

Catholic Schools Inspectorate inspection report for St Joseph Catholic Primary School Keighley

URN: 143032

Carried out on behalf of the Right Rev. Marcus Stock, Bishop of Leeds on:

Date: 16-17 November 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

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.....

2

Religious education (p.5)

The quality of curriculum religious education.....

2

Collective worship (p.7)

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

2

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

Fully

Summary of key findings

What the school does well

- The pastoral care for pupils and staff, with a keen focus on mental health and wellbeing, is excellent.
- Leaders have planned and effectively resourced the provision for pupils with additional needs and this is having a positive impact on all pupils.
- Pupils have an impressive understanding of '*Virtues to live by*' which are taught through worship and religious education lessons.
- Pupils enjoy religious education lessons; they engage very well and behaviour for learning is good.

- Prayer and liturgy are central to daily life at St Joseph's, with regular Masses and celebrations of the word ensuring a variety of experiences for pupils.

What the school needs to improve:

- Improve self-evaluation for collective worship to ensure it is accurate and challenging, allowing well-targeted improvements to occur at pace.
- Improve religious education lessons, giving more time for pupils to make links with prior learning, develop religious literacy, and reflect on how their learning relates to the wider world.
- Give pupils more opportunities to articulate the theology underpinning Catholic Social teaching through a wider use of resources and explicit activities.

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:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

2

Pupils are enormously proud of their school. The school mission statement 'Believing in God, ourselves and others' has a positive impact on the whole community. Pupils are confident and happy in school; they talk about staff who 'really care for us and listen to our opinions'. Fundraising takes place throughout the year. One pupil told the inspector, 'St Joseph's is a Catholic school, Jesus wants us to look after others who are less fortunate, and little things can make a massive difference'. However, other pupils interviewed were unable to clearly articulate the theology underpinning involvement with charity. Pupils demonstrate a good understanding of Christian virtues and try to incorporate these into their daily lives. Behaviour is good throughout school. Pupils are polite and welcoming. Older pupils are happy to take on responsibilities as Wellbeing Champions and School Council representatives. The recently formed RE Council are very enthusiastic. They led remembrance services in school and attended a service of remembrance in Keighley at the weekend. They lead voluntary prayer in school, including the Holy Rosary in October, and have plans in place for Advent and Lent.

Staff review the school mission statement annually and remind pupils frequently about 'Believing in God, ourselves and others'. The mission statement works in conjunction with the curriculum intent statement which uses the concept of mustard seeds growing into nine trees (Matthew c13: v31-32). The trees represent St Joseph's as a school of faith, virtues, wonder, inclusion, innovation, literature, opportunity, pride, and knowledge. Staff, pupils, and parents talk about St Joseph's school as a place of faith and opportunity. The teaching of Christian virtues through the 'Virtues to live by' programme is highly effective. In addition to this, each class has their own virtue and class saint which impacts positively on the Catholic life of the school. St Joseph's is a supportive and joyful community where everyone is welcome. The school has a policy for teaching other faiths but it lacks

a detailed rationale for why the different faiths are studied. Pupils show respect for people who are from other religious traditions. Pupils that are not Catholic say they feel comfortable and welcome at St Joseph's. The provision for relationships and health education meets statutory and diocesan requirements. Chaplaincy provision in the school is strong. There are a range of well-planned and effective opportunities for spiritual and moral development. The school's physical environment is calm and attractive. It is obvious that St Joseph's is a Catholic school from the moment of entry to the building, with displays and focal points that support the faith life of the school.

Leaders and governors see Catholic Life and mission as their core responsibility. There is positive engagement with parents, parish, and the Catholic high school. This is a growing strength thanks to all involved including the parish priest. Leaders and governors have a shared vision for the school. They talk about providing pupils with 'the best days of their lives'. The curriculum intent statement is rooted in the Catholic faith. Links to the personal and health curriculum are strong but leaders of other subject areas are yet to identify explicit links that will support this understanding. Evaluation of Catholic life needs to be more robust and to include pupils. The school is part of the Blessed Christopher Wharton Catholic Academy Trust and its Catholic life benefits from this membership. St Joseph's is a nurturing community and provision for pupils with additional needs is highly valued and extremely well resourced. All staff feel valued and supported in maintaining their health and well-being by school leaders. Innovative provisions such as a mental health first aider for staff and a wellbeing library for staff to access shows a real commitment. There is good support for early career teachers and they feel welcomed by the open-door culture within the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

2

Pupils' outcomes in religious education are good. Progress throughout the school is visible in books and evident in pupil discussions. Data tracking shows attainment at age-related expectations is in line with other core areas of the curriculum for all year groups. Pupils clearly enjoy learning in religious education and talk about their learning positively. Pupils work with pride and interest on the variety of tasks. When teaching is at its best, pupils have opportunity to relate their learning to prior topics. However, systems for pupils to self-assess are underdeveloped. Occasionally pupils find it difficult to fully articulate how well they are doing in religious education and what they need to do to improve. Behaviour for learning is good and pupils listen attentively to adults during religious education lessons.

Teacher's planning reflects the learning required by the *Religious Education Curriculum Directory* (2012). The teaching of religious education across school is good but lacks consistency. Some lessons lack emphasis on recapping prior learning and pupils struggle to remember key knowledge from earlier lessons or previous topics. When teaching is at its best, younger pupils are encouraged to orally rehearse language and use actions to cement their understanding. In the strongest lessons there is an emphasis on understanding subject specific vocabulary and pupils are given the opportunity to think deeply due to skilful questioning. In a few lessons there were missed opportunities to promote and give space to spiritual and moral development. This aspect is not always considered at the planning stage by teachers. Relationships between pupils and adults are strong and pupils' efforts are warmly praised, resulting in good pupil engagement. Teaching assistants play an active role in lessons, adding significant value. The policy for feedback and marking is followed consistently by staff and the green triangle to promote deeper thinking and response from pupils is becoming more regular

in its use.

All leaders ensure that the school curriculum for religious education is a faithful expression of the *Religious Education Curriculum Directory (2012)*. It is comparable to other core subjects in terms of professional development, resourcing, timetabling, and staffing. Curriculum design ensures that 10% of the timetable is devoted to religious education. The curriculum is delivered using 'The Way. The Truth and the Life' programme. St Joseph's experienced subject leader for religious education attends trust and diocesan training and works closely with the St Hilda's school improvement group. He has ensured all teaching staff, including those new to the school, attended training in 'Creative RE' during the summer term. However, some creative activities involving art did not address the learning objective for the lesson. Therefore, further training is required to help staff to precisely plan what activities will further pupil understanding. Systems for assessment in religious education lack clarity. Senior leaders and trust employees scrutinise work and observe lessons. However, these monitoring activities lack the challenge necessary to bring about well targeted actions and outstanding outcomes.

Collective worship

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

Collective worship key judgement grade:.....

2

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

2

Pupils respond well to opportunities for prayer and liturgy. Pupils are reverent during key stage worship, Mass and class-based celebrations of the word. They know many traditional prayers and routines. There is an atmosphere of calm during worship, allowing pupils to pray silently. Pupils join in responses and sing hymns well. From the earliest years prayer is an integral part of the school day. The inspector observed an extremely effective liturgy in nursery. The nursery children were able to make the sign of the cross and sing a song to introduce the prayer. This short service showed that worship is embedded, with children responding very well to the short prayer session. Older pupils experience a variety of ways of praying, including guided meditation, where pupils put themselves alongside people from the bible and begin to contemplate their thoughts and feelings. Expectations for upper key stage two do not provide pupils with enough opportunity to become highly skilled when they plan, deliver, and evaluate worship. The newly formed RE Council are enthusiastic leaders of prayer in their own classrooms and during voluntary acts of prayer in the newly created prayer space.

Prayer is woven into the daily life of St Joseph's school. Scripture is included in all prayer and is always seasonally and age appropriate. The diocesan scheme '*Virtues to live by*' is used as the focus of the liturgy at the start of each week. Staff are usually good role models, joining in and praying alongside the pupils. However, during key stage assemblies and worship, teachers are not always present. This is a missed opportunity for staff professional development and faith formation. During Advent and Lent there are opportunities for voluntary prayer. There are a clear set of faith practices that show progression throughout the school. Older pupils have access to the Sacrament of Reconciliation. Classes attend a weekly parish Mass in the church on a rota basis. Parents are encouraged to join the school liturgies where possible.

Leaders work proactively with the parish priest to plan a programme of events at the beginning of each school year. This enables pupils to celebrate the Eucharist regularly. There are also diocesan and trust events that enhance the prayer life of St Joseph's school. Each classroom has a designated focal point, although some of these are limited in scope due to a shortage of space in some classrooms. However, communal areas and corridors have high quality displays giving a feeling of respect and reverence to the prayer life of the school. A graduated policy for prayer and liturgy is in place. However, this is not ambitious enough to result in outstanding outcomes. Pupil evaluation of worship has begun but has yet to develop for older pupils who struggle to identify how they could improve or how they are influenced by collective worship. Leaders review the quality of prayer and liturgy, observing celebrations and seeking the views of pupils and parents. At present these reviews are not searching enough to move the school to outstanding. However, a recent review is beginning to have impact. Recent monitoring identified that silent reflection was not consistent across school. Inspectors could see that this area has now improved. Although prayer and liturgy support the Catholic Life of the school and teaching in religious education, further training is required for all staff, including teaching assistants, to ensure high quality experiences are universal in all circumstances.

Information about the school

Full name of school	St Joseph's Catholic Primary School, Keighley
School unique reference number (URN)	143032
Full postal address of the school	Queens Road, Ingrow, Keighley BD21 1AR
School phone number	01535 605880
Name of head teacher or principal	John Devlin Executive Headteacher Andrew Arnold Head of school
Chair of governing board	Nick Watson
School Website	https://www.stjosephskeighley.org.uk
Multi-academy trust or company (if applicable)	Blessed Christopher Wharton
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Leeds Diocese
Gender of pupils	Mixed
Date of last denominational inspection	June 2017
Previous denominational inspection grade	Outstanding

The inspection team

Diane Todd

Lead inspector

Anne Gilpin

Team inspector

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