

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL
CROWNEST ROAD, BINGLEY BD16 4HQ**

School URN	107342
School DfE Number	3803367
E-mail address	office@stjosephsbing.bradford.sch.uk
Chair of Governors	Mr. John Shaw
Headteacher	Mrs. Mary McAndrew
RE Subject Leader	Miss Elizabeth Jones
Date of Inspection	13 th - 14 th March 2014
Section 48 Inspector	Mr. David Gott

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 Primary School

- Outcomes for pupils, Provision for Catholic Education and Leaders and Managers are outstanding in their overall effectiveness in providing Catholic Education at St. Joseph's Catholic Primary School, Bingley.
- 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 help realise the school's Vision Statement: 'Striving for Excellence and Learning with Jesus'.
- Standards pupils achieve in RE are very high. Pupil progress is a least good in each key stage for different groups and is exemplary in some. By the end of Year 6 attainment in RE is well above average.
- A majority of the teaching in RE is outstanding but it is never less than consistently good. Excellent teacher subject knowledge is applied consistently to challenge and inspire all pupils and ensure that they make exceptional progress as learners in RE/Catholic Life.
- Support staff and adult volunteers significantly contribute towards excellent pupil progress – especially for those pupils with specific learning needs.
- High quality Collective Worship (CW) is central to the life of this school and a key part of every school celebration.
- The quality, range and standard of music and singing used in CW is exceptionally high.
- The variety, range and content of RE work on display throughout the school is of exceptionally high quality.

- A calm, purposeful learning environment pervades the whole school. Pupils' attitude to learning and their behaviour are exemplary. There is a strong family feeling of "belonging" at the school.
- The school participates fully in developing and implementing a wide variety of very effective partnerships. Strong home, school, parish links are actively promoted.
- The parish priest is a very popular and frequent visitor to the school.
- The school's RE curriculum meets Bishops' Conference requirements and is highly responsive to diocesan requirements. Foundation governors have ensured that canonical and statutory responsibilities are fulfilled.
- Issues identified for action at the last Section 48 inspection (October 2008) have been satisfactorily addressed.

What the school needs to do to improve further.

- Working within existing strong school partnership links, devise wider learning tasks and opportunities which appropriately challenge the most able pupils to use higher order skills in developing their knowledge and practice of RE/Catholic Life.
- Empower, train and support more pupils to lead and evaluate key stage CW.

Information about this inspection

The Inspection of St. Joseph's, Bingley 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 school has successfully addressed those areas identified for further development in the previous S48 Inspection (October 2008).
- How good outcomes are for individuals and groups of pupils in RE/Catholic Life.
- How effective the provision is for Catholic Education.
- How effective leaders, governors and managers are in developing Catholic Education.
- How effective school partnership links are including home/school/parish.

The inspection was carried out by 1 inspector over a 1 ½ day period. Joint observations with the headteacher covered 6 RE lessons and 4 acts of CW covering all 3 key stages. A whole school hymn practice (led by the school's music co-ordinator), a whole school CW (led by Y1 pupils) and a whole school end of day celebration (led by pupil "Faith Leaders") were also observed. Meetings were held with the headteacher and staff (teaching and support); RE subject leader; governors, (including Parish Priest); parents and pupils. A comprehensive suite of monitoring and evaluation documentation covering the RE/Catholic Life of the School was scrutinised, including pupil tracking data, RE workbooks and assessed portfolios of pupils RE work. The school's website, prospectus and newsletters were also sampled.

Information about this school

- St. Joseph’s Catholic School Bingley is a smaller than average-sized, one form entry, Voluntary Aided primary school of the Leeds Diocese.
- The school principally serves the needs of the families of the reconfigured parish of Our Lady and St. Joseph of the Aire Valley (which incorporates St. Mary and St. Monica Cottingley and Sacred Heart Bingley).
- The school has a Published Admission Number (PAN) of 30 full time pupils. Of the 197 pupils currently on roll 91.4% are baptised Catholic.
- The school is currently staffed by 9.6 full time equivalent (f.t.e.) qualified teachers, of whom 8 f.t.e. are Catholic teachers.
- Four teachers hold the Catholic Certificate of Religious Studies (CCRS) or equivalent. Currently no teachers are undertaking CCRS.
- Eight teachers teach Religious Education (RE).
- Pupils are taught in 7 chronologically arranged classes.
- The proportion of pupils known to be eligible for the pupil premium is below average. The proportion of pupils for whom English is an additional language is also below average.
- The proportion of pupils supported through school action and the proportion supported at school action plus or with a statement of special educational needs is above average.
- The current headteacher, chair of governors and RE subject leader were in post at the time of the previous Section 48 RE inspection (October 2008).
- The school has successfully developed a number of productive links. For example with the Leeds Diocese; Leeds Trinity University; Bradford Local Authority (L.A.); The Bradford and Keighley Catholic Schools Partnership (BKCSPP); local, national and international charities and Holy Family, St. Joseph’s and St. Bede’s Catholic High Schools.

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 are increasingly leading and taking responsibility for shaping activities with a religious character in the school and the wider community. They take full advantage of the opportunities the school provides for their personal support and development and for evaluating the Catholic Life of the school. They value and respect the Catholic tradition of the school and its links with the wider parish communities.
- In interview, pupils are quick to say how much they enjoy their RE lessons and they find their teachers to be, “Always there to help you – they never give up on you!” Observations confirmed that stimulating teaching and high staff expectations have developed a positive work ethic in classrooms with pupils engrossed in their work and

wanting to succeed. School/class merit systems encourage and reward pupils for giving special attention to their RE work. Pupils take a pride in their work. Content, presentation, handwriting, quality and quantity of written work in RE are all of an above average standard. Pupils are quick to recognise and celebrate their own and others' improvements.

- In proportion to their years, pupils are becoming increasingly “religiously literate”, well able to express their own views and beliefs with confidence. They are at ease in class when referring to the teachings of Jesus and other key Christian figures. Pupils are knowledgeable about their school’s Patron Saint. They are proud that their school is named after someone who helped Mary and Jesus so much- especially when Jesus was a little child. They like the carpenter tool motif on their school uniform badge.
- Pupils are very alert to the needs of others and live by the school motto “Love, Care, Share” in seeking justice for all within and beyond the school community. St. Joseph’s is a Fair Trade School and pupils understand their responsibilities in supporting those less privileged than themselves.
- Pupils treat adults and each other with high levels of respect and know acutely that their behaviour always has consequences.
- Standards pupils achieve in RE (2013) are very high (100% L2 13% L3 at end of KS1; 100% L4, 45%L5) at the end of KS2. Pupils have developed an enthusiasm for tackling challenging activities. The school sets ambitious RE targets (for example to double the percentage of pupils achieving L3 @ KS1 to 26% (2014) and to increase the percentage of KS2 pupils achieving L5 to 72% (2014).
- Overall pupil progress in RE is forensically tracked by the school’s extremely conscientious RE subject leader and class teachers. Currently the school is piloting a system of “Assertive Mentoring”, where by termly pupil progress in RE is reviewed and assessed to ensure that the pupils have a clear understanding of their “next steps” and that their efforts in RE are never less than good.
- Pupils enjoy celebrating their faith through their actions, prayers and hymns. Although space is very limited, a small prayer room has been created inside the school building and following recent sad bereavements in school, a memorial garden has been created outside within the school grounds. Relatives visit regularly.
- Prayer is a fundamental part of everyday life at St. Joseph’s. Staff and children pray together regularly. Pupils increasingly prepare and lead worship with confidence and enthusiasm. All are at ease and act with respect when praying with others who have different beliefs and attitudes towards spirituality. Parents comment that the experience of living and working in a praying community has positive effect on the development of their children, irrespective of their ability or faith background. During the “Year of Faith” the children prayed “The Angelus” together on a daily basis and this has now become a regular feature of the prayer life of the school.
- The liturgical life of the school follows the Church’s Year. Seasonal Eucharistic and Non-Eucharistic liturgies are celebrated both in school and in the nearby parish church. Parishioners, parents and grandparents are invited to attend and do so in pleasing numbers. (Over 170 attended a Grandparents Mass).
- Pupils enjoy taking part in age appropriate retreat days. Pupil “Faith Leaders” lead end of day prayers and present “Star of the Day” merit awards to deserving pupils identified by their class teachers.
- A team of school based catechists support the parish Sacramental preparation programmes. Parents and pupils say how much they value this support.
- A particularly notable pupil response to the school’s CW is their lively enjoyment and active participation in the music and singing – which forms a very strong feature of the school’s worship. The school is very fortunate in having a pianist/music teacher who together with a Choral Director from the Diocese of Leeds “Schools Singing

Programme” works with the school on a weekly timetabled basis. Excellent choral diction and complex part singing are visibly enjoyed by all concerned. The school has formed a choir which sings at all special seasonal liturgical celebrations held both in church and in school. Several members of the school choir are also members of the wider Bradford Catholic Schools Choir and as such have taken part in BBC Radio and Television broadcasts with Leeds Cathedral Choir. Music therapy is also made available through the school to pupils with particular special educational needs. Parents and pupils value this experience greatly.

- Vibrant hymn singing featured in a particularly moving whole school CW evidenced on the theme of the third and fourth Stations of the Cross featuring “freeze frame” dramatisations led by Lower Key Stage One pupils. Parents attended in very good numbers and said how much they enjoyed attending such services.

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

- A majority of the teaching in RE is outstanding but it is never less than consistently good. It promotes a calm purposeful learning environment throughout the whole school and pupil behaviour is exemplary.
- As a lead school within the BKCSP, outstanding RE teaching at St. Joseph’s has been shared with practitioners from other schools within the partnership.
- The school’s RE subject leader is chair of the BKCSP RE Leaders Group and as such she is a lead practitioner, working closely with the Diocesan Co-ordinator for RE, particularly on formulating and piloting appropriate RE assessment materials and this partnership group would provide an ideal opportunity to devise wider learning tasks which challenge the most able pupils.
- Teachers and other adults are acutely aware of their pupils’ capabilities and of their prior learning. Highly effective differentiated lesson planning was evidenced during RE observations. This, together with strong teacher subject knowledge and excellent questioning of pupils, gives clarity of focus to pupil learning. Well directed support assistants and the presence of adult volunteer helpers strongly reinforces pupil learning and ensures that lessons maintain an appropriately challenging pace, keeping pupils well motivated, interested and on task. Pupils with specific learning needs make very good progress as a consequence of the dedication and expertise of teaching and support staff.
- The RE curriculum is well resourced and considerably enhanced by the addition of a range of interactive digital resources, for example DVD’s of Bible stories, music CD’s of appropriate children’s hymns and reflective background music for class based Collective Worships. Similarly, evidence was seen of class sets of appropriate RE pupil text books to accompany the school’s RE Programme of Study: “The Way, The Truth & the Life”.
- The Early Years (Reception) class draws pupils from 14 different settings. Children make very good progress in RE as a consequence of the very effective team work of the staff. The children were observed thoroughly enjoying re-enacting aspects of the sorrow and joy of Zacchaeus as he climbed up higher to see Jesus. In the prayer

reflection at the end of the session, one child was able to say, “I feel sorry for not sharing my toys with my little brother.”

- In a well- planned upper KS1 lesson on the theme of The Last Supper, pupils were well able to retell the story of The Last Supper in their own way some with the help of Lego characters. Others could make effective links with what happens in the Mass, whilst the more able could give reasons why bread and wine are important at Mass.
- In a lower KS2 pupil led class based CW on the theme of The Good Shepherd, the pupils had carefully planned out their act of worship and RE focal point using the school’s own pro forma which follows the diocesan guideline prompts: Welcome, Gather, Listen, Respond, Go Forth. All the class were fully engaged, respectful and appreciative of the efforts put in by the particular pupils leading the CW.
- Complex group work involving pupils using class sets of Bibles to research biblical texts was evidenced. Pupils were very confident in navigating their way around their Bibles. They had an excellent understanding of how to locate specific scripture and exhibited a high degree of religious literacy in their discussions as to the specific meaning of particular texts.
- The Parish Priest is a familiar and very welcome visitor in school. The pupils particularly enjoy his visits and look forward to taking part in the celebration of Mass both in school and the parish church. A large number of pupils have volunteered to become altar servers.
- The cross curricular approach to RE at the school enables pupils to make out of school visits to places of worship. Speakers of other faiths are also invited into school to talk about their particular beliefs, customs and practices. Pupils say how much they enjoy taking part in these activities.
- RE displays are of a notably high standard and have a very positive impact on the learning environment of the school. RE displays are frequently accompanied by appropriately thought provoking quotations from scripture and prominently feature pupils’ own work. Displays conform to diocesan guidelines and the school’s own “RE Display Policy”. Teachers welcome the leadership and support they receive from the school’s RE display co-ordinator.
- All classrooms have an attractive and prominent RE focal area featuring seasonal liturgical religious artefacts, “driver words” and pupil work linked to the RE topic being studied.
- The RE Curriculum is also complimented by the use of weekly “Statements to Live By” which incorporate aspects of the school’s Personal Social Health and Citizenship Education (PSHCE) programmes and, where appropriate, the school’s diocesan approved Education for Personal Relationships (EPR) Programme.
- Work scrutiny of pupils’ RE workbooks and RE display work evidenced that the school’s RE curriculum promotes outstanding pupil learning. Teachers fully comply with the school’s “RE Planning, Assessment and Marking Policies”. Individual pupil’s RE targets and progress are recorded inside the front cover of their RE workbooks. Pupils know and understand what their individual targets are in RE. They are very ably guided by staff in “next steps” towards achieving them.
- Achievement and effort in RE are celebrated both in class and in whole school celebration merit certificate award assemblies. Pupils take genuine pleasure in seeing members of their class receiving award certificates.
- The school is innovative in the way it presents the curriculum in RE. It is “outward looking”, building a number of excellent links with the wider parish community, the diocese, other schools (particularly those in the BKCSPP partnership) and local, national and international charitable agencies, for example Catholic Care and CAFOD. Gospel values are visibly put into practice through undertaking numerous charitable projects

and especially giving loving service towards others in special need, for example supporting “Martin House” children’s hospice.

- Collective Worship (CW) is central to the life of this school and is a key part of every celebration. Staff and pupils have an excellent understanding of the Church’s liturgical heritage, its rites and seasons. Staff are passionate about ensuring that pupils have high quality experiences of the Church’s liturgical life. CW is well planned, appropriate to pupils’ faith backgrounds and shows progression from their earliest years. The school is now very well placed to extend class based pupil led Acts of Worship even further, by training more pupils to plan and lead Key Stage CW.

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 very deeply committed to the Church’s mission in education and actively promote the school’s strong Catholic identity, recognising that this requires it to fulfil the Gospel imperative: “to see and seek Christ in others”. They are energised by the task and are a source of inspiration for the whole community.
- RE has a very high profile in the life of the school. It is **the** core subject and as such is accorded the same academic rigour that the school affords to the other core curriculum subjects.
- The experienced and very dedicated headteacher is a member of the BKCSPP RE/Catholic Life Committee and as such, she liaises closely with other Catholic schools and the Diocesan Co-ordinator for RE in helping to identify and promote best practice in RE/Catholic Life throughout schools in the partnership.
- The school’s extremely conscientious RE subject leader leads by example and is a member of the school’s Senior Leadership Team (SLT). She demonstrates a very high level of professional competence and commitment to her role, based on her excellent subject knowledge and her relentless focus on raising standards in RE. Staff (teachers and support) say how much they welcome and value her support and leadership. She has a very clear view of what constitutes high standards and quality in pupil learning and teaching of RE/Catholic Life.
- The Governing Body (GB) has a well-established and effectively functioning committee structure. Recently the GB have established a “Catholic Life Committee”.
- The RE link governor regularly visits the school and attends meetings with the headteacher and RE subject leader on previously agreed RE agenda issues. Home, school, and parish links are strengthened and joint events are co-ordinated.
- Governors are experienced and knowledgeable in key aspects of the school’s RE/Catholic Life. Governors have involvement in, and are knowledgeable about, the content and “gradings” of the school’s Self Evaluation Form (SEF) for Section 48 Inspection.
- GB Succession Management strategies include accessing governor training opportunities provided by the diocese and the BKCSPP.
- In their role as “critical friend” the GB are skilled in separating out the functions of governance and leadership and management. They are confident in providing high levels of professional challenge and support to hold the school to account.
- The school’s Performance Management Systems include aspects of RE/Catholic Life.

- The GB consults and gathers the views of parents, staff and others and takes these views into account when planning for the future.
- The GB very effectively fulfil their duty to promote community cohesion and inclusive practice relating to those with physical disability/specific learning needs, race equality and gender equality.
- Governors ensure that the school's RE budget is appropriately monitored and adequate to meet the school's identified priorities in RE/Catholic Life. They request termly headteacher reports to monitor the impact on standards in RE/Catholic Life.
- Good communications are fostered by the GB so that all relationships in the school community and beyond are based on mutual respect and honesty.
- Foundation governors give faithful stewardship and clear witness to ensuring that the school is at all times conducted in accordance with the provisions of the Diocesan Trust Deed upon which the school was originally founded. In particular they have been extremely diligent in seeking to appoint well qualified staff who combine personal conviction and practice of the faith with the professional qualities and experiences required by particular posts the GB have been seeking to fill.
- Very good partnership links are maintained with Leeds Trinity University. The school offers placements to student teachers. Following graduation a number have been successful in securing permanent teaching positions at the school.
- The school enjoys a justifiably high reputation within the local community. The governors have succeeded in having the school's admission number increased for entry into the Reception class from 20 to 30 pupils, in an attempt to meet the increasing demand for places at the school. Currently the school is oversubscribed with a waiting list. As yet, the governors have not had to refuse admission to baptised Catholic children.
- School morale is very high and belief in the school's success runs throughout all levels: staff, governors, parents and above all, pupils.
- Signs, symbols and icons of the Catholic faith are prominently displayed both externally and internally on the school premises and help the whole school community and visitors to experience the uniqueness and sacredness of the school's learning environment.
- Christ truly is at the centre of all that St. Joseph's Catholic Primary School Bingley seeks to achieve. With enthusiasm and celebrations, the things of God always take first place here.