

# 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  
Coppice Rise, Harrogate. North Yorkshire. HG12DP

School URN

121643

Date of Inspection and OE  
grade

21-22 May 2015

OE Grade: 1 Outstanding

E-mail address

headteacher@stjosephs.n-  
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Chair of Governors

Mr. Simon Atkinson

Headteacher

Mrs. Julie Muddiman

RE Subject Leader

Mrs. Julie Muddiman – Catholic Life  
Mr. Tony Pye – RE Curriculum +  
Assessment

Date and grade of last S48  
inspection

2-3 February 2010

Grade:1 Outstanding

Section 48 Inspector/s

Mr. David Gott shadowed by  
Mrs. 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 the school is in providing Catholic Education.

1

*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**

1

**THE PROVISION FOR CATHOLIC EDUCATION**

1

**LEADERS AND MANAGERS**

1

**Summary of key findings:**

## **This is an Outstanding Catholic Primary School**

- The Headteacher, governors and managers at St. Joseph's School lead by example, giving personal witness to Gospel values and are an inspiration to all. The school Mission Statement: *'Love one another as I have loved you'* is very clearly "lived out" by staff and pupils in the daily life of this school.
- Collective Worship (CW) is central to the life of the school and is a key part of every school celebration.
- A majority of the Religious Education (RE) teaching is outstanding but it is never less than consistently good.
- Standards pupils achieve in RE are high. Progress is at least good in each key stage and is exemplary in some.
- Pupil behaviour and attitudes to learning are exemplary.
- Under the strong leadership of the Headteacher a cohesive staff team (teaching and support) work hard to meet the needs of all their pupils.
- The school has established a number of productive partnership links which enrich the school's RE curriculum.
- The Parish Priest (RE governor) is highly pro-active in promoting and supporting parish, home, school links including the spiritual and liturgical life of the school in particular.
- Despite significant staff and governor changes since the last Section 48 (S48) inspection (2010), the Headteacher and Foundation Governors have been exceptionally diligent in their faithful stewardship of the school's Foundation Trust Deed, ensuring that the teachings and practices of the Catholic Church are very clearly manifest in the school.
- The governors have ensured that all canonical and statutory responsibilities are fulfilled. The school's RE curriculum meets Bishops' Conference requirements—

including approved policy and provision for Education for Personal Relationships (EPR).

- Issues identified for action in the last S48 inspection have been addressed.

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

- Share the school's existing outstanding RE teaching and learning practice across the school to further raise standards of classroom practice.
- Share the school's existing outstanding CW practice by empowering more pupils to plan, lead and evaluate class, key stage and whole school CW.
- As soon as practicable, following membership of the Bishop Wheeler Catholic Academy Trust (BWCAT), initiate a programme of staff training which will enable all class teachers to input and analyse their own class RE pupil attainment and progress data on a termly basis using the data management benchmarking system common to all BWCAT members.

### **Information about this inspection**

The Inspection of St. Joseph's Catholic Primary School, Harrogate, 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 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 extent to which pupils achieve, make appropriate progress and enjoy their learning in RE.
- The quality of the CW provided by the school and the extent to which pupils respond to and participate in the school's CW.
- The extent to which the school's own self- evaluation systems indicate accurate judgements in terms of strengths and areas for further development. In particular the effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and further developing Catholic Education in order to improve outcomes for all pupils.
- The school's partnership activities including home/school /parish links.

The inspection was carried out over a one and a half day period by 1 inspector accompanied by 1 trainee inspector (shadowing). All classrooms were visited, 4 RE lessons and 6 acts of CW, covering all key stages, of which 9 were jointly observed in full with one of the RE subject leaders (4 with the Headteacher and 5 with the Deputy Headteacher). Whole school, key stage and class based acts of CW led by teachers and pupils were evidenced. Meetings were held with the headteacher, deputy headteacher; teaching and support staff; the chair of governors and the Parish Priest (RE governor); parents, pupils and the school council. Time was also spent with pupils in the lunch room

and outdoor learning areas of the school. A comprehensive range of school self-evaluation RE/Worship/Catholic Life documentation was scrutinised – including pupil RE attainment and progress computerised tracking data; pupils' RE displays and workbooks. Minutes of governor meetings (including headteacher reports) and RE Policy Documents were also sampled, along with school's RE newsletters and digital evidence contained on the school website.

### **Information about this school**

- St. Joseph's Catholic Primary is a very popular, oversubscribed, smaller than average sized Voluntary Aided Catholic Primary School, serving the parish of St. Joseph's, which is situated on the northern outskirts of Harrogate.
- This one form entry school has a Pupil Admission Number (PAN) of 30. Currently there are 211 pupils on roll. Of these, 91% are baptised Catholics. Pupils are taught in 7 single age classes.
- There is no nursery provision at the school. Children entering the reception class come from a range of 15 different settings. Externally managed Before and After School Care provision is in place at the school from 7:30am to 6:00pm. The school offers a wide range of extra-curricular clubs and activities including sports, music, drama, philosophy, science, chess and gardening.
- There are 9 full time teachers (no teachers teach part time); 8 teachers are Catholic; 1 teacher holds the Catholic Certificate of Religious Studies (CCRS) or equivalent; 1 teacher is currently undertaking CCRS. The Headteacher has been in post since 2006. The Deputy Headteacher has held the responsibility of joint RE subject leader since appointment in 2010.
- The proportion of pupils receiving support through the Pupil Premium is below the national average.
- The majority of pupils are of White British and Irish heritage. The most common home languages of those new learners of English as an additional language, are Italian, Portuguese, Polish and Tagalog.
- The proportion of disabled pupils and those with Special Educational Needs is below the national average.
- The school is a nationally re accredited 'Investors in Pupils' and 'Fairtrade' School.
- The majority of pupils transfer to St. John Fisher Catholic High School, Harrogate, for their secondary education. Good transition links exist between the two schools.
- At the time of this inspection the school is converting to voluntary academy status as of 1<sup>st</sup> July 2015 – becoming a member of the Bishop Wheeler Catholic Academy Trust (BWCAT).

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are Outstanding

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>1</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>1</b>

- Outcomes for individuals and groups of pupils at St. Joseph's are outstanding. Pupils very actively contribute to and greatly benefit from the Catholic Life of the school. They are proud of their school, its rich Catholic heritage and its close links with the wider parish community. The school is particularly fortunate in not only having the parish church located adjacent to the school, but also in having a resident Parish Priest (RE governor) who is highly pro-active in promoting the Catholic Life of the school.
- Whole school/ parish and class Masses and seasonal celebratory liturgies are prepared and led by pupils and staff on a regular basis. Parents and parishioners are invited to attend and do so in good numbers. Classes take it in turns to compose seasonal prayers which are shared in the parish bulletin.
- Pupils are very keenly aware of the School's Mission. This is particularly reflected in the *'Loving, Caring, Kind and Sharing'* behaviour shown towards the younger pupils in particular. Older pupils act as "buddies" to those pupils new to the school. They monitor the school's "friendship bench" and ensure that help is always provided to any child who may be feeling unhappy.
- Pupil prayer leaders and elected school council members in all key stages help plan, lead and take responsibility for shaping activities with a religious character in the school, parish and wider community. They are particularly sensitive to the needs of others and are inventive in finding ways of helping at local, national and international levels. At the time of the inspection, the pupils were staging a "Bad Hair Day" in support of 'Martin House' – a local children's hospice. Numerous certificates displayed around the school give further testimony to the extensive charitable fund raising efforts of the pupils –most notably in support of the Catholic Fund for Overseas Development (CAFOD) and the 'Good Shepherd Fund'. Pupils also make seasonal visits to 'Emmaus House' and to local community nursing homes to sing Carols and entertain residents.
- The Headteacher and staff have high expectations of pupils. Ambitious RE targets are set. Standards pupils achieve in RE are high. Attainment indicators for KS2 show accelerated progress. Progress is at least good in each key stage for different groups and is exemplary in some. Evidence from lesson observations and scrutiny of RE workbooks across all key stages, show that pupils enjoy their RE lessons, are rarely off task and take a pride in their RE work. A significant number of pupils are capable of using their own initiative to achieve independent working for extended periods of time, without constant direction from an adult.
- Where pupils have specific learning needs, teaching support staff are appropriately deployed. Their high levels of expertise exert a very positive impact on the learning outcomes of the pupils in their care.
- Attainment and progress in RE is assessed and tracked for individual pupils and different groups of pupils using assessment materials from the school's RE Scheme: 'The Way, The Truth & The Life' (WTL) and the diocesan RE team. Currently the Deputy Headteacher (RE subject leader with responsibility for assessment) inputs RE data in to the school's own electronic data tracking system on an annual basis.

Providing staff with appropriate IT training would allow them to input and analyse their own class RE data on a termly basis.

- Pupils at St. Joseph’s very actively respond to and prayerfully participate in the school’s CW. Pupil prayer leaders regularly prepare and lead class, key stage and whole school CW with confidence and enthusiasm from their earliest years. Pupils are at ease, reverent and respectful when praying with others.
- Relative to their age and capabilities, pupils are becoming increasingly religiously literate. They show particular knowledge and understanding in their use of scripture and religious symbols, especially when celebrating the Church’s main seasonal celebrations.
- Pupils take a pride in helping to assemble appropriate RE artefacts for the class CW focal point. Their respectful behaviour also allows sustained periods of thoughtful quiet reflection to take place within a CW. Pupils show real enjoyment in “singing and signing” appropriate hymns.
- Pupils are knowledgeable about the school’s patron saint, the symbolism contained within their school uniform badge and about the saints associated with the school house merit system.
- A number of pupils are parish altar servers.

## The provision for Catholic Education is Outstanding

The quality of teaching and how purposeful learning is in Religious Education.	1
The extent to which the Religious Education curriculum promotes pupils’ learning.	1
The quality of Collective Worship provided by the school.	1

- A majority of the RE teaching is outstanding but it is never less than consistently good. This outstanding practice needs to be shared across the school to further improve classroom practice. Teachers and support staff know their pupils very well and have high expectations of them. RE lessons are well planned, appropriately differentiated to meet their pupil’s needs and are relevant to the current WTL RE topics being studied.
- Teachers display strong RE subject knowledge. They visibly enjoy teaching the subject and their enthusiasm inspires pupils to want to learn more. The RE teaching uses a range of teaching styles, good quality RE resources and RE work linked to thought provoking activities which sustain pupils’ interest and concentration.
- Very good use of “talk partners” and “open ended questioning” was evidenced- avoiding too much “teacher talk” so that lessons had a brisk pace and allowed the majority of pupils to achieve and celebrate success within the limited time available.
- Examples of excellent RE classroom practice were evidenced in all key stages. In Foundation Key Stage (FKS) children thoroughly enjoyed active learning in an RE lesson based on ‘The Good Samaritan’, using Godly play, puppets, role play and “talk partners”. Before the closing prayer, the teacher asked the children to “self assess” themselves with a “thumbs up/thumbs down” sign if they thought that they had/hadn’t understood the meaning of the parable.
- In a Key Stage 1 (KS1) RE lesson on ‘The Parable of the Sower’, well planned and appropriately differentiated learning activities made full use of all available resources both inside and outside of the classroom, including making links to the week’s Ethos Statement. One group “walked the story” together, taking it in turns to read out loud each paragraph of the parable in the correct sequence and in the correct location. In this lesson another group of pupils used ICT resources (laptops and iPads) to retell the parable using animation and voiceover techniques and story board pictures to check the correct sequence.

- In a Key Stage 2 (KS2) class RE lesson, following on from their morning visit to the Harrogate synagogue, pupils very actively contributed to class follow up discussions comparing Catholic and Jewish places of worship. Pupils made exceptional progress in this lesson as a direct consequence of their first-hand experience.
- The RE curriculum at St. Joseph's is given the status of **the** core curriculum subject which permeates all other aspects of school life. Pupils' spiritual, moral, and vocational development is seen as paramount.
- The school adopted the diocesan approved RE programme of study WTL in 2010 and supplements it with a variety of enrichment opportunities, ensuring that the RE curriculum meets Bishops' Conference requirements (RE Curriculum Directory 2012).
- The school utilises a number of additional RE resources. For example 'Nurturing Human Wholeness'; Weekly Ethos Statements; 'Praying Together'; CAFOD and 'Social and Emotional Learning' (SEAL) materials. The school's Personal Social Health Education (PSHE) curriculum also incorporates the Education for Personal Relationships (EPR) scheme: 'All That I Am' in Years 5 and 6, in line with Bishops' Conference requirements.
- The Headteacher is not complacent and is constantly searching for new ways to improve the provision of the RE curriculum. Later in the summer term a 2 day "RE Fest" is planned, during which all classes will participate in a carousel of RE activities on the theme: 'The Church'.
- The school's RE curriculum not only builds upon pupils' prior experience but also actively looks ahead to the next stage of the pupils' "faith journey". Strong transition links are already well established between St. Joseph's Primary School and St. John Fisher Catholic High School Harrogate. Primary pupils begin their "taster days" at the high school in Year 5. These are further extended in Year 6.
- Collective Worship is central to the life of St. Joseph's and is a key part of every school celebration. The celebration of the Eucharist, when appropriate, is seen as the heart of Catholic school belief and celebration. Classes take it in turns to attend one daily parish Mass per half term. Whole school Masses are celebrated at the beginning and end of the autumn term and on the Holy Days of All Saints and Ss. Peter and Paul. The patronal feast day of St. Joseph is also celebrated with a whole school Mass. Numerous seasonal liturgies are also celebrated throughout the year. Parents and parishioners are always invited to attend. At the end of the summer term, a "Leavers' Mass" is celebrated with Year 6 pupils and their families.
- The school supports the parish catechists in the preparation of children for 'First Sacraments'. The Parish Priest organises a series of weekend preparation meetings for parents.
- The school has adopted the diocesan guidelines for planning CW (including pupil led CW). The school's existing outstanding CW practice needs to be shared across the school to enable more pupils to plan, lead and evaluate class, key stage and whole school CW.
- All classrooms have appropriate well-resourced and well cared for RE focal points for CW. The FKS team and children have constructed a "play church", complete with altar and stained glass window, in the children's learning area.
- One KS2 class RE focal area contained an impressive "Pentecost Tree" and mobile on which pupils had hung their own prayers written on doves and fruit shaped cut outs. Gift wrapped presents to symbolise the 'Birthday of the Church', placed at the foot of the tree were appropriately labelled with the gifts of the Holy Spirit. Pupils enjoyed debating the merits of each fruit of the Holy Spirit in their preceding RE work.
- Relative to their age and ability pupils at St. Joseph's know and can say a wide variety of formal and informal prayers.

## The Leadership and Management are Outstanding

<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>1</b>
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- The Headteacher, governors and managers at St. Joseph's are deeply committed to the Church's mission in education. They are energised by the task and are a source of inspiration for the whole community. Staff and governors put Christ at the core of everything that they do by integrating Gospel values and the teachings of the Catholic Church into all aspects of school life and in particular into each individual child's "Journey of Faith".
- Since the last S48 inspection there has been a considerable turn-over of staff due to promotions and relocations; a new deputy headteacher/RE subject leader and 6 class teachers have been appointed. The Headteacher and foundation governors (including the RE governor/Parish Priest), have faithfully safeguarded the school's strong Catholic ethos.
- The Headteacher has established very effective staff induction training and support programmes for staff new to the school. Teaching and support staff and new governors attend appropriate CPD training and development opportunities –especially those offered by the Diocese of Leeds. Last year a joint CPD retreat day for staff and governors was held at the Bar Convent York.
- The RE subject leaders attend diocesan and area based RE cluster meetings to keep up to date with recent and planned developments in RE. Internal and external RE moderation meetings are held to help ensure that accurate standardised RE assessment methods are in place across the school.
- The Headteacher /RE subject leaders focus relentlessly on improving teaching and learning in RE, resulting in teaching that is at least consistently good or better.
- A number of the support staff, encouraged by the headteacher, have achieved Higher Level Teaching Assistant (HLTA) qualification. This further helps to promote pupil learning.
- Under the headteacher's determined leadership, standards of attainment and pupil progress in RE have steadily risen year on year since the previous inspection.
- The Headteacher and governors have established very effective RE monitoring and evaluation systems. The School Development plan (SDP) gives priority to the spiritual and moral development of pupils and CW.
- The governing body fulfils its role as "critical friend" by holding the Senior Management Team (SMT) to account over RE standards and the Catholic Life of the school.
- The Headteacher ensures that the school's staff Performance Management System always incorporates aspects of RE and the Catholic Life of the School.
- The Headteacher and governors are responsive to parents' satisfaction surveys and have established good communication systems with parents through newsletters, governor profiles, parental questionnaires and by publicising school/ parish events.
- Governors are diligently working through a phased plan of building refurbishment and remodelling to improve the overall learning environment for pupils and staff. Since the last inspection considerable improvements have been made to the Foundation Key Stage and Year 1 outdoor provision.
- St. Joseph's is an active partner member of the Harrogate and Rural Teaching Schools (HARTS) alliance. The school also works in productive partnership with Leeds Trinity University ; York St. John University and The Department for Education's "Teach Direct" scheme in offering student trainee teachers, teaching practice placements at the school.

- The school has achieved the status of 'International School' and has established links with a large (1657 pupil) all age Catholic School in Rwanda (GS Murambi 1)
- The Headteacher and governors ensure that the school's RE budget is in line with other core curriculum areas and that RE resources are kept up to date. Symbols and Icons of the Catholic Faith are prominently displayed in all public and teaching areas. Recently large statues of Mary and St. Joseph and prayer books for all KS2 pupils have been purchased.
- Pupils from St. Joseph's Harrogate leave the school as confident, mature and religiously literate young people, ready to continue their individual faith journey through life with the spiritual relationships, skills and moral compass rooted in Gospel values to guide them towards finding their true vocation in life.