

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTION

## SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL  
Finkil Street  
Brighouse  
HD62NT

School URN	107559
School DfE Number	3383329
E-mail address	admin@st-josephs-brig.calderdale.sch.uk
Chair of Governors	Mr. Ian Goulding
Headteacher	Mrs. Mary Hodges
RE Subject Leader	Mrs. Mary Hodges & Mrs. Mary Dennison
Date of Inspection	14 <sup>th</sup> – 15 <sup>th</sup> March 2012
Section 48 Inspector	Mrs. Christine Rothwell

## **INTRODUCTION**

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 reviewed and evaluated how effective the school is in providing Catholic education. This process began with the school's own self - evaluation. The inspection schedule followed criteria set by the National Board of Advisers and Inspectors.

## **INFORMATION ABOUT THE SCHOOL**

St. Joseph's is an average sized Primary school serving the parish of St. Joseph's in Brighouse in the Diocese of Leeds and is celebrating fifty years of Catholic education on the site. There are currently 71% of Catholic pupils attending the school which is a feeder school for All Saints High School in Huddersfield although the majority of pupils transfer to the neighbouring High School in Brighouse.

The school role has been relatively stable over the last three years but the current nursery intake is lower and only 14 children transferred to reception in September 2011. The school has 5% more girls than boys. The percentage of pupils known to be eligible for free school meals is well below the National Average as is the percentage of pupils from minority ethnic groups. One child in nursery speaks English as an additional language. The number of pupils with statements of need or with special educational need is below the National Average. St Joseph's employs a Catholic Care worker to meet the needs of families in the school. There are nine full time and two part time teachers, six of whom hold the CCRS. Three teachers teach Religious Education throughout the school.

During the inspection three lessons were observed, four Collective Worships, one being for the whole school, one circle time and one Lenten service. Formal meetings took place with the Head, RE Co-ordinator, teaching and support staff, the Parish Priest, Chair of Governors, two groups of pupils and a group of parents. Informal discussions were held with a wide range of pupils and other employees in the school. Documentation was viewed and a selection of pupils' workbooks was scrutinized.

Expenditure on RE has increased from £1028 in 2010 to a predicted spend of £2070 in 2012-13, which is greater than other core subjects. The main areas of expenditure have been in-service training, resources for the new RE scheme and Collective Worship.

St Joseph's has achieved the 'Primary Quality Mark', 'Fair Trade Schools Award', 'Healthy Schools' status and 'Investors in People Award'. It has recognition certificates from 'Brighouse in Bloom' which were awarded for the flower gardens and also for the vegetables and fruit. They also have recognition from Leeds Trinity University College for working in partnership with them in teacher training. At the moment the school is using aspects of 'Investors in Pupils' to enhance and improve targets, attendance, anti-bullying and class budgets.

# INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

## OVERALL EFFECTIVENESS

2

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

## OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

## CAPACITY FOR SUSTAINED IMPROVEMENT

2

## MAIN FINDINGS

St Joseph's is a good school with many outstanding aspects. Nothing is less than good. The behaviour of pupils in the classroom and around the school is outstanding as is their spiritual, moral, social and cultural development. Pupils are particularly caring and respectful of others and demonstrated this in the classroom when there was an odd number for talking partners or in explaining a method of work. The pupils are very proud of their school and its place in the community. Parents and carers spoke highly of the school, 'Children loved coming and there was always a fantastic, positive atmosphere. Parents were just as welcome as the children'. They believe: 'Faith is reinforced in the school and that the children's spiritual development could make you weep.'

Teaching of RE is good throughout the school with varied tasks given to meet the needs of all the pupils. This was due to effective planning. Support staff members are fully aware of the tasks planned and deliver them effectively encouraging pupils to achieve according to their ability. Pupils were eager to share their work.

The Headteacher has great vision and high expectations for pupils and staff. In-service training is effective and leads to improved teaching and delivery of the curriculum. All adults in the school lead by example.

Displays in the classroom and around the school are stimulating and creative. Pupils happily discussed them and the part that they had played along with the links to the RE curriculum and Catholic Life of the school.

### What the school needs to do to improve further:

- Challenge the more able pupils, bringing attainment in line with other core subjects.
- Ensure the teaching of Religious Education is apportioned throughout the week.
- Ensure that pupils are aware of their targets and the 'next steps' needed to achieve them.

# PUPILS

## How good outcomes are for pupils, taking particular account of variations between different groups

2

Pupils enjoy and are interested in their religious education and happily share their knowledge and opinions. Attainment is at least good with several pupils making very good progress. The more able pupils need to be challenged further in their learning enabling them to achieve their potential. The pupils are keen to do well, applying themselves conscientiously in lessons and working at a good pace. Children in the Foundation Stage could talk about the Christmas story and what happens in Lent. They relived their visit to Church through role play and observed the spirituality of the Mass through their actions, confidently naming the artifacts being used. Planning for pupils with learning needs and/or disabilities was appropriate and encouraged them to produce their best work.

Pupils take on responsibilities and participate constructively in the Catholic life of the school and the wider community. They understand who they are and are proud of their backgrounds and beliefs and have a strong sense of personal worth. The pupils value and respect the Catholic tradition of the school and its links with the parish and wider community. This was evident in the collection of non perishable food being collected for the St Vincent de Paul society to distribute and in the knitting group who are making blankets out of knitted squares to be given to the elderly. They take full responsibility for their actions and are quick to congratulate and praise others.

Pupils regularly prepare and lead worship with confidence and enthusiasm from their earliest years in a variety of gatherings. They act with reverence and are keen to participate singing joyfully, reflecting in silence and joining in prayers appropriately and with confidence. The pupils are becoming skilled in the use of scripture, religious artifacts, hymns and other forms of prayer. The voluntary rosary group was well attended and pupils were reverent and reflective.

*These are the grades for pupils' outcomes*

<b>How well pupils achieve and enjoy their learning in Religious Education.</b>	<b>2</b>
Taking into account:	
• the quality of pupils' learning and their progress	<b>2</b>
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	<b>1</b>
• pupils' attainment in Religious Education	<b>2</b>
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>1</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>2</b>

# PROVISION

## How effective the provision is for Catholic education

2

Teachers have good subject knowledge which inspires pupils and contributes to their enjoyment of Religious Education and good progress. The teaching is consistently effective in ensuring that pupils are motivated and engaged. Teachers plan well using assessment procedures to meet the needs of all pupils therefore securing good progress and learning. Effective use is made of resources including technology to maximize learning. Support members of staff are fully aware of the learning objectives and make a significant contribution to the quality of learning. Pupils receive good oral and written feedback. The written feedback would benefit pupils further if they were given the 'next step' to improve their work which was seen in some books. This would enable pupils to discuss what they need to do to sustain good progress.

The school has developed a tracking system which, though in its infancy, will provide an effective tool to ensure that pupils continue to make good and even better progress in the future. On going assessment of progress is made during lessons through ensuring pupils understand the task set and intervening where necessary to provide support. Effective learning objectives at the start of a lesson are revisited to confirm achievement.

The Religious Education curriculum meets Diocesan requirements and the school has been using the new scheme 'The Way, The Truth & The Life' for almost two years and is becoming more confident in its teaching. Resources are used that meet the needs of all the pupils and staff ensures positive outcomes. Links have been established with other schools that have a different ethnic mix to support understanding and learning of other faiths making learning stimulating and memorable. The Religious Education curriculum provides good opportunities for spiritual and moral development. Extra curricular opportunities are varied, have a high take up and are much enjoyed.

Acts of Collective Worship are given a high profile and are well resourced. Staff and pupils pray together through a range of formal and informal opportunities for daily prayer. Parents and parishioners are 'thrilled' to be invited to acts of worship in the school which take on various formats. Staff regularly reviews and plans improvements to the school's provision ensuring pupils are skilled and equipped in leading prayer. All pupils, including the children in reception, prepare the focus area for Collective Worship and are very aware of the reasons for each item on the table. In Key Stage Two the pupils prepared and delivered a very spiritual Collective Worship and were able to discuss why they chose the particular scripture and how it linked to the chosen hymn enhanced by the use of technology. In reception the children prepared the focal area independently and could say what they had done.

*These are the grades for the quality of provision*

<b>The quality of teaching in Religious Education.</b>	<b>2</b>
<b>The use of assessment to support learning in Religious Education.</b>	<b>2</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>2</b>

# LEADERS AND MANAGERS

## How effective leaders and managers are in developing the Catholic life of the School

2

The leaders and managers in the school exhibit a high commitment to the mission of the Church by providing a rich, broad and balanced curriculum with spiritual and moral development being a priority. They conduct a range of monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development. Planning is based on sound evidence and data, systematically tackling areas for development and building on areas of strength. As a result pupils have a good understanding of the school's mission, share its purpose and are actively involved in shaping and supporting it. There is substantial evidence that outcomes are improving strongly.

The Governing Body has the expertise to meet the school's needs and is influential in determining the Catholic life of the school. They discharge their statutory and canonical duties effectively. The 'Governor Days' ensure that they are fully aware of the life of the school having good rapport with their designated class and members of staff. This relationship is constructive enabling them to challenge and support the school in tackling weaknesses and bringing about necessary improvements. The Chair of Governors is a regular visitor in the school and is a familiar face to the children. He is very committed and supportive of all activities, from those in school to walking to church or going on a school trip.

The school participates fully and actively in developing and implementing a variety of partnership activities. The school has very positive relationships with parents and carers who are responsive in supporting the life of the school. They actively encourage the worship bags and sent in many petitions for the Wall of Remembrance in November. The sex education programme is delivered through the successful partnership with the school nurse and within the context of a Catholic school. The school has excellent relationships with the authority and other schools both in the Catholic cluster and in the locality. The school takes part in many sporting activities and is currently developing greater links to organise additional opportunities for the pupils to network on a range of activities such as Fair Trade, spelling and problem solving.

Leaders and managers work with others beyond the school to ensure that pupils are given opportunities to collaborate with people from different backgrounds. The school actively promotes pupils' initiative in learning about and supporting charities at local, national and global levels such as raising funds for the local hospice, the Salvation Army toy appeal, the SVP, Marie Curie Cancer research, Red Nose Day, Great Ormond Street hospital and CAFOD. The pupils are very keen to take part and often organise fundraising initiatives themselves. The annual 'Airport Day' when pupils learn about the traditions, languages, geography, food, dress and faith beliefs of another country is enjoyed by all the school community. The school choir performs in many neighbourhood events and takes part in the 'Big Sing' which involves all schools in the area.

The school has an open door policy where parents, carers and other visitors feel welcome and can approach staff with any queries or concerns. The Catholic Care Worker is a key member of staff and well respected by parents.

*These are the grades for leadership and management*

<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
<b>How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>2</b>
<b>How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.</b>	<b>1</b>
<b>How effectively leaders and managers promote Community Cohesion.</b>	<b>1</b>