is a key part of every school celebration. It is a strength of the school and all pupils play an active role in the preparation, delivery and development of CW.
- Children benefit from the excellent provision in the Early Years Foundation Stage (FS). The school does not offer Nursery education, although a privately-owned pre-school unit is operated on site.
- Pupils achieve well and enjoy their learning in Religious Education (RE). From a mainly below average RE baseline, the standards the majority of pupils achieve in RE are in

line with the national average at the end of KS2 and KS1 and progress is at least good or better. This is an improving trend. Progress in RE is predicted to accelerate.

- Teaching is good, some is outstanding and none is inadequate. Teaching support staff play an active role in all lessons. This has a positive impact on behaviour for learning particularly for those pupils with specific learning difficulties.
- There is a strong sense of faith and belonging within the school. Pupils speak openly about their faith and what it means to them as individuals. This is reflected in the way they respect and care for each other within the school and wider community.
- The school website includes links to the parish, with a calendar to encourage all stakeholders to join the school in worship.
- All recommendations identified for action from the previous Section 48 (S48) inspection have been implemented and used as a focus for development. The rigorous monitoring and evaluation year planner is linked to the school's RE Action Plan and the recommendations from the Diocesan Canonical Review. This has led to significant changes and improvements in the Catholic Life of the school by making it the central core subject which underpins all work in school.
- The Governors have ensured that the school fully meets the Bishops' Conference requirements. All canonical and statutory duties are fulfilled.

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

- Improve standards of teaching and learning in RE across the school by sharing the outstanding classroom practice which already exists in the school.
- Increase the number of pupils who make more than two levels progress in RE by devising a wider range of learning and assessment tasks. The school should also provide further opportunities to appropriately challenge the most able pupils to use higher order skills to develop their knowledge and understanding of RE.
- Share the outstanding CW practice across the school to ensure that all pupils are empowered to plan, lead and evaluate high quality CW.

### **Information about this inspection**

The inspection of St Joseph's 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 the key issues for action identified in the previous S48 RE Inspection and Canonical Review 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 RE lessons.
- How well pupils achieve and enjoy their learning in RE and participate in the liturgical life of the school.
- How good outcomes are for individuals and groups of pupils in RE, particularly those pupils who require extended challenges in order to ensure maximum progress.
- The quality of Collective Worship (CW) provided by the school and how well pupils respond and participate.

- The effectiveness of leaders and governors in promoting, monitoring, evaluating and developing Catholic education at St Joseph's by establishing the accuracy of the school's self-evaluation systems.

The inspection was carried out by one inspector over one day.

- The inspector observed 3 lessons, a whole school assembly, staff morning prayers and a CW.
- Meetings were held with the head teacher, youth minister, chair of governors, the RE subject leader, parish priest, teaching and support staff, parents and pupils.

A comprehensive sample of evidence covering the RE/Catholic Life of the school was made available. This included:

- RE Co-ordinator's File
- Policies and documentation
- The school's monitoring and tracking files to show pupil progress and attainment data.
- Year Group RE Files
- Governor Files
- RE moderated work portfolios, samples of pupil's work of excellence, examples of marking
- Recent monitoring visit reports
- RE action plans
- 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.

### **Information about this school**

- St Joseph's Catholic Primary school is a smaller than average sized, Voluntary Aided school, with 64 pupils, 39% of whom are baptised Catholics, with a mix of other Christian and other faiths.
- The school serves the Parish of St Joseph's in Tadcaster and surrounding villages and has strong links to the churches together in Tadcaster. St. Joseph's is the only faith school in the town.
- The school has grown significantly since the last S48 inspection from two to three full time mixed age classes.
- There are 2 full time teachers, one of whom holds the CCRS, and one part-time teacher (0.8). The HT covers PPA and makes up part-time teacher hours. There are 2.6 Classroom Support Staff.
- The head teacher has 0.4 teaching commitment and is also the RE Co-ordinator.
- A youth minister is employed 1 day every 2 weeks and is funded by the parish.
- The majority of pupils are white British, with 1.6% from minority ethnic groups; there are no pupils with English as an additional language (EAL).
- Attendance is in line with national average (96%).
- On entry to school, data indicates that most children are broadly in line with national expectations, although last year 30% were below national expectations.
- Pupils come from a wide range of socio-economic backgrounds.
- The proportion of pupils eligible to take free school meals is below the national average (6.25%).
- The proportion of children with special education needs and/or disabilities is above national average (18.75%) and there are four children with education health care plans. All pupils are taught in mixed-age classes.

- A new head teacher has been appointed since the last inspection and her major priority has been to develop the Catholic Life of the school and strengthen links to the parish community.

## 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>1</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>2</b>

- The outcomes for pupils at St Joseph's are good. The head teacher (HT), governors and staff have a clear vision of the nature of a Catholic School and are committed to providing not only the best possible education for its pupils, but a safe and secure environment where they can grow to know and love God. Pupils discussed the special bond that exists between them by the respect they have for one another and the care they show to new pupils who join the school.
- Pupils take full advantage of the wide range of opportunities the school provides for their personal and spiritual development. The school's overall mission is to, "live, love and learn with the Lord", This is further strengthened during daily CW which provides a specific mission for pupils to focus on throughout the week.
- The strong Catholic Life of the school alerts pupils to the needs of others. They are proud of their school and community. They show their concern for those less fortunate than themselves by supporting many charities through a variety of fundraising activities throughout the year. The Mini Vinnies group arranged a Harvest Festival collection of food which was distributed to the local Salvation Army and are currently organising a Christmas Shoebox collection closely followed by a Copper Appeal for Children in Need.
- There are many opportunities for pupils to lead and take responsibility for prayerful activities which benefit and include the whole school community. A wide range of acts of worship include attendance at Mass in school and church, Benediction, May processions and Remembrance Day services. These have given pupils the opportunity to plan and lead the community in prayer and song by sharing their own acts of worship. They do this with a depth of spirituality and maturity and show great reverence and respect for others.
- Rewards and sanctions are clearly displayed around the school and pupils respond extremely well to the positive nature of the Behaviour Policy and take full responsibility for their actions. Adults and pupils treat each other with high levels of respect and pupils know the consequences of unacceptable behaviour. Pupil behaviour is therefore consistently good and in the main, outstanding. This is due to good quality teaching and positive behaviour strategies in all classes.
- The majority of pupils make at least expected progress and some pupils are on target to exceed. The comprehensive tracking system shows an upward in RE particularly for those pupils on the SEND register. Standards pupils achieve in RE at the end of KS2 are broadly in line with other curriculum areas and are tracked and compared to the other core subjects. To maintain continuous improvement, the school needs to ensure that all groups are closely tracked and monitored to ensure that no pupil is at risk of underperforming.
- RE is a core subject and permeates the entire curriculum. The HT (also the RE Co-ordinator) has established a very comprehensive pupil tracking, monitoring and

evaluation system for RE to maximise the progress and attainment of individuals and groups of pupils. Reports to governors giving details of progress and attainment in RE follow the same format as those for Literacy and Numeracy.

- Progress is monitored through observations, drop-ins, work scrutinies and rigorous analysis of the comprehensive assessment data. Areas for improvement are identified by the RE Co-ordinator. To further impact on standards, particular emphasis needs to be given to making sure that the next steps are linked to the RE learning intention and more focussed assessment tasks by challenging the more able pupils to use higher order skills to develop their knowledge and understanding in RE.
- Current data analysis which is monitored by HT/ RE Co-ordinator shows that the standards pupils have achieved in RE at the end of the first Autumn half term are on an upward trend and, in particular, indicate an increase in those pupils who are predicted to make three levels progress in the forthcoming year.
- In the Foundation Stage the percentage of children reaching a good level of development continues to rise as a result of improvements in provision and teaching. This is a product of the imaginative teaching, planning and assessment in the Reception class with many now on track to exceed expectations. The school needs to streamline the system for recording baseline attainment data on entry into the tracking system so as to be able to show progress at the end of KS1 more accurately.
- Pupils are keen to do well as can be evidenced by the pleasing quality of work in their RE books and the good standard of presentation and handwriting.
- Collective Worship at St Joseph's is of a high standard and involves pupil participation. Pupils plan and deliver their own CW and take responsibility for the readings, intercessions, activities, power points and setting up of the RE focus tables. To invoke a stronger response and increase levels of confidence from pupils the school should provide more opportunities for pupils to develop private prayer and spontaneity through individual reflection, meditation and liturgical dance experiences.
- Pupils respond well to the spiritual and moral development of CW. They have the capacity to listen, give thanks, forgive and be forgiven. They value and respect the Catholic tradition of the school and its links to the parish community.
- Age appropriate differentiated acts of worship allow pupils to access information at their own level and respond accordingly. Drama has been incorporated into RE and this has significantly improved the quality of Easter and Christmas celebrations. By sharing the outstanding practice which already exists within the school pupils will become more empowered to plan, lead and evaluate high quality CW.

## 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

- Teaching is consistently good with some elements of outstanding and none is inadequate. The school needs to share the outstanding practice which already exists within the school. In the classes where teaching could be further improved, innovative and creative examples of teaching and planning should be observed and shared to enable all staff to demonstrate outstanding practice in their own classrooms.
- Building upon recent CPD staff training in RE provided by the Diocesan RE Co-ordinator, the school is increasingly using a creative approach in RE.

- Examples of creativity were seen in FS and Y1 where pupils were given many different activities relating to the story of Noah and the Great Flood. Great excitement was enjoyed by those children who made a boat and tested it in the water tray. The inspector went on to question a group of Y1 pupils as to why God sent a rainbow. Discussions followed and led to the Boxing Day floods in Tadcaster when the main bridge through the town was destroyed and the community was divided. Pupils described how God helped them to be strong and brave and how everyone helped one another following the disaster.
- In the best lessons teaching is inspirational and uses creative activities to engage and motivate pupils to produce work of a high standard. A KS2 lesson gave pupils the opportunity to research the life of a saint and then to report their findings back to the group. The teacher further encouraged all pupils to consider the mission of the day by how they can help others in the same way as their chosen Saint.
- The RE Action Plan provides a firm basis for an accurate diagnosis of the school's strengths and areas for further development. These have led to significant improvements relating to outcomes and provision.
- Pupils enjoy RE and say that their teachers make the subject interesting and exciting. Work is well differentiated and all groups of pupils are able to access the curriculum and produce work of a good standard in line with their ability. Lesson objectives are shared and discussed with the class and the children are aware of what they are learning.
- TAs are used effectively to support pupils with learning and behavioural difficulties, ensuring full access and inclusion to all aspects of the curriculum. The support staff at St Joseph's are totally committed to assisting all pupils to reach their full potential. They have a positive impact on the quality of learning through their contribution to breaking down individual barriers to learning and supporting specific groups of pupils through effective EHCP planning. This is a strength of the school as evidenced by the positive comments and testimonials received from a number of parents and carers.
- The school is fortunate to benefit from the services of a youth minister employed by St Robert's Parish, who share this invaluable facility with St John Fisher Catholic High School, other local Catholic primary schools and St Joseph's. The youth minister is particularly highly skilled in working with young people and brings a wealth of opportunities for pupils to experience outstanding RE teaching and CW through creative and fun learning in support of their faith development. She works closely with pupils who need more structured support for a variety of reasons and is timetabled in all classes. Her salary is funded by the parish council - an excellent example of how valuable she is to both the pastoral care and faith development offered by the school.
- School pastoral systems are outstanding and as a result, relationships between children, parents and staff are exemplary and a real strength of the school. The school is committed to the development of the whole child and for each child to be given the opportunity to reach his or her full potential. This is lived out in the Mission Statement which is in the process of being reviewed under the leadership of the chair of governors involving staff, pupils, parents and parish members.
- The school uses the diocesan approved RE scheme 'The Way, the Truth & the Life', (TWTL). All teachers are responsible for administering and levelling the RE assessment tasks and have been receiving excellent support from the RE Co-ordinator. Regular moderation of assessed pieces of work is carried out with other RE Co-ordinators from the Partnership of schools and the RE Advisory Service.
- The RE curriculum provides good opportunities for social, moral, spiritual and cultural development and is enhanced by the Sex Education Relationship scheme, All That I Am.
- The RE budget is in line with other core curriculum areas. A local business has donated a substantial amount of money to provide the school with a prayer garden. The parish are currently involved in the development of this area which is intended to give an extra

dimension to opportunities for contemplation and to increase the amount of opportunities for meditative prayer by creating an all-year-round quiet prayer area outside.

- Following an audit carried out by the RE Co-ordinator all classes now have a well-resourced worship area and liturgy boxes containing cloths of the liturgical colours, candles, artefacts, CDs and pictures. These are used daily in all classes.
- Pupils are given opportunities to expand and explore their faith on a day to day basis. To further support the RE curriculum and promote pupils' learning, the school should consider arranging retreat day for pupils in KS2 to enhance their personal spirituality.
- CW is central to the life of St Joseph's and a key part of every celebration. The celebration of the Eucharist is seen as the heart of the school and all pupils are proud of the fact that the church is within walking distance and that they are able to visit regularly. This facility motivates pupils into a greater involvement, understanding and enjoyment of their faith. An example of this was experienced by the Y2, Y3 pupils who used the church to role play the sacrament of Baptism. The very supportive parish priest was in attendance and was happy to allow the children to take over his role at the baptismal font.
- The quality of CW is outstanding. The children experience a wide range of prayer opportunities ranging from whole school prayers to personal prayer time. CW always involves pupil participation and shows a marked progression from FS to Y6. The place of prayer in the Catholic life of the school is established as soon as children enter school in the Reception class.
- A weekly assembly is delivered by the HT, who is a firm believer in the traditional prayers of the Catholic faith. These are on the school website and parents commented that they find it helpful to know that they are readily available to support the Wednesday Word activity sheets and RE homework. Parents welcome the opportunity to support RE in the home and give outstanding feedback to the school.
- The celebration of the Eucharist is integral to school life. The children have many opportunities to celebrate Mass throughout the year. The Parish Priest is a popular visitor to the school and works closely with the HT to provide a wide range of opportunities for pupils to have high quality experiences of the Church's liturgical life. Pupils have an excellent awareness of the key liturgical seasons and celebrations of the Church's year.

## 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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- The leadership of Catholic Education at St. Joseph's is extremely well served by the parish priest and a group of highly skilled governors who, along with the dedicated HT and staff, are all firmly focused on St Joseph's becoming an outstanding school through their deep commitment to the Church's mission in education.
- All areas of leadership and management at St. Joseph's are good with elements of outstanding practice, particularly the way in which governor's monitor, analyse and evaluate the impact of the Catholic Life of the school. They are aware of the major strengths and areas for development as well as being very effective in both the support and challenge they offer to the school. This has brought about rapid improvement in the outcomes and provision for pupils.
- The HT has a vision for the school which is reflected in the ethos of the caring nature and human wholeness of each individual to make St Joseph's an outward looking school.

The impact of this has been a greater sense of ownership of the school's Catholic mission and a stronger drive for improvement in RE as a core subject. This is a strength of the school and is reflected in the outstanding way in which pupils contribute to and benefit from the Catholic life of the school.

- The governors are keen to challenge the school through the effective RE monitoring and evaluation systems which have been established. Reports on the Catholic Life of the school and RE assessment data are made to governors each half term. Governors challenge the HT by questioning what impact has been made on standards in RE. This is a real strength of the school in promoting positive collaborative working partnerships for the common good of Catholic education for the pupils at St. Joseph's.
- Links with the parish are very strong. The parish priest is actively involved with, and is visible around the school. He takes time to get to know the staff, children and their families. He is extremely supportive of the school and is keen to work closely with the staff from St Joseph's and St. Edward's to celebrate traditional liturgical events and Sacramental preparation.
- The support offered by the headteacher to staff, pupils, parents and the wider community is outstanding. She has a clear vision and a strong sense of purpose for this Catholic school. She sets high expectations of herself and others within the school community to ensure that RE is given the high profile of a main core subject. She clearly demonstrates this through her professional drive and determination to ensure that RE and the Catholic life of the school continues to move forward. She has a thorough knowledge of the whole school assessment data and EHCPs to bring about a very positive impact on standards in RE.
- Parents have a very positive view of the current leadership and management of St Joseph's School. They welcome the improved communications and the "Open Door" approach. They are appreciative of the regular newsletters, Wednesday Word and website facilities. Parents say that they are listened to and any concern is swiftly acted upon by the school. Parents are consulted regularly and are pleased with the way in which the school keeps the lines of communication open and informed about their child's progress in RE.
- Governors are kept well informed and up to date about the Catholic Life of the school and are knowledgeable about the key aspects of the content and grading of the school's RE Action Plan and Self Evaluation Form. This allows them to hold the school to account for attainment in RE and the Catholic Life of the school to ensure that the school meets all canonical and statutory requirements.