

# 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  
West Close Road,  
Barnoldswick,  
BB18 5EN.

School URN

119685

School DfE Number

8883805

E-mail address

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Chair of Governors

James Bond

Headteacher

Natalie Wood

RE Subject Leader

Kathryn Henderson

Date of Inspection

18<sup>th</sup>-19<sup>th</sup> November 2013

Section 48 Inspector

Peter Thompson

# 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**

2

**LEADERS AND MANAGERS**

1

**Summary of key findings:**

**This is an Outstanding Catholic primary school.**

- The school's new mission statement 'Jesus is at the centre of all we do and say' is known and lived out effectively by all the children.
- The pupils play a very active part in the life of the school. They enjoy roles of responsibility. Behaviour is exemplary.
- The extent to which pupils benefit from and contribute to the life of the school is outstanding.
- Pupils are stimulated to learn in RE lessons. Their teachers have very good subject knowledge.
- The quality of Teaching and Learning in RE is good with some outstanding aspects and none is inadequate. High quality teaching assistants enhance the provision.
- Leadership and governance are outstanding. The senior leadership team have guided St. Joseph's through a very challenging period of transition. They have been effectively supported by an able governing body. Together they have a clear vision for the future.
- There are strong links between the school and the parish. The Parish Priest is a regular visitor to the school, taking a keen interest in all aspects of school life both as Parish Priest and as school governor.
- Parents think highly of St. Joseph's School. They are justifiably proud of it.
- Teachers lead worship with enthusiasm and skill. The children listen with interest and reverence.
- The staff and governors of St. Joseph's school meet all statutory and canonical responsibilities.

## **What the school needs to do to improve further.**

- Develop learning opportunities for all staff to enable teaching to move from Good to Outstanding.
- Further develop opportunities for children to take more active roles in the planning and leading of Collective Worship.
- Celebrate the new, effective Mission Statement and revisit it in order to make it known more fully to all stakeholders.

## **Information about this inspection**

The Inspection of St. Joseph's Primary School, Barnoldswick 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).

During the course of the one and a half days inspection, the inspector reviewed in detail, consulted and/or observed the following:

- The school's work in addressing the key issues from the previous S48 report;
- The accuracy of the school's self-evaluation;
- The quality of behaviour and the systems relating to this area of school life;
- The school's process for assessing and moderating work in RE;
- The children's involvement in Collective Worship;
- Observed 3 acts of Collective Worship;
- Observed 3 RE lessons;
- Observed the children at playtime and lunchtime;
- Met the Headteacher and RE Leader;
- Met the School Council;
- Met with parents, grandparents and parishioners;
- Interviewed the Parish Priest and Chair of Governors;
- Scrutinised samples of work;
- Examined school documentation.

## **Information about this school**

- St. Joseph's is a smaller than average-sized primary school. It has 131 pupils – 79% are Catholic. It serves the parish of St. Joseph's, Barnoldswick (which also includes St. Patrick's at Earby).
- The admission number for the school is 20 pupils per year group. The children are organised into 5 mixed age classes.
- Most pupils are of a white British background. An increasing number of pupils come from other White backgrounds and Pakistani heritage. The proportion of pupils speaking English as an additional language is below average.
- The proportion of pupils supported through school action is above the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs, is above the national average.
- The acting Headteacher became the permanent Headteacher in February 2013. The Deputy Headteacher, who is also the RE Leader, took up her post in June 2013.
- There are 6 Catholic teachers on the staff, one holds the CCRS.

## 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.	<b>1</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>2</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>1</b>

- The attitudes and behaviour of the children are exemplary. Children understand and clearly enjoy living out the school's new Mission Statement: 'Jesus is the centre of all we do and say.' One child explained this, "Jesus is in our sports competitions, our Maths tests .... Jesus helps you through these things."
- There are high levels of care and cooperation seen both inside and outside the classroom and in the playground.
- Older children enjoy positions of responsibility, including being playground leaders of younger children.
- One school counsellor said, "We're like a big family." A comment echoed by one of the parents.
- The children at St. Joseph's get involved in Charity work throughout the year. They recently sent off shoeboxes to different countries. They have also sent contributions to CAFOD and the children particularly enjoy raising money for the Bishop of Leeds Good Shepherd Fund. One boy said, "We realise that we are lucky. We collect food and raise money so that others don't die."
- Overall, pupils' achievements at St. Joseph's are good. A large proportion of children achieve very well by the end of Year 6.
- The pupils like RE. One boy in Year 6 explained how RE helped him to reflect about what Jesus did and therefore it helped him know what we should and should not do.
- A rigorous tracking system is in place which complements a programme of lesson observations. The data is beginning to be analysed by more staff, which should enable more pupils to fulfil their potential.
- Improvements have been made since the last inspection, whereby the school now uses the recommended Collective Worship proformas to good effect.
- Pupils participate very well in Collective Worship. They sing particularly well and read their own prayers with confidence.
- Role play and key symbols/artefacts engage the pupils and as a result they listen attentively.
- Children write their own prayers showing a good understanding of the theme and how to live out the mission. For example, one child confidently read his prayer aloud, "Help me to become a peacemaker and to help everyone."
- Each Collective Worship concludes with a mission – sometimes accompanied by a small, meaningful memento e.g. a friendship bracelet - which links with the theme of worship.
- This approach is very well received by the pupils who respond positively. This adds to the warm, friendly, calm atmosphere of St. Joseph's school.
- Collective Worship further consolidates the school's Mission Statement, which clearly permeates the school life at St. Joseph's.
- The links with the parish have developed noticeably since the last inspection. A parishioner comes to the school each Friday lunchtime and works with the children to write appropriate bidding prayers and distribute other lay jobs for the weekend Mass.

- There are a number of other joint school-parish ventures, which all stakeholders appreciate including the Harvest Mass.
- This collaborative work should continue to develop, since a number of stakeholders hold positions on joint school parish committees.

## The provision for Catholic Education is good

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.	2

- Overall teaching across the school is good. The Leadership of the school are accurate in their own judgement of observed RE lessons. They should continue to seek ways of sharing excellent practice.
- Where teaching is outstanding, in Year 5 and 6, the teacher has a very detailed knowledge of the children, the children know their own targets and they clearly make significant progress within the lesson.
- The best lessons include a range of stimulating activities e.g. video clips of speeches from Martin Luther King and role play opportunities: building an ark from wooden blocks.
- The school uses 'The Way, The Truth and The Life' RE scheme effectively employing a range of strategies to bring it to life. As a result, pupils clearly are enthused by the subject.
- Teachers at St. Joseph's have a very strong subject knowledge in this area of the Curriculum.
- There is some use of Assessment for Learning strategies throughout the school and extending the implementation of these strategies would enhance the provision further.
- The use of mini-plenaries at appropriate parts of lessons effectively check what the pupils have understood and enable the staff to adapt their teaching.
- Work is generally marked effectively with regard to the learning objectives. Children are encouraged to improve their work, which they frequently do.
- The effective RE subject leader is instrumental in working with St. Joseph's staff and those in partnership schools to moderate work.
- Pupil progress is tracked thoroughly. When this is shared more widely it will have an even greater impact.
- The Parish Priest comes into school regularly and is well known to the children.
- St. Joseph's children visit other places of worship: a Hindu temple, a Mosque, a Sikh temple and the local Anglican church. These experiences have enabled the children to see how 'different' people share similar values in life.
- Strong links which St. Joseph's has established with a number of other schools, have promoted social cohesion and broken down barriers as well as created meaningful friendships.
- The quality of Collective Worship provided by St. Joseph's school is good. Children participate with enthusiasm and sing particularly well.
- The required elements of Collective Worship are present. The teachers incorporate their strong subject knowledge to enhance the quality of worship.
- Where Collective Worship was observed to have been particularly effective, in the whole school and Key Stage 2 assemblies, children were more active participants and the older children were involved in planning and preparing worship.

- Collective worship is age appropriate and involves simple role play, visual stimuli, prayer and time for reflection.
- Collective Worship will improve when the children gradually take a fuller part in the regular planning and leading of worship. The foundations have been laid for them to do this.
- The school and parish are now working more closely and are hosting a number of joint acts of worship. For example, the Harvest Mass and the beautiful welcome mass for children new to Reception.
- The school's governors have recently adopted the model Diocese of Leeds Education in Personal Relationships Policy. The policy covers a range of important areas in a child's development from e-safety to puberty. The policy has recently been distributed to parents to seek their views.

## The Leadership and Management are Outstanding

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>1</b>
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- The Headteacher and Senior Leadership of St. Joseph's school have guided the school very effectively during a period of transition. They have high expectations and a clear vision for the school. The partnerships they have established with other local schools are helping St. Joseph's to continue to reflect and improve.
- The leaders of the school have an accurate knowledge of the strengths and areas for development in Religious Education and the Catholic Life of the school.
- Key members of the Governing Body act as critical friends and support the Senior Leadership team with sensitivity and wisdom.
- The Leadership of the school have addressed all the key issues in the previous Section 48 report. They have rewritten the school's Mission Statement: 'Jesus is the centre of all we do and say'.
- It is important that the leadership in conjunction with the governing body ensure that all stakeholders understand the mission of St. Joseph's School.
- Another improvement since the last inspection has been a strengthening of school-parish links and the Parish Priest, who is the governor responsible for RE, is now established in the parish. He has taken a lead role in developing sacramental programmes tailored to the needs of children at St. Joseph's. One parent commented very positively on the impact a recent 'pretend' Mass had had on her daughter, saying how impressed she was when Father shook her hand.
- The Headteacher and Parish Priest plan liturgical events together.
- The Headteacher and other staff are committed to the school's mission statement in providing the best quality Catholic Education. This has a strong impact on the 'beautiful feel' within school, which has an atmosphere described by parents as, "A warm, welcoming little community."