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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, A
VOLUNTARY ACADEMY, COPPICE RISE HARROGATE,
HG1 2DP

School URN

121643

Date of S48 inspection and
OE grade

March 31st and April 1st, 2022
OE Grade: Outstanding

E-mail address

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Chair of Governors

Mr. J. Haley

Headteacher

Rachel Rouse

RE Subject Leader

Gillian Delahay

Date and grade of last S48
Inspection

21st and 22nd May, 2015
OE Grade: Outstanding

Section 48 Inspector

Roxanna Drake

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.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

This is an Outstanding Catholic Primary School

- The head teacher and senior leaders are passionate about the responsibility they have to promote the Catholic Life of the school.
- The governor with responsibility for Religious Education (RE), the governor with responsibility for 'Virtues to Live by' and the chair of governors are regular visitors in school. Along with other governors, they monitor, promote and evaluate the provision for the Catholic Life of the school to an outstanding degree.
- Leaders and governors ensure that RE has full parity with other core subjects and fully support all diocesan requirements. They are passionate to ensure that the Catholic Life of the school is a high priority.
- The school works very closely with the Bishop Wheeler Catholic Academy Trust.
- The coronavirus pandemic 2020-2021 caused great disruption for the whole community. The flood in key stage one, October 2021, exacerbated the school's anxiety. With firm initiative and resolve all members of the school community pulled together to create a working plan that could be sustained until building work had repaired the effects of the flood.
- The Personal, Social and Health Education (PSHE) and the Relationships and Sex Education (RSE) curriculum linked to the teaching of RE makes an outstanding contribution to pupils' knowledge and understanding of societal challenges for individuals particularly at upper key stage two. Pupils are able to use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically.
- The extent to which pupils contribute to and benefit from the Catholic Life at St Joseph's is outstanding. Almost all pupils appreciate, value and actively participate in the Catholic Life and mission of the school. As one parent commented, "The children are always eager to come to school and the support for fund raising is tremendous. They do care about others".
- Almost all pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of almost all pupils is exemplary at all times. In

proportion to their years, they show an ability to listen, to give thanks, and to empathise with other peoples' and pupils' lifestyles. A number of pupils commented that it was good to play with or look after other children in the school. They are also quick to congratulate others.

- A strong emphasis is placed on the school's commitment to Catholic social teaching, in particular to the dignity of every human person. There is an ongoing collection of food for Harrogate Foodbank that distributes food to those in need in Harrogate and the school also supports Help Harrogate and Harrogate Hospital and Community Charity.
- Pupil voice features strongly at St Joseph's and numerous groups are available for them to join such as the Mini-Vinnies, Mental Health and Well-being, School Council and the re-established Faith in Action award group.
- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought. There is a quality of prayerful silence and a depth of reverent participation in communal prayer. Meditation is a regular feature of weekly Collective Worship for key stage two pupils. One pupil shared, 'I close my eyes, relax and I can quickly get into the zone'.
- Acts of Collective Worship have a clear purpose, message and direction. The themes chosen for worship identified on the planning sheet for Collective Worship display the excellent understanding that relevant staff have of the Church's liturgical year, seasons and feasts. This knowledge, passed down to the children, is now embedded in the pupil led Collective Worship.
- Parish links are extremely strong, with one parent commenting, "The Head's newsletter always features Mass times and advertises parish events".
- Key issues raised in the last Section 48 (S48) inspection have been acted upon.
- The governing body has ensured that all canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Raise the standard of teaching and learning in Religious Education consistently across the school by creating more pace and providing more challenging activities in lessons, thus raising aspiration for individuals and groups of pupils.
- Continue to improve the quality of pupil skills in leading acts of Collective Worship in class and in larger celebrations by including not only pupil (peer) and staff feedback but also Collective Worship leaders' self-evaluation of the act's effectiveness.
- Develop the analysis and evaluation of the Catholic Life of the school and acts of Collective Worship by providing effective systems and schedules for the collection of informed comments from all members of the school community, to plan for further improvements.

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 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 any key issues, identified for action 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.
 - How well pupils achieve and enjoy their learning in RE.
 - The quality of teaching, learning and assessment of RE.
 - How well pupils respond to and participate in the school's acts of Collective Worship.
 - The quality of Collective Worship (CW) provided by the school.
 - How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school, Religious Education and Collective Worship.
- An RE focused learning walk of all the teaching areas took place with the acting assistant head teacher. RE teaching and learning was jointly observed in almost all classes, and acts of Collective Worship were observed, covering all key stages. This included pupil led, teacher led and shared teacher and pupil led acts of Collective Worship to classes and a meditation for key stage two.
 - Detailed discussions and meetings were conducted with the head teacher, the RE subject leader, the chair of governors, the governor responsible for RE, the governor responsible for Virtues to Live By, the parish priest, representatives from the teaching assistants, the Mini-Vinnies group, the Faith in Action group, the school council, the ambassadors for well-being, other pupils and parents.
 - A very wide range of documents detailing the planning, monitoring and evaluation of the Catholic Life, Religious Education and Collective Worship was scrutinised.
 - The head teacher reports to governors, the latest governing body minutes, and the school's RE budget were noted.
 - Pupil progress and attainment in RE was analysed and discussed with the RE subject leader.
 - A detailed scrutiny of pupils' RE workbooks was analysed covering all key stages.

One inspector carried out the inspection over one and a half days.

Information about this school

- St Joseph's is an average sized one-form entry Catholic Voluntary Academy of the Diocese of Leeds. The school educates pupils from four to eleven.
 - Currently, there are 193 pupils on roll with a 91% population of practising Catholics.
 - Four pupils are in receipt of pupil Premium; 36% speak English as an additional language (EAL); there are 4.1% of pupils with Special Education Needs (SEND) support and two pupils with a care plan.
 - Children come from a wide range of socio-economic backgrounds with the proportion of pupils eligible for free school meals well below the national average.
 - There are six full time teachers and three part time teachers. One teacher holds the Catholic Certificate of Religious Studies (CCRS). The full time equivalent (f.t.e.) total number of Catholic teachers is six. All teachers teach RE. The school also employs eight (f.t.e.) classroom support staff.
 - The school employs and works closely with the Diocesan Catholic Care service (CCS).
 - The school converted to academy status in 2015, joining the Bishop Wheeler Catholic Academy Trust (BWCAT). The school works closely with all member schools.
 - There have been significant staff changes in leadership since the last Section 48 (S48) inspection, with the acting head teacher recently appointed to the substantive head teacher post. The current parish priest took up his post in 2019.
- The school engages with the Diocese of Leeds School Singing programme with weekly singing lessons. Some pupils also attend after school choir club led by a class teacher/music leader in school.

• St Joseph’s has achieved externally accredited awards, such as Fairtrade Status and Healthy Schools Award, Physical Education (PE) the School Games Bronze Award. The school is an active member of the Harrogate School Sports Partnership.

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

- The head teacher and senior leaders are passionate about the responsibility they have to promote the Catholic Life of the School.
- The extent to which pupils contribute to and benefit from the Catholic Life of St Joseph’s Catholic Primary School is outstanding. Almost all pupils appreciate value and actively participate in the Catholic Life and mission of the school. As one parent commented, “The children are always eager to come to school and the support for fund raising is tremendous. They do care about other people and countries”.
- Almost all pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of almost all pupils is exemplary at all times. In proportion to their years, they show an ability to listen, to give thanks, and to empathise with other peoples’ and pupils’ lifestyles.
- The virtue of ‘Forgiveness’ was used and drawn upon, by the pupils, to reflect upon their own understanding of the virtue and for them to place it into the perspectives of their own lives as observed in lessons, acts of Collective Worship and meditation.
 - Almost all pupils enthusiastically embrace the demands that membership of the school community entails. All pupils keenly supported entry to the competition, organized by the school, to design a new school badge. They show great empathy with the school community. One pupil shared, “We take care of one another”. Another pupil shared, “Our school has lots of nice people in it, we do not exclude anyone”.
- A strong emphasis is placed on the school’s commitment to Catholic social teaching, in particular to the dignity of every human person. The school organises a variety of fundraising events for local, national and international charities: - Cafod; Mission Together; Little Sisters of the Poor; United for Ukraine liturgy and peace walk. There is an ongoing collection of food for Harrogate foodbank, which distributes food to those in need in Harrogate.
 - Pupil voice features strongly at St Joseph’s Catholic Primary School and numerous groups are available for children to join such as the Mini-Vinnies, Mental Health and Well-being, School Council and the re-established Faith in Action Award group.
 - Kindness is shown to others regularly and to those not a part of the community. Groups and individuals are very active; they plan fundraising events, both at school and within the parish. Non-uniform days take place as part of this fundraising, with examples being ‘United for Ukraine’, the whole school community were invited to wear blue and yellow; an annual whole school sponsored walk for the Good Shepherd Appeal Fund during Lent;

dress in Red Day to raise funds for a school that had a fire, Mission Together and raising funds for a mini bus for Moses and his school in Malawi. The Mini-Vinnies have worked closely with the parish and regularly attend the parish friendship group (retired individuals from the parish and surrounding area) and invite them to key school celebrations. The Faith in Action pupils' group has recently held an afternoon tea party for this group. They baked cakes, designed menus and talked to the group about their old school days. The Mini Vinnies attended a St Patrick's day party with the friendship group too, playing games and participating in a quiz about St Patrick.

- A strong proactive buddy system operates in school. Year six is paired with Reception and they enjoy a monthly lunch together as well as regular lunchtime play activities together. A prayer buddy system works for year six and year four, year five and year three and year one and year two. These groups share and lead Collective Worship, and celebrate religious festivities together, such as Lent and Advent. They go to St Joseph's church and celebrate Mass together.

- Teaching in the wider curriculum strongly supports the Catholic Life of the school. Pupils are able to express opinions, they know about how to develop strong relationships and understand how to keep safe, in age-appropriate ways. Pupils use knowledge gained through PSHE, RE and RSE to explore themes and topics to explain their arguments. For example, an upper key stage class discussed how difficult it is to forgive someone using nine different scenarios.

- The annual Year 5 spiritual retreat to Castlerigg had recently taken place. The pupils gave an informative narrative on their visit, which was moving for some parents. One parent shared how she had full trust in the teachers' care of her child, 'Thank you to all the teachers for looking after my beautiful boy'.

- The parish priest is a regular and inspiring visitor to the school. He praised the pupils for their understanding of liturgy and the depth of knowledge they have about their faith. He welcomes questions from the pupils after class Masses and acts of Collective Worship. He is often invited into classes to share his knowledge.

- Parish links are extremely strong. This exemplifies the school's wish to evangelise and strengthen parish links even further. School Mass is prepared by the children and includes the readings. The school choir leads the singing at special liturgical celebrations in the parish. The choir is also visible at other events and venues in the wider community. Mass is celebrated in school and in church and shares the same site. Parishioners are enabled to visit both for Mass. The weekly parish bulletin advertises events held in school and gives feedback on events that have been held. Following the celebration of the sacrament of the Eucharist, year four pupils will be invited to become altar servers.

- Displays around school are of the highest standard and clearly promote the Catholic Life of the school. The school's mission statement, '*We, with St. Joseph follow the example of Jesus by growing in gratitude, humility, courage and service. Be grateful, be humble, be brave and be giving*', alongside the vision statement, '*Let all that you do be done in love*', are displayed throughout the school and on all documentation and are known by the entire school community.

- Each classroom has an RE wall display sharing pupils' work and information on the topic, and a religious focus area, displaying the correct liturgical colour with appropriate artefacts that help the children spiritually. An area dedicated to emotional well-being enables pupils to enter praise statements into class members' emotional bank accounts. Younger children select a coloured ball to stick on a designated child's section of the display. They are highly visible, can be seen or read and one teacher shared, 'It boosts the child if she/he is feeling down'. Displays in the hall further celebrate the life of the school, 2022 Confirmation, 2022 Reconciliation and fund raising showing all activities held since September 2021. A Lenten display held a central position for all to appreciate.

- Each class has a class saint assigned to it and these are prominently displayed on the classroom doors: St Joseph; St Therese of Lisieux; St Patrick; St.Peter; Pope John Paul II; the Fatima Children and Blessed Jerzy Popieluszko. Children gradually get to learn about the class saint throughout the year.
- The governor with responsibility for RE and the governor with responsibility for ‘Virtues to Live by’ and the chair of governors are regular visitors in school. Along with other governors, they monitor, promote and evaluate the provision for the Catholic Life of the school to an outstanding degree. They are passionate about the school’s mission. This means that they can provide the correct amount of challenge and support to leaders, ensuring high standards and excellent outcomes in all areas. As one governor shared, ‘The Catholic Life of the school is the headline of the school and underlies everything we do’. The head teacher’s report on the Catholic Life of the school is a regular agenda item at all full Academy Council meetings.
- Character Education, including Virtues to Live by, is embedded and is prominent throughout the school. The head teacher has been very influential in adopting this and worked for a short time with the Diocese of Leeds in research, planning, producing documentation and disseminating information across the diocese and beyond. The school is in the process of considering accreditation of a Kite Mark for its work in Character Education.
- The school works very closely with the Bishop Wheeler Catholic Academy Trust. Meetings are arranged, not only for shared Continued Professional Development (CPD), but also to enable RE leaders to share their expertise. The leaders of the trust regularly evaluate all aspects of the school’s performance. Mass is arranged for all members of the trust, celebrated by the Bishop at least annually.
- The school development plan clearly prioritises the development of the Catholic Life of the school. An in-depth and comprehensive RE action plan for the year outlines in more detail initiatives to be covered. It is a working document, annotated, reviewed and amended accordingly, creating an up-to-date analysis of progress with the key points for improvement.
- The school has highly successful strategies for engaging with almost all parents and carers. These benefit the pupils, particularly the Microsoft Teams link during the lockdown; a You Tube presentation of class work; Digital media such as Twitter; the website; texting; email; weekly newsletters from school; the Wednesday Word; and the Diocesan RE newsletter are all used. One parent commented, “Communication by the school is fantastic. We are invited to events in school and are made aware of future events well in advance so we can make arrangements to attend”. Another shared that “The school sends updates of parent and teacher meetings that are coming up”.
- Sacramental preparation takes place in the parish led by catechists and the school adds supplementary activities to support their work. A number of the parents were happy that all the sacramental dates, shared by the school for key stage two pupils, were on the parish website.
- An annual parent survey on the Catholic Life of school, RE and Collective Worship is a good indicator of how parents view these aspects of the school. However, the school needs to provide more opportunities to gather comments and suggestions from parents, governors and visitors to the school. Such opportunities will aid the analysis and evaluation of the schools’ performance and support further strategic improvement.

RELIGIOUS EDUCATION

Religious Education is outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
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	1

- Most pupils and groups, including those with special educational needs and disability (SEND) and English as a Second Language (EAL), from their varied starting points make good progress, and in some cases outstanding progress, in each key stage. Expectations of the new interim standards for primary RE were introduced in 2020 and are key in all RE assessments. The coronavirus pandemic and switch to home learning had an impact on pupils' progress, but the provision of a variety of home learning initiatives supported pupils so that gaps in their learning were quickly addressed, ensuring pupils continue to make good progress.
- Teachers use a variety of sources to make assessment judgements of pupil progress and attainment. A recent new initiative to aid pupil understanding of units taught, 'Hesitant, Secure and Confident', has been introduced and is proving to be an additional aide. Half-termly pupil progress meetings are held to update data and track progress and identify those pupils who require support. Detailed analysis and evaluation of the workbooks and outcomes from pupil voice interviews outline next steps for pupils to aim for.
- Since the return to school in September 2021, there has been a concerted effort by all staff to fill the gaps in pupils' learning. Planning has been adapted to cater for the majority of pupils yet there is evidence across the school that the needs of pupils who are able to work at greater depth or who need further challenge are not met consistently enough.
- The coronavirus pandemic 2020-2021 caused great disruption for the whole community. The flood in key stage one exacerbated the school's anxiety. With firm initiative and resolve all members of the school community pulled together to create a working plan that could be sustained until building work had repaired the effects of the flood. Parents praised the staff for the way they made sure that home learning was a positive activity and feedback was given very promptly. One parent commented on the RE lessons that were able to be viewed on line, "I could not believe the depth of the learning expectations".
- The teaching of RE is good with aspects of outstanding and no teaching is inadequate. All lessons observed used creative elements. A range of discussion, partner talk and group task or activity is used. The PSHE curriculum linked to the teaching of RE makes an outstanding contribution to pupils' knowledge and understanding of societal challenges for individuals, particularly at upper key stage two. Pupils are able to use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. Upper key stage two pupils were able to discuss the virtue of forgiveness and link this to how Jesus would expect them to react and were able to quote the parable of the Good Samaritan as one to use as an example.

- All teachers are confident in their subject expertise and have a good understanding of how pupils learn. However, pace in some lessons is not used to its maximum impact at times with some pupils having to wait for next steps.
- The study of other faiths, Hinduism, Buddhism, Sikhism, Judaism and Islam, takes place during planned faith weeks across the school year. Specific information about each of these faiths is planned carefully to ensure a thorough knowledge is gained by the pupils by the end of upper key stage two.
- The school uses a Diocese of Leeds approved scheme 'The Way, the Truth and the Life' (WTL). Staff have attended all the creative RE inset delivered through the Diocese of Leeds and the RE subject leader is keen to ensure that staff new to the school have this opportunity.
- Character Education and Virtues to Live By are central elements in the life of the school. Pupils have a clear understanding of the virtues to aspire to, and, in aiming for these, help them to be the best that they can be.
- Driver words, 'I Can Statements', and the further addition of key words are key indicators of achievement across the school. Pupils are very aware of how well they are performing as the statements have been pasted into pupil workbooks. The 'I Can Statements' are regularly updated and annotated by the teachers, allowing all pupils the opportunity to refer to them during the course of a taught unit. All lessons observed had a shared learning objective.
- The written work in pupil RE workbooks has benefitted from teachers stressing the importance of key writing skills and there was evidence in workbooks across the school of the use of various writing styles: - newspaper reports; letter writing; cartoon captions, biographies.
- All staff apply the school's marking and feedback policy: next steps, for improvement or the use of a response question to increase the understanding of a certain aspect of pupils' work.
- In key stage one a combination of play activities and structured teacher support linked to the theme was evident, enthusing and capturing pupils' imagination. Godly Play was used in a class to enact the account of Jesus' last days and His death. Pupils were able to reflect on the emotions of joy and sorrow. The youngest pupils have access to both inside and outside provision.
- Class RE/prayer journals are a collection of colourful prayer mementos of the journey made through the year by the class with each pupil adding to them on a regular basis.
- The school holds two parents' meetings during the year to enable parents and carers to speak with their child's teacher, about their child's progress. They receive an end of year report and end of term report card.
- Additional funds have been put into the RE budget for 2021-2022 to purchase extra resources.
- Leaders and governors ensure that RE has full parity with other core subjects and fully support all diocesan requirements. They monitor and evaluate the RE curriculum through the collection of evidence from organised and focused visits, observations, curriculum days, talking to pupils, drop ins, learning walks and book scrutiny.

COLLECTIVE WORSHIP

Collective Worship is outstanding

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

- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought. There is a quality of prayerful silence and a depth of reverent participation in communal prayer. Meditation, focusing on the body, spirit, soul and mind is a regular feature of weekly Collective Worship for key stage two pupils. One pupil shared, 'I close my eyes, relax and I can quickly get into the zone'. Key stage one pupils come together five or six times a term for meditation. All members of staff are trained in meditation techniques.
- Acts of Collective Worship have a clear purpose, message and direction. The themes chosen for worship identified on the planning sheet for Collective Worship display the excellent understanding that relevant staff have of the Church's liturgical year, seasons and feasts. This knowledge, passed down to the children, is now embedded in the pupil led Collective Worship. Knowledge and understanding of the religious artefacts used as a centre point for worship was evident.
- From their earliest years of joining the school, and appropriate to their age, pupils regularly help to prepare and lead worship with confidence and enthusiasm and in a variety of settings. A Collective Worship progression of skills proforma, followed by the staff, outlines specific skills that pupils aim for during a particular year.
- Staff and leaders have a thorough and comprehensive understanding of the purpose of Collective Worship and prayer. There is weekly staff prayer at the start of each week and during the week. Praying together is a part of the daily experience for all pupils and staff. Stations of the Cross, newly positioned around the outside of the school building are a further place for worship for the school community to access. Mission Together Stations of the Cross were evident in classrooms to enable pupils to follow Jesus' last days. The design and set up of a prayer garden is in its infancy with a well-being and mental health focal area.
- Pupils can express how the themes of Collective Worship affect and influence their daily lives. Some pupils stated that their experiences of Collective Worship, "Help us to get closer to Jesus and help us to do the things that He wants us to do".
- Lent, Advent and October and May Rosary bags, taken home, are shared with pupils' families. The school celebrates a Rosary day in October each year and a Marian liturgy in May.
- The professional development of staff in liturgical formation and planning for Collective Worship has a high priority. Each member of staff has a class Collective Worship planner, which records acts of class Collective Worship each week.
- Key stage two prayer leaders are key to ensuring quality and appropriate class Collective Worship is planned in detail with a computer-generated graphic screen for visual effect. A Collective Worship planning template outlines the essential aspects of the theme to be covered. They involve the class through prayer, questioning and taking responsibility for religious artefacts used in worship.

- The prayer leaders at the end of worship conduct an evaluation of Collective Worship. The proforma would benefit from more child friendly questions appropriate to the age of the children. The introduction of a self-evaluation section for the Collective Worship leaders, indicating their suggestions for improvements, would aid their analysis and evaluation even further as would the acceptance of comments from the adults in the class.
- Class Masses and Masses held in church are a regular feature of liturgy and worship. Arrangements made during the covid pandemic enabled one class to attend Mass in church whilst a live stream was available for each class in school. Holy Communion was distributed to the school following Mass.
- To facilitate attendance at Mass, and other religious celebrations, calendar dates advertising these are published well in advance and are included on the weekly newsletter from school and the parish.