

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION
ST JOSEPH'S CATHOLIC SCHOOL
BARLEYFIELDS ROAD WETHERBY
LEEDS LS22 6PR

School URN	<input type="text" value="108020"/>
School DfE Number	<input type="text" value="336/3366"/>
E-mail address	<input type="text" value="Nichols08@leedslearning.net"/>
Chair of Governors	<input type="text" value="Ellen Pearson"/>
Headteacher	<input type="text" value="Mr Stephen Nicholson"/>
RE Subject Leader	<input type="text" value="Mrs Mary Stevens"/>
Date of Inspection	<input type="text" value="26<sup>th</sup> - 27<sup>th</sup> November 2013"/>
Section 48 Inspector	<input type="text" value="Mrs Barbara Ford"/>

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

THIS IS AN OUTSTANDING SCHOOL

- Staff, pupil and governor commitment to and understanding of the school's mission, 'Live in Faith, Learn with Hope, Love in Peace, Worship and Celebrate in our Community' is outstanding.
- Pupils work conscientiously, take a pride in their work, rise to challenges and enjoy what they are doing. The Spiritual and Moral development of the pupils is outstanding.
- All pupils take full responsibility for themselves and their actions and their behaviour is exemplary at all times.
- Teachers' excellent subject knowledge, combined with very good relationships, ensure pupils make exceptional progress.
- The standards pupils achieve in RE are consistently high and the progress they have made is consistently good over time. Progress throughout is outstanding.
- There are many high quality resources used in RE, including the outstanding provision in music, art and drama providing evidence that the arts can enhance the learning, sustain concentration and motivate pupils.
- Collective Worship (CW) is central to the life of the school and a key part of every school celebration. There is outstanding use of music, enthusiastic singing and movement to praise and worship God.
- The exceptional headteacher is energised by his leadership role and inspires staff, parents and pupils alike.
- A key element in the success of St Joseph's school is the calibre of distributed leadership in the Religious Development Team, who work tirelessly with the staff and Parish Priest to provide a clear direction for the spiritual life and Religious Education of the school.

What the school needs to do to improve further.

- Enhance provision for acts of worship by involving pupils in planning and adapting the unique outdoor learning classroom for prayer and meditation.

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 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 pupils contribute to and benefit from the Catholic Life of the school;
- How well pupils achieve and enjoy their learning in Religious Education (RE);
- How well pupils respond to and participate in the school's Collective Worship (CW);
- The quality of teaching and how purposeful learning is in RE;
- The extent to which the RE curriculum promotes pupils' learning;
- The quality of CW;
- The accuracy of the school's self evaluation system;
- The school's partnership activities – including home/school/ parish links;
- The inspection was carried out by 1 inspector over a 1½ day period. A sample of 3 RE lessons, one Performance Music lesson and 4 acts of Collective Worship were observed, including, a staff reflection, a Key Stage One (KS1) Collective Worship, Mass for Y3 led by Y6 and a Key Stage Two (KS2) Collective Worship led by pupils in Y4. Meetings were held with the headteacher, Religious Development Team, staff, governors, parish priest, parents, pupils and the school council. A comprehensive range of RE/Catholic life of the school monitoring and assessment documentation was scrutinised, including moderated pupil RE work files and workbooks.

Information about this school

- St Joseph's is a Voluntary Aided Catholic Primary School in the Diocese of Leeds catering for 226 pupils with an admissions number of 30 (26 in Foundation Stage 1). It serves the local Wetherby and surrounding area. Currently, 94% of pupils are Catholics.
- The majority of pupils are White British.
- The proportion of pupils with special educational needs and/or disabilities is well below national average, and there are no pupils with a statement for special educational needs.
- There are 8 single age classes, 2 in Foundation Stage, 2 in KS1 and 4 in KS2. There are 9 teachers, two of whom possess the CCRS, with a further two, on the course.
- There have been significant staff changes in leadership since the last inspection, including the appointment of an experienced Head teacher, a Chair of Governors, a new Deputy Head teacher, and very recently, a new R.E Subject Leader and a new SENCO.
- The school belongs to the ELMET partnership of schools, which provides educational, sporting and financial benefits to the member schools.
- St Joseph's is a feeder school for St. John Fisher Catholic High School in Harrogate, a specialist Arts College.
- St Joseph's has the Inclusion Mark and The Healthy Schools Award.

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.	1
How well pupils achieve and enjoy their learning in Religious Education.	1
How well pupils respond to and participate in the school's Collective Worship.	1

- The experience of living and working in a prayerful community has a very positive effect on all pupils and older pupils buddy with and care for younger ones.
- From their earliest years, children, 'begin to realise that others can be less fortunate than they are' and pupils readily take responsibility for shaping activities in the wider community, being enthusiastic fund-raisers, including partner work for Katangi (Kenya) and CAFOD, leading to excellent global awareness.
- The youngest children place Jesus' name card in the self-registration basket, to show that Jesus is with us always.
- The School council said that they want to follow Pope Francis' example to bring justice and peace to the world. 'One of our values is to share what we have with the poor'.
- All pupils take full responsibility for themselves and their actions and their behaviour is exemplary at all times.
- The standards pupils achieve in RE are consistently high and the progress they have made is consistently good over time. Progress throughout is outstanding.
- Pupils work conscientiously, take a pride in their work, rise to challenges and enjoy what they are doing.
- They take ownership for their learning, making good use of their exciting 'Learning Journey' displays with Attainment Targets One and Two (AT1+ AT2) 'driver word' ribbons. For example, the exceptional art work in a display evidencing understanding and interpretation of the Ten Commandments by older pupils.
- Young children enjoy an exciting range of Early Years' activities: for example, making 'a place at the table for everyone' mats for their 'World Cafe'; following a lesson on 'Feeding the 5000', one child wrote, "I have a basket of bread for the boy in Kenya."
- One lesson on learning to: 'describe how an Advent Wreath is a religious symbol' began in the woods collecting evergreens. The pupils' love of singing (The Circle Song) helped them recall that God's love is like a circle that never ends.
- Older pupils demonstrated their abilities to grasp, extend and improve their learning, by their independent use of ICT to do further research, in a lesson challenging them to 'explain how CAFOD are putting Jesus' teachings into practice.' Their homework was a mission: 'How can YOU put Jesus' teachings into action?'
- Pupils regularly prepare and lead acts of worship with great enthusiasm.
- They have a good understanding, appropriate to their age and capabilities, of the Church's main seasonal celebrations and enjoy performing Christmas and Easter Plays.

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

- Teaching is consistently good with many outstanding elements, due to teachers' excellent subject knowledge, thoughtful planning, based on assessed prior learning, effective use of the RE scheme of work and imaginative use of a range of resources.
- A significant contribution to the high quality of teaching and learning across the school is the calibre and professionalism of the support staff, many of whom are Catholics.
- Achievement and effort are celebrated through praise, positive marking and rewards policies and at the weekly Golden Book Assembly.
- The Religious Education curriculum is well-resourced when compared with other subjects and enriched through imaginative and well-planned strategies. Learning is often stimulating and memorable. There are many high quality resources used in RE, including the outstanding provision in music, art and drama providing evidence that the arts can enhance the learning, sustain concentration and motivate pupils.
- The use of Makaton plays a key part in enhancing learning for both children with additional needs and pupils in general. They use signs to enhance their singing.
- The improvement in choral singing has been tangible, due to 'Performance Music', which pupils thoroughly enjoy. They are taught to sing each note and not to slide.
- Curriculum provision for EPR (Education in Personal Relationships), is currently under review and good opportunities for spiritual and moral development are enhanced by PSHCE lessons, the SEAL programme, Circle Times, Sacramental Programmes, the Liturgical life of the school and the choir and musicians.
- Marking and dialogue between teachers, other adults, pupils and peers, are consistently of a very high quality and instrumental in maintaining pupils' exceptional learning and progress. Feedback is 'Learning Objective' led, with excellent use of 'building blocks'. Pupils are given a set time to respond, which is very effective at consolidating and extending learning.
- Assessment tasks are completed at the end of most topics (or adapted for use) to level children's work. Moderation takes place in (as well as across) key stages, but could now extend to partnership work with colleagues in the Catholic Compass.
- Collective Worship is central to the life of the school and a key part of every school celebration. There is outstanding use of music, enthusiastic singing and movement to praise and worship God. An outstanding KS2 Collective Worship concluded with the 'Gaelic Blessing' sung and signed in a very powerful, spiritual way.
- In a moving KS1 Collective Worship, the teacher modelled the way to pray in adoration, with a choice of posture and quiet voice.
- The Religious Development Team, together with the Parish Priest, co-ordinate and organise worship to provide the children who are preparing for their First Sacraments with opportunities to develop and deepen their faith. The broader school and parish community celebrate with the children in this part of their faith journey.
- To maintain outstanding provision for Collective Worship, school needs to develop a dedicated area for prayer and reflection.

The Leadership and Management are outstanding

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
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- Leaders, governors and managers are deeply committed to the Church's mission in education, focused on teaching and learning, and committed to partnership working.
- Governors have an expert range of skills and career backgrounds, which are appreciated at sub-committee levels. Governors visit regularly, take 'learning walks' and monitor progress by sharing the excellent pupil-tracking database.
- The Catholic Life Committee is pivotal to the strategic work of the governing body.
- The exceptional headteacher is energised by his leadership role and inspires staff, parents and pupils alike.
- A key element in the success of St Joseph's school is the calibre of distributed leadership in the Religious Development Team (which includes the newly appointed RE co-ordinator). They work tirelessly with the staff and parish priest to provide a clear direction for the spiritual life and Religious Education of the school.
- The new RE co-ordinator needs to be afforded time and on-going CPD to develop her new role.
- The school's self evaluation is a coherent reflection of rigorous monitoring, searching analysis and self challenge, which is well informed by current best practice in Religious Education and raises outcomes for a majority of pupils. Outstanding use of the assessment and monitoring process, results in well targeted planning and strategic action taken by the leadership of the school.
- Governors have reviewed the policy for Sex and Relationships (SRE), consulted staff and have a clear time-line for involving parents, before implementing a new scheme.
- The parents and carers who spoke to the inspector (or sent letters and emails) were very positive about the school. They appreciate the good two-way communication and said, "There is a seamless link between the school, home and parish. Beyond the academic excellence, they give each child a sense of spiritual and moral well-being."
- The Parish Priest is a regular visitor and parents and pupils feel he is real and approachable.
- There are strong partnerships with the parish, the diocese, particularly with the RE adviser; The Big Sing, The Franciscans, South Leeds Catholic partnership, Myddelton Grange and Leeds Trinity University.
- All canonical and statutory responsibilities are fulfilled.