

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
Pontefract Road, Castleford, WF10 4JB

School URN

108261

Date of Inspection and OE
grade

5th/6th December 2016
GRADE:

E-mail address

sspencer@sjc.bkcat.co.uk

Chair of Governors

Mrs Patricia Holmes

Headteacher

Mrs Sarah Spencer

RE Subject Leader

Mr Matthew Harris

Date and grade of last S48
inspection

5th/6th December 2011
GRADE: 1

Section 48 Inspector/s

Mrs Alixena Lubomski/ Mrs Patricia
Ainge

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 school.

- Inspirational leadership and management including governance, are deeply committed to, and highly proactive in, implementing the Church's mission in education.
- All associated with the school are encouraged and supported to follow the mission of the school, which is, to create and develop a community firmly rooted in the teachings of Jesus Christ.
- The Head teacher, Deputy Headteacher and Religious Education (RE) Leader are all extremely effective. They put 'Christ at the centre' of their decision making and ensure that a wealth of opportunities are provided to help pupils, staff and families develop their own personal relationships with God.
- The Parish Priest is a member of the governing body and gives outstanding support to the dedicated and highly skilled Senior Leadership Team (SLT), teachers and teaching assistants.
- High quality Collective Worship (CW) is central to the life of the school and is a key part of every school celebration. It is a major strength of the school and all pupils play an active role in the preparation, delivery and development of CW.
- Pupils are extremely polite and helpful to visitors and this goes hand in hand with their excellent behaviour. They willingly accept responsibility for caring for each other.
- Teaching is good, some is outstanding but none is inadequate. Staff subject knowledge is good overall and pupils are motivated and enthused by the creative approach that the school employs in the teaching of RE. Pupils across the school remain on task, are confident about their learning and are aware of their personal RE targets from an early age.

- Pupil attainment is above the diocesan and local averages and current data is showing an upward trend of pupils achieving the higher levels at the end of Key Stage 2.
- Assessment in RE is well embedded within the curriculum. Regular moderation activities take place within the school, under the guidance of the experienced RE Leader, and with other schools across the Bishop Konstant Catholic Academy Trust (BKCAT).
- Leaders and managers are rigorous in their analysis of data. Termly 'Pupil Progress in RE' meetings provide teachers with specific feedback in relation to any additional support that may be required for groups within the school.
- Curriculum provision is broadened through the implementation of the CAFOD resources for social and moral development, the study of other major faiths and the appreciation of different types of families through the Barnardo's programme.
- The policy and provision for relationships and sex education (RSE) is reviewed by staff and Academy Council annually.
- The school promotes and benefits from collaborative working with the other BKCAT schools.
- All areas from the last Section 48 inspection have been addressed .
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further.

- The Academy Council, assisted by the Senior Leadership Team and RE subject leader and involving all stakeholders, should undertake a timely review of the school's Mission Statement.
- To further drive up standards, teachers across the school should ensure that tasks set always provide opportunities for pupils to demonstrate their developing higher order RE skills.
- To further accelerate progress, pupils should be given regular time to respond to the feedback and marking of their work in RE.

Information about this inspection

The Inspection of St Joseph's Catholic Primary School, Castleford 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 Section 48 RE Inspection have been addressed.
- The extent to which children contribute to and benefit from the Catholic Life of the school.
- The quality of the teaching and marking and the responses the children make to that teaching.
- The extent to which the RE curriculum promotes learning for individuals and groups of pupils, particularly those pupils who require extended challenges in order to ensure maximum progress.

- The quality of Collective Worship (CW) and how well the pupils respond to it.
- The quality of the leadership and management, especially in the way they promote, monitor, evaluate and develop the provision of Catholic Education at St Joseph's.

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

- The inspectors and the headteacher completed a 'teaching and learning walk' throughout the whole school.
- The inspectors observed acts of CW involving the whole school and separately in three classes and meditation in two class.
- Meetings were held with the head teacher, the deputy headteacher, the RE subject leader, parish priest, governors, parents, school council, eco council and mini vinnies.
- A very comprehensive sample of evidence covering the RE/Catholic Life of the school was made available.
- The school's monitoring and tracking files to show pupil progress and attainment data was analysed.
- Samples of pupils' work, examples of marking and data from pupil and parent questionnaires were scrutinised.
- Minutes from Academy Council meetings, very comprehensive RE leader and head teacher reports and presentations to governors were scrutinised.
- RE newsletters, CW planning, school council minutes, mini vinnies minutes and RE action plans 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 Primary is an over- subscribed, single-form entry Catholic primary school which serves the parish of St Joseph's, Castleford.
- 9% of the pupils are supported at school action/school action plus and 2% have a statement of special educational needs or education health care plans.
- 61% of the pupils are Catholic, 24% have another Christian denomination and 15% are from other faith backgrounds.
- There are 7 full time teachers and 3 part time. 4.5 of these teachers are Catholic and 3 of them hold the Catholic Certificate for Religious Studies or equivalent.
- The Headteacher, Deputy Headteacher and RE Leader regularly attend diocesan training and BKCAT events to share good practice with their colleagues.
- The school is currently recovering from a critical incident which occurred in February 2016.

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

- Pupils across the school lead and take responsibility for shaping religious activities in the school and the wider community. They show pride in attending a happy school where they are “living out God’s mission and what he wants us to do” through their involvement in a variety of events that closely link their homes, the school and parish communities together on a regular basis.
- From their earliest days in the school, high expectations are set by the school with regard to pupils’ preparation for and participation in daily CW. The inspectors observed Year One pupils preparing a central prayer focus and confidently reading a psalm and responses out loud. Year Six pupils demonstrated how they effectively plan and lead their class CW.
- The additional inspector also witnessed the pupils’ abilities to show reverence and to be reflective during a Mass of Remembrance for two young members of the school community in St Joseph’s Church.
- Pupils are able to talk about how the school staff provides support and guidance in developing their spiritual, moral, social and cultural knowledge, skills and understanding. They also appreciate the additional support that the school accesses from Catholic Care.
- Relationships within the school reflect the school’s Mission statement ‘Learning to Love, Loving to Learn Through Christ’. Older pupils look after younger children as ‘faith friends’ and help to maintain a peaceful environment as ‘peer pals’. Staff and pupils treat each other with mutual respect and parents are very appreciative of the support the school provides for them on a daily basis.
- Across the school, the pupils concentrate very well in their lessons and show an enthusiasm for their learning in RE. Overall they make good progress as they move through the school. Strategic intervention led by senior managers since the last inspection has resulted in a significant rise in the number of pupils achieving standards in line with national expectations at the end of Key Stage Two year on year. Percentages of pupils achieving the higher levels are also rising.
- Teachers are acutely aware of the capabilities of the pupils in all the different groups in the school and have high expectations for all. In particular, children with SEND make good progress in RE from their different starting points.
- Pupils in the school’s proactive prayer group ensure that continuous prayer permeates throughout the school each week. The weekly mission from the whole school Collective Worship is sent into the classrooms and the pupils enhance this through personal silent prayer and written prayers which are then shared throughout the school.
- The school community, led by the pupils, regularly raises large sums of money which benefit local and global charities. The pupils are very clear about their responsibilities as global citizens and, under the guidance of key staff, are very focused in their planning and organisation of events.
- Parents also reported that the school is a very happy, welcoming place where children are encouraged to fulfil their potential in all areas of their lives. They expressed their pride that pupils from St Joseph’s Catholic Primary School are

recognised within the local community due to their caring, polite and respectful behaviour.

The provision for Catholic Education is outstanding.

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	1

- The teaching is good, much is outstanding and none is inadequate.
- Teachers have worked closely with an external trainer to develop creative ways in which to enthuse pupils and motivate them in their RE lessons. The successful impact of this training was evident during the inspection. In Year Four, pupils interviewed 'John the Baptist' and made their own links between his message and how they could prepare themselves on a personal level during Advent. Year Three pupils described the events of Christmas night on the hillside outside Bethlehem through the eyes of a shepherd or an angel.
- In the lessons observed, good and imaginative use was made of a wide range of resources including IT. The skilful use of open ended and probing questions encourage lively response partner dialogue and enable the children to respond effectively and confidently. The pupils in the Reception class were focussed on using their talents to help others, they independently wrote cards, created small gifts and treats for older members of parish community and showed their understanding of the gifts being given to the infant Jesus through role play.
- In some lessons, teaching is inspirational and uses creative activities to engage and motivate the pupils to produce work of a very high standard. Lesson objectives are clear and the tasks set enable to pupils to challenge themselves to respond at increasingly high levels. Year Six linked their knowledge and understanding of the Jewish beliefs and religious laws, their understanding of faith and their knowledge of God's purpose, to influence 'Joseph' as he came to a decision about whether he should marry Mary or abandon her. The pupils all took part in this task with deep concentration, gave well-considered answers and showed high levels of respect for the responses of their peers. However this level of challenge is not in place for all year groups.
- As they move through the school, pupils are encouraged to develop and express their own opinions and understanding. In Year Two, pupils felt well supported by staff and their peers as they shared their knowledge about the symbols used in Advent.
- The quality of work in the RE books is of a high standard in most areas of the school. Presentation is generally good and marking is in line with the school's policy. The range of ways in which the teachers enthuse pupils and motivate them is presented in very innovative ways.
- Pupils across the school are familiar with the 'I can' statements as an aid to the assessment of their progress.
- The school operates a very comprehensive and systematic approach to the monitoring of teaching and learning. Class data is referred to during lesson observations to show a measurement of progress since the pupils' last assessments.
- Teaching Assistants are effectively deployed across the school in a number of ways during RE lessons. They are very effective when take a leading role in group activities and where they work on a one-to-one basis with children who find it harder to access the curriculum independently.

- The quality of Collective Worship in the school is outstanding. The inspector witnessed whole school and some class worship, pupils participated prayerfully and expressed their joy and thanksgiving through formal and informal prayer and singing.
- Meditation sessions provide every pupil in the school with a time to reflect each day. The inspectors observed respectful participation by the pupils in Year Two and Year Four.
- The school provides many opportunities for the pupils to celebrate and display their sporting and musical talents across each year.
- Pupils have an excellent awareness of all the key liturgical seasons and celebrations of the Church's year. Their experiences of CW are well supported by informative displays and age-appropriate religious resources on the prayer tables throughout the school.
- Pupils spoke with pride and enthusiasm about their involvement as part of the different councils and mini vinnies groups in the school. They were all able to give examples of how they are fulfilling the Church's mission within their school and in the wider community.
- The school has very strong links with Catholic Care. The staff, pupils and families value this additional dimension to the school's pastoral care, and have been particularly grateful for the bereavement support that has been available to the school since last February.

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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- Key areas for improvement that were identified on the previous S48 inspection report have been addressed in all three areas by the school.
- Since the previous inspection, a new head teacher, deputy head teacher and Chair of the Academy Council have been appointed.
- Leaders and governors have an outstanding commitment to the Church's mission in Catholic Education and work in partnership with the Diocese and BKCAT to ensure that the RE curriculum and the Catholic Life of the school remain at the heart of its ethos, mission and purpose,
- The headteacher was appointed in March 2014 and leads by example in her passionate determination to provide the best possible Catholic education for the pupils.
- The RE Leader is very effective in his role. Through his professional drive and strong sense of purpose, he is ensuring that RE and the Catholic Life of the school continually moves forward.
- Pupil progress in RE is monitored by the senior leaders through the comprehensive whole-school tracking system which has been developed in-house by the RE Leader. Termly meetings with staff identify those pupils who are on track to make expected progress and those who need additional support.
- To ensure that all pupils are given the opportunity to make more than expected progress, tasks selected need to enable pupils to apply their higher level thinking skills.

- The Parish Priest is extremely supportive of the school and works closely with the senior leaders to help them to deliver high quality CW and curricular RE.
- Governors are regular visitors to the school and provide appropriate feedback to the senior leaders in relation to the Catholic life of the school. They are pro-active and are willing to challenge the school by asking leading questions about pupil performance and achievement, in particular in relation to RE.
- The Catholic Life of the school is discussed through the headteacher's report at Full Academy Council meetings and is the first priority in the school's development.
- Governors ensure that that the school's RE budget is appropriately monitored and adequate to meet the school's identified priorities in RE/ Catholic Life.
- All canonical and statutory responsibilities are fulfilled by the school's leaders and managers.