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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,
Barleyfields Road, Wetherby, LS22 6PR

School URN	108020
Date of S48 inspection and OE grade	8/9 November 2018 Grade 1
E-mail address	office@stjosephswetherby.com
Chair of Governors	Mrs Joanna Parascandolo
Headteacher	Miss Louise Milivojevic
RE Subject Leaders	Miss Louise Milivojevic/ Mrs Jayne Ward
Date and grade of last S48 Inspection	26/27 November 2013: Grade 1
Section 48 Inspector/s	Mrs Alixena Lubomski

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 school.

- St Joseph's Catholic Primary, Wetherby is a deeply committed and caring community, characterised by outstanding leadership at all levels, dedicated staff, and pupils who embrace the demands that the membership of a school community entails.
- The mission statement of the school is celebrated in every area of the school environment thus enabling the whole community to live out the Gospel message in their daily lives.
- The Catholic Life (CL) of the school is deeply embedded, ensuring that all pupils can contribute to and benefit from the excellent provision. They know that the school is made special by its Catholic ethos and they have a tremendous sense of belonging, shared by their parents and carers.
- Religious Education (RE) is outstanding. Skilled teaching builds pupils' understanding from an early age so that they become religiously literate young people as they move through the school who can then consider, question, reflect on and consistently apply Catholic teaching in their daily lives.
- Teaching is engaging and motivating, with a wide range of strategies employed to sustain pupils' interest and harness their involvement to best effect.
- Attainment in RE is high, with a large number of pupils achieving beyond age related expectations by the end of Key Stage 2. Information about attainment and progress in RE needs to be shared in a clearer format with parents and carers.
- Collective Worship is excellent, based on a clear policy and effective implementation. Leaders have very good knowledge of how to plan and deliver opportunities for worship that is inclusive of all at an age appropriate level. Pupils' skills in preparing and leading Collective Worship are well developed. Links with the school's parish, through the parish priest, are well established, and the priest is a frequent visitor.
- Leadership roles in the school are clearly defined. Leaders are supported and held to account by a committed and knowledgeable governing body.
- The headteacher communicates her vision with passion; the school's catholicity, and how it applies to everyone, is of the highest importance, and all acknowledge her outstanding leadership. She is supported by an equally committed and able senior

leadership team, which includes the knowledgeable and enthusiastic leader of Religious Education.

- The inspirational headteacher, supported by an equally committed deputy headteacher, ensure that the mission of the school impacts positively on the school's wider parish and local communities.
- All staff are very secure in their support for the strong Catholic ethos within the school.
- Effective and supportive partnerships have been developed by the school, particularly with the other schools in the local Diocesan cluster.
- The recommendation raised in the previous Section 48 RE inspection have been effectively addressed.
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- Develop a more systematic approach to the monitoring and evaluation of the Catholic Life and Collective Worship, including regular opportunities to collect the views of governors, staff and parents.
- Continue to enable the pupils to demonstrate their 'Faith in Action' through the development of more links with the parish and wider community.
- Further secure the pupils' Collective Worship skills by providing opportunities for the older pupils to prepare and deliver liturgies to the younger pupils.

Information about this inspection

The Inspection of St Joseph's Catholic Primary, Wetherby was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which the key issue for action identified in the previous Section 48 Inspection has been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.
- How well pupils respond to and participate in the school's Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

The inspection was carried out by one inspector over one and a half days.

- The inspector and headteacher completed a 'teaching and learning walk' throughout the whole school.
- The inspector observed acts of Collective Worship involving the whole school led by year 2, a key stage two Collective Worship led by year 5 and separately in two other classes.
- Meetings were held with the headteacher (who is also one of the RE leaders), deputy head, the second RE subject leader, the Collective Worship leader, the parish priest, governors, parents, representatives from the mini religious development team, school council, mini vinnies and Planet Protectors.
- A comprehensive sample of evidence covering the Catholic Life of the school was made available.
- The school's data records which show group attainment data were analysed.
- Samples of pupils' work, examples of marking, data from pupil and parent questionnaires, minutes from governors meetings and headteacher reports were scrutinised.
- School newsletters, Collective Worship planning and the whole school development plan were scrutinised.
- 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, have been noted.

Information about this school

- St Joseph's Catholic Primary is a one-form entry school within the parish of St Joseph's Wetherby.
- 93% of the pupils are Catholic, 4% are from other Christian backgrounds and 3% have no religious affiliation. There are seven Catholic teachers.
- 14% of the pupils are supported through the special educational needs and disabilities register.
- 8% of the pupils are classified as disadvantaged and are in receipt of pupil premium funding.
- 9% of the pupils have English as an additional language.
- The RE leaders regularly host and attend local RE meetings to share their expertise and good practice with colleagues.

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	1

- All pupils are active participants in the Catholic Life of the school. They have a full understanding of the school's mission statement 'Live in Faith, Learn with Hope, Love in Peace, Worship and Celebrate in our Community' and they contribute significantly to the application of the mission in their daily lives.
- Through the work of the mini-vinnies, the mini religious development team and the 'planet protectors', the pupils have a strong voice within the school. They are able to systematically review activities that demonstrate the mission of the school and are proactive in their leadership of improvements.
- They show a sincere respect for themselves and their peers, and for the environment of the school. The behaviour of almost all pupils is excellent. They show an ability to focus, reflect, listen and consider matters religious, spiritual and moral. They are able to forgive and be forgiven. They enjoy and celebrate the success of others.
- They acknowledge the importance of prayer, learning about the person of Jesus and using his example to help the younger children when they are having friendship difficulties.
- They understand the importance in caring for each other. This can be seen in the close relationships built up between the pupils across the year groups as they play together during playtimes.
- Pupils participate willingly in the school's chaplaincy provision, through the liturgical celebrations in school and parish, and through voluntary activities such as the home prayer bags and their involvement in parish family masses.
- The pupils respond very well to the school's support for their personal and emotional needs through the curriculum and pastoral care given by all members of staff. The children stated that they loved coming to school because of the care and support that they receive from all of the staff.
- Pupils value and respect the Catholic tradition. They develop a sense of wonder through frequent opportunities for reflection, and have an understanding that they are called by God to put the needs of others first.
- The Catholicity of the school is very effectively presented in its environment through impressive displays of themes, pupils' work, religious artefacts and focal points for worship.
- The headteacher's vision of securing links with the wider community is having a very positive impact on the pupils and staff. Older members of the parish are regularly visited by the pupils, links with local schools are giving staff wider professional support networks and increased parish participation is resulting in more families celebrating together at weekend masses.
- This pastoral care and support is highly praised by parents and grandparents.
- The curriculum is designed to offer many opportunities for moral and spiritual development of pupils, through Catholic social teaching within the RE curriculum and Relationship and Sex Education (RSE). Parents reported that they are well informed of the content of the RSE programme.
- The RSE policy has been reviewed and implemented in line with current diocesan requirements.
- Leaders and governors have ensured that the Catholic Life of the school is the highest priority in its strategic development planning. Governors make a significant contribution to the Catholic Life of the school on a day to day basis through their regular visits and monitoring activities.
- Self evaluation of the Catholic Life is accurate in identifying strengths and areas for development. Monitoring has been systematic in judging the impact of Catholic Life provision through the use of regular questionnaires for pupils. Some feedback has

been received from governors, staff and parents. This needs to be a more regular feature of the school's monitoring timetable to help to inform the leaders' strategic planning going forward.

- There has been a good level of continuing professional development (CPD) offered to staff and this has strengthened their understanding of mission, curriculum and their roles within the school.
- Parents are overwhelmingly supportive of the school, recognising the strength of its Catholic ethos. They talk about the kindness, care and gratitude that their children show at home and in community as a result of their education at St Joseph's. They speak very highly of the school as the 'embodiment of how they want their children to be brought up' and are delighted that their positive attitudes to learning are carried through into high school and beyond.

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	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- Attainment and progress in Religious Education at St Joseph's are excellent. As soon as pupils enter the school, they start to develop their religious literacy and knowledge of scripture so that by the end of Key Stage 1 almost all achieve age-related expectations and a significant number achieve beyond these. By the end of Key Stage 2 the proportion achieving at a higher level than expected has grown over time.
- Most groups of pupils make comparable progress with each other. The school's effective support for pupils with special educational needs or disabilities, through careful planning and allocation of resources, has been effective in enabling them to achieve higher assessment levels than previously. All adults who work with individuals and small groups of children ensure that they are consistent in their use of religious vocabulary during the sessions in order to continuously upskill the pupils.
- As a result of very good teaching, pupils are able to reflect spiritually and are aware of the demands of commitment to religious life. They concentrate well and are able to work collaboratively with their peers on a variety of learning tasks. They actively seek to improve, prompted by challenging feedback from teachers.
- Pupils' enjoyment of Religious Education lessons is widespread across year groups, as a result of the variety of learning tasks and opportunities they are offered.
- The quality of work in pupils' books is consistently of a high standard across the school. This is mirrored by the work on display on classroom walls and in corridors.
- Pupils across the school are religiously literate at age appropriate expectations. The youngest children in Foundation are beginning to show an understanding that everyone in their family is also a member of God's family. The reception age pupils have a secure understanding that God has created the world and asks them to take care of it. They can very confidently identify other people, apart from themselves, who are members of God's family.
- Teachers across the school know their pupils well and make careful plans to differentiate learning tasks to match pupils' stage of learning, to consolidate previous

learning and develop independence. They are creative in the way in which they approach religious topics, leading to a high level of enjoyment and engagement. Praise and affirmation are used constantly.

- In Key Stage 1, the teachers ensure that they provide their pupils with high levels of challenge, both in their knowledge of religious vocabulary and in their understanding of why Biblical figures behaved as they did.
- Year 3 pupils were confidently able to discuss the feelings that Mary may have experienced during the Annunciation. In year 4, the pupils successfully supported their remembrance poetry-writing with biblical references. In both year groups, the adults skilfully enabled every pupil to express and extend their ideas through the use of effective questioning and well chosen resources.
- Very strong teaching in Upper Key Stage 2 is providing the pupils with access to the highest levels of attainment. The classroom environments support the pupils' learning very effectively and encourage independent research skills. The pupils have a high level of religious literacy and are very successful in using this in their discussions and recorded tasks.
- Marking across the school is focused clearly on learning intentions and challenges pupils to make improvements or to extend themselves. Pupils are responding appropriately, demonstrating a deepening of their learning.
- Assessment is used appropriately, following Diocesan guidelines, for summative and formative record keeping. This is moderated informally within school regularly and with the local Catholic cluster of schools. Pupils are familiar with the 'I can' statements as an aid to the assessment of their progress.
- Current data shows excellent attainment throughout the school with large numbers of pupils achieving above age related expectations.
- Teaching assistants are deployed very effectively throughout classes during RE lessons. They engage with particular groups or individual pupils with skill and sensitivity. Their prompting and support enables pupils to engage with the lesson and make good progress.
- The RE curriculum meets the requirements of the Bishops' Conference, with 10% or more of the timetable dedicated to the subject across all year groups. It is appropriately supplemented with regular periods when the whole school focuses on major world faiths.
- The school leadership and governors have given much prominence to ensuring that Religious Education is well resourced, including a high priority given to professional development opportunities for staff, many of whom have accessed courses during the last academic year. This training is supported in school through successfully targeted coaching of staff where required.
- The RE coordinators are very knowledgeable and committed leaders, with a passion for the subject. They monitor the subject very effectively, collaborate with partners and communicate new developments to colleagues. They share monitoring and both have shown the high priority they are giving to developing standards.
- RE assessment data is collected regularly and analysed to identify the performance of different groups and areas for improvement. Regular discussions are held with staff about the performance of individual pupils, this information now needs to be shared more widely with parents to help them to understand the range of skills that their children acquire throughout the RE curriculum .
- Governors receive annual reports from the RE leaders which provide them with clear information about areas of strength within the teaching and learning in RE and areas that still need further development. They now need to be updated regularly about the impact of the RE action plans so that they can securely evaluate the effect of the resources that they allocate to RE and Collective Worship on an annual basis.

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

- Pupils across the school act reverently and respectfully in Collective Worship. Their attention is focused and they engage willingly with the themes presented. Prayers are recited confidently, reflective periods of silence are maintained without disturbance, they feel able to share their thoughts and feelings when required and their singing is very joyful and tuneful.
- Excellent practice exists in the preparation and leadership of Collective Worship by pupils. They are acquiring skills in a carefully structured progression, starting from the youngest pupils choosing artefacts for a focal point and preparing the worship environment, through to writing and reading prayers as they get older and, in groups, following a set plan in devising a liturgy for use with their peers in the classroom. Pupils lead these prayer services confidently and with enthusiasm, but also with dignity and respect for the reverential nature of the event.
- Pupils learn a variety of methods of prayer, formal and informal. Their knowledge of the Church's liturgical year is very well developed, through appropriately planned celebrations and displays. They are introduced to a sense of ritual through the structure the school uses for its whole-school and classroom acts of worship. These include a 'gathering', a themed Bible reading, reflection on its message, with consideration of key questions, and a mission to take into that day's activities.
- Pupils' confidence is developed so effectively by the opportunities given to them to participate in, plan and lead acts of worship that by the time they are in older classes they feel able to change plans and insert their own ideas into a themed liturgy.
- A strength of Collective Worship is the development of pupils' reverence, particularly through regular times of reflection, either in silence or supported by quiet music.
- The inspector witnessed a Key Stage 2 Collective Worship which was child-led. Thorough preparation by the leaders ensured that their visual aids assisted all of their peers to reflect on the chosen theme. There is tremendous sense of peer support across the school and this was in evidence in Year 1 and Year 6 where the pupils felt confident that their shared reflections would be valued by their peers and the staff.
- Pupils' spiritual development is very effectively influenced by the acts of Collective Worship. They have a sense of awe and wonder, and see prayer as a central part of their daily lives.
- Parents gave further evidence of the spiritual influence of worship at school, of children 'singing hymns at home', 'praying' and showing gratitude for food and everyday events. They also felt that the regular 'prayer bags' were a very positive way of the school encouraging the children's prayer life in their community's homes.
- Pupils spoke warmly of their opportunities, including the voluntary attendance in the Prayer Garden to say the Rosary in October which saw large numbers of attendees. The mini religious development team have been very proactive in training their peers in

how to ensure that any pupils using the reflective opportunities in the Prayer Garden were able to enjoy a quiet space.

- The school plans for Mass to be celebrated at important times, with whole school and class masses, and with regular 'family masses' in church on Saturdays and Sundays throughout the year. The school encourages the participation of parents, carers and parishioners at these celebrations. The St Joseph parish priest works in close contact with the school to plan the themes and practice of each Mass. He is fulsome in his praise of the school in its preparation of worship and in the response and participation of pupils.
- Leadership of Collective Worship is characterised by detailed thought and preparation, focused on ensuring the most suitable provision for the pupils. The leader of Collective Worship works in effective partnership with the RE subject leaders and the priest. She supports staff effectively across the school in the planning of themes, readings and prayers, allied to the liturgical season. These are then adapted by all teachers, or groups of pupils, to provide acts of worship in their classes and key stages
- Some evaluation of the impact of Collective Worship among pupils is carried out by the Collective Worship and Religious Education leaders. There is some evidence of feedback being sought from governors, parents and staff; a more regular and systematic process would provide the school with a wider spectrum of evidence.