

# St Joseph's Catholic Primary School

URN: 148480

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

20–21 June 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

#### Religious education (p.5)

The quality of curriculum religious education

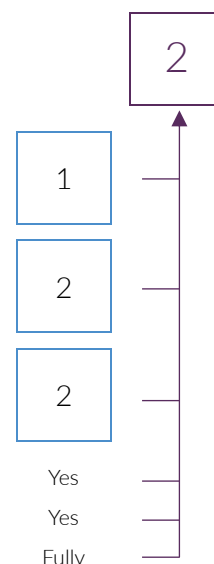
#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



## What the school does well

- High levels of pastoral care and the warmth of welcome to all are providing pupils, their families and staff with a school environment where they feel protected, valued and respected.
- Under the leadership of executive head teacher, who is an exemplary role model of service and discipleship, staff and pupils feel loved, cared for and filled with joy.
- Pupils are enthusiastic and engage well in their religious education lessons. From their earliest years they understand that God asks them to 'be the best version' of themselves.
- Well planned chaplaincy opportunities are ensuring that the language of the virtues is embedded in the Catholic life within the school.
- The school enjoys a flourishing partnership with the local parish community and works in partnership with other schools in the Blessed Peter Snow Catholic Academy Trust and with the wider Diocesan family.

## What the school needs to improve

- Improve self-evaluation in religious education and collective worship, to ensure they are robust and challenging, so that well targeted and planned improvements occur at pace.
- Develop and embed a progressive policy for Collective Worship which increases pupils' independence in the planning of celebrations of the word so that, by the end of Key Stage 2, all pupils can link their religious knowledge to the chosen themes with little adult support.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

## Catholic life and mission key judgement grade

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

### Provision

The quality of provision for the Catholic life and mission of the school

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school is outstanding. Pupils live and bear witness to the school's mission statement: 'love, learn and live in Christ!'. From their earliest years they have a very secure understanding of the mission and can clearly articulate how this is translated into the daily lives of all at St Joseph's School. They are happy, confident and feel secure at school. Their behaviour is exemplary in lessons and around school. Pupils show a deep respect for all in their school and wider parish community. This is particularly evident in the many interactions that take place around the school. Pupils' understanding of other world faiths is underdeveloped, but they do demonstrate a deep respect for all those in their community from other faith backgrounds. Pupils respond enthusiastically to the demands of Catholic Social Teaching through their support of their chosen class charities. Pupils across the school, with the support and guidance of the Prayer Liturgy Leaders, use the language of the virtues confidently. They can clearly articulate why and how they are required to care for our common home and serve those in need.

The school's mission statement has been reviewed since the last inspection. It is a clear expression of the educational mission of the Church. All staff and pupils are committed to witnessing to the mission statement across the curriculum and the whole of school life. There is a strong sense of community and everyone is welcomed in a spirit of generous hospitality. The parish priest, governors, and families are very appreciative of this warmth of welcome and state that it has been a central element of the school's ethos over time. Staff, led by the inspirational executive headteacher, are exemplary role models for the pupils. Relationships in the school are very strong and staff and pupils express their delight in being members of the 'St Joseph's family'. The school environment reflects the school's mission in every area and is respected and cared for by all. Pupils are proud to share their work and achievements in the classrooms and corridors. Leaders are providing effective opportunities for the spiritual development of staff and pupils. Pupils are clear that they can ask any adult or their peers for support and it will always be given in a spirit of generosity and love. The provision for relationship and health education meets both

statutory and diocesan requirements.

The executive headteacher, deputy head teacher and governors bear witness to the Church's mission as guardians of the Catholic life of the school. This is viewed by leaders and governors as a core responsibility. Governors have a thorough insight into this aspect of the life of the school but do not provide leaders with appropriate challenge to ensure the impact of developments are reviewed. They are committed to their role and, as a result, the school works in partnership with the diocesan bishop. There is a flourishing partnership between school and parish which has been significantly enhanced by the actions planned and led by the Junior Parish Mission Committee. The school is highly regarded by parents and families. It has very effective strategies for engaging parents and carers to the benefit of pupils. Staff feel highly valued, their views are sought, and they appreciate the consideration that the executive head teacher and deputy head teacher give to workload when areas of school life are being reviewed. Professional development and coaching are enabling new staff to develop and secure their knowledge and understanding of Catholic life and mission when they join the school.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

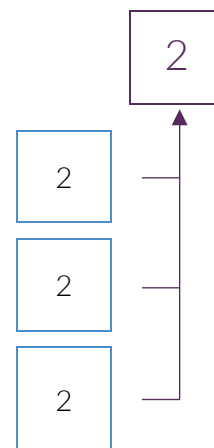
How well pupils achieve and enjoy their learning in religious education

#### Provision

The quality of teaching, learning, and assessment in religious education

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupil outcomes are good. Progress in knowing and remembering more relative to pupils' age and capacity is good across school. Pupils can orally articulate their developing knowledge and use it to reflect spiritually and to think ethically and theologically. Skilful questioning by staff is embedding these skills, alongside the understanding of key religious vocabulary, particularly effectively in the lower half of the school. Children in the Nursery enjoy a wealth of well-chosen religious education activities in their setting which enable them to be curious, creative in their responses, and develop their vocabulary. Recent developments in the range of creative tasks being chosen by teachers are engaging the pupils well. These are providing them with the scope to record their responses with increasing detail. Pupils enjoy their learning and there are high levels of engagement in all classes. They take pride in their work and their behaviour in lessons is exemplary. Pupils are provided with opportunities to strengthen and deepen their learning in some classes. The school's approach to pupil feedback is not applied consistently across the school and, as a result, pupils do not always know what they need to do to improve.

Teachers are secure in their subject knowledge and are committed to the value of religious education. However, planning is not always linked to pupils' current assessment in all classes. Where practice is strongest, teachers communicate high expectations effectively and use questions skilfully to identify precisely where pupils are in their understanding. They adapt their teaching to meet the needs of all their pupils. Children in the earliest years can talk about what happens in church and that they are part of the Church's family. Pupils in Key Stage 1 have a secure knowledge of different miracles and are able to discuss how the Holy Spirit helps them in their daily lives. Pupils in lower Key Stage 2 can recall the story of St Paul's conversion in detail and enjoy identifying religious imagery in artwork. Pupils in upper Key Stage 2 can explain how the gifts of the Holy Spirit gave the disciples courage and how they would ensure that all God's

people experience justice in the world. The use of scripture is well embedded across the school's provision. Teachers skilfully use the language of the virtues to support pupils during times of purposeful reflection. As a result, pupils can confidently relate the gospel message to their actions in their day to day lives.

All leaders ensure that the school curriculum for religious education is a faithful expression of the *Religious Education Directory*. It has full parity to other core subjects in terms of professional development, resourcing, timetabling and staffing. Targeted professional development is provided for all staff regularly and, as a result, teaching is at least good across all year groups. The subject leader for religious education, supported by the senior leaders, has a clear vision for teaching and learning and has a good level of expertise in securing this vision. Monitoring activities are regular but the impact of planned improvements has not been systematically reviewed. As a result, some teachers are not consistently planning to meet the needs of all pupils. The school benefits from a highly active parish priest, who comes into school regularly. The parish priest supports staff with queries about the curriculum when required and engages the youngest children with liturgical singing sessions. Leaders and Governors are determined to provide quality religious education. Governor monitoring activities for religious education are infrequent. These need to be more robust and challenging to bring about well-targeted actions which lead to outstanding outcomes.

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

#### Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

3

2

Pupils respond well to experiences of prayer and liturgy at St Joseph's school. They are active participants, joyfully joining in communal singing and prayerfully saying responses. They know and appreciate the many traditions of the Church and the very youngest pupils can make the sign of the cross and know how to greet the gospel. Pupils work collaboratively with others and undertake liturgical ministries with increasing confidence. Pupil skills in planning worship independently is underdeveloped across the school. The school ensures that the pupils use the virtues as regular themes within their worship. From their youngest years, pupils experience celebrations of the word which provide the pupils with clear guidance for their daily lives rooted in the teachings in the gospels. The year six Prayer Liturgy teams lead a wide range of liturgical activities across the year which include well-chosen scripture passages, meaningful visual focal points and opportunities for voluntary prayer. Planned opportunities for pupils to reflect on the impact of prayer on their moral and spiritual development are not embedded in the practice of the school.

Prayer is woven into the daily life of the school. Pupils confidently pray for each other, for family members and for people in need when they gather. They regularly lead elements within the celebration of mass in school and at weekends. Parishioners and parents are complimentary about their reverence, attentiveness and prayerfulness. Staff, pupils and governors highly value the annual 'Commissioning Liturgy'. All recognise that it gives them a spiritual opportunity to reaffirm their role and commitment to the mission of the school. Staff work hard to involve the school's families in liturgical celebrations and to support the developing prayer life of the pupils. Prayer bags shared with families, linked to different seasons within the Church's year, are a valued part of the home-school partnership. Leaders are role models of good practice when planning and leading liturgy. Further support to develop these skills is underdeveloped. As a

result, some teachers are not confident supporting pupils in developing their worship planning skills. The school has invested resources since the last inspection in the creation of a prayer space, the 'Headspace Room'. Pupils and staff speak warmly of their experiences within the space, they enjoy the peacefulness of the dedicated space and state that liturgies held in the room are always very memorable events in their lives. The school has very strong links with the parish and the parish priest supports the school's leadership in their mission to develop the prayer life of all its community. The pupils recognise the important role that the parish priest has in their faith journeys.

Leaders plan worship across the liturgical year which engages pupils and staff. They ensure that the Eucharist is offered regularly to the whole school community, particularly at key times in the liturgical year. School works in partnership with the parish to enable pupils to prepare for the Sacraments of Initiation. Pupils are involved in leading worship regularly. However, strategies for supporting pupils to develop their skills in planning worship in a progressive way are underdeveloped. The school does not have clear expectations for the development of the prayer life across the year groups. As a result, pupils are not being introduced to the traditional prayers of the Church in a progressive way. Pupils are not given consistent opportunities across the school to share their reflections on how worship impacts on their daily lives. Leaders and governors monitor the quality of prayer and liturgy but do not regularly seek the views of pupils and other stakeholders to inform the impact of developments.



## Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	148480
School DfE Number (LAESTAB)	3813329
Full postal address of the school	St Joseph's Catholic Primary School, Finkil Street, Hove Edge, Brighouse, HD6 2NT
School phone number	01484713037
Headteacher	Mary Hodges
Chair of Local Governing Body	Michael Hall
School Website	<a href="http://www.stjosephsbrighouse.org.uk">http://www.stjosephsbrighouse.org.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Blessed Peter Snow Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	9-10 February 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Alixena Lubomski  
Anne Gilpin

Lead  
Team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement