

## Catholic Schools Inspectorate inspection report for St Joseph's Catholic Primary School, Bradford

URN: 148101

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

Date: 2-3 March 2023

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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

- High levels of pastoral care and the warmth of welcome to all are providing pupils, their families and staff with a place of sanctuary where they feel protected, valued and respected.
- Engaging and creative experiences are planned and provided throughout the school's curriculum in order to support and develop spirituality in all members of its community.
- The high visibility of the mission statement, along with extensive, carefully planned prayer spaces, reflects the school's desire to influence and support the formation of every person who enters the building.

- Highly skilled senior leaders, supported by experienced governors, are tireless in their approach to ensuring that the Catholic life and mission of the school have a positive impact on the lives of all in the community.
- Skillful planning and teaching, following the principles of early years education, provides the youngest pupils in Early Years and Key Stage 1 with very secure foundations in religious knowledge and spiritual development.

What the school needs to improve:

- Regularly revisit the mission statement of the school with all stakeholders to ensure that there is universal understanding of its impact on the Catholic Life of the school.
- Develop other meaningful ways to capture pupils' prior knowledge to support teachers in the consolidation and extension of pupils' understanding.
- 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:.....

1

### 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 .....

1

### Leadership

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

1



The extent to which pupils contribute to and benefit from the Catholic life and mission of the school is good. Pupils live and bear witness to the school's mission statement: 'protect with love all God's gifts'. From their earliest years they have a secure understanding of the mission and can articulate how this is translated into the daily lives of all at St Joseph's school. They are happy and feel secure at school. Pupils show a deep respect for all in their school and wider parish community. Pupils' responses about their understanding of different faiths and how these different traditions are celebrated within school demonstrates the school's commitment to recognise that all are made in God's image. Pupils respond readily to the demands of Catholic Social Teaching through their support of a variety of local, national and global charities. Pupils across the school, with the support and guidance of the head boys and girls, deputy head boys and girls, Mini-Vinnies and pupil chaplaincy team, can link the virtues in the mission statement to their daily lives. They can articulate why and how they are required to care for our common home and serve those in need.

A recent review of the mission statement provided pupils and staff with an opportunity to explore the five key themes in detail. Staff are committed to witnessing to the mission statement across the curriculum and the whole of school life but its impact on the Catholic life is not yet fully understood by all stakeholders. There is a strong sense of community and everyone is welcomed in a spirit of generous hospitality. The parish priest, governors, parents and other visitors to the school are appreciative of this warmth of welcome. Parents acknowledge the school's endeavours since the pandemic to bring them back together as a community. Support networks in the locality have been strengthened as a result. Staff are

exemplary role models for the pupils. Through their relationships with each other and the love and care they show pupils, they consistently bear witness to the school's Catholic life and mission. Pupils are proud to share their work and achievements in the classrooms, halls and corridors. Chaplaincy provision is strong in the school, there are well-planned and effective opportunities provided for staff and pupils. The school's spiritual, moral, social and cultural curriculum is providing staff and pupils with effective tools for growth in these areas. The provision for relationship and health education meets statutory and diocesan requirements. The school has adopted the 'Journey in Love' scheme of work and staff have received relevant training.

The dedication of the head teacher, deputy head teacher and chair of governors bears witness to the Church's mission in education. They pursue this mission with joy, energy and determination and are a source of inspiration to their school community. The mission of the school is viewed by leaders and all governors as a core responsibility. They have a thorough insight into this aspect of the life of the school and are active participants. Governors are committed to their role and, as a result, the school works in partnership with the diocesan bishop. The school is highly regarded by parents and families. It has very effective strategies for engaging parents and carers to the benefit of pupils. Bespoke support is provided for pupils and families through the school's nurture programme and the parent liaison mentor. Staff feel highly valued, their views are regularly sought and considered when areas of school life are being reviewed. The school's self-evaluation, led by the head teacher, deputy head teacher and phase leaders, is based on accurate monitoring, analysis and self-challenge. Effective professional development and coaching is enabling all 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:.....

2

### Pupil outcomes

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

2

### Provision

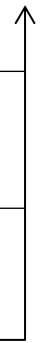
The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

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

1



Pupils make good progress in knowing, remembering and doing more relative to their age and capacity. Pupils with additional needs are well supported throughout the school and the work is creatively adapted for them. However the more able groups are not consistently challenged and can be restricted by some tasks. Across the school, emphasis on pupils' oracy within lessons is developing their ability to articulate and order their thoughts before committing them to paper. They use their knowledge to think spiritually and to reflect ethically and theologically. This is reflected in pupils' conversations about the mission of the school. Pupils enjoy their learning and report that the school's innovative use of the 'Lenses for Learning' is helping them to focus clearly on specific aspects in religious education lessons. This results in good engagement and good behaviour in lessons. Pupils' books are well presented across the school and pupils are proud of their work. The impact of continuous professional development on the creative religious education (RE) curriculum can be clearly seen in the books and on displays around school.

Teachers are secure in their subject knowledge and are committed to the value of religious education. The curriculum follows the diocesan chosen scheme and pupils' work is assessed regularly. However, this assessment is not always based on a secure understanding of pupils' starting points and therefore progress can be limited for some more able pupils. Pupils are starting to become more confident in assessing their own learning. Feedback systems are not consistently applied across school and therefore pupils do not always have a clear understanding of what they need to do to improve. The study of religious art, use of role play, liturgical dance and animated Bible stories are resulting in high levels of engagement and motivation in lessons. Pupils in the Early Years can retell the story of Zacchaeus through the

use of small world resources. Religious art is used to support pupils' understanding of key Bible stories across the school. Key Stage 1 pupils can make links between the Last Supper and the Mass. In Key stage 2, there is clear progression in pupil knowledge. Pupils are able to link their detailed knowledge of the key events of Holy Week to analyse the accuracy of religious artwork. The use of scripture is well embedded across the school's provision and pupils, particularly in the older years, can analyse, discuss and use Bible verses linked to their learning with appropriate levels of adult support.

All leaders ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory. It is comparable to other core subjects in terms of professional development, resourcing, timetabling and staffing. Senior leaders and the RE governor regularly scrutinise work samples and report their findings to governors. Targeted professional development is provided for all staff and, as a result, teaching is at least good across all year groups. Curriculum planning ensures clear progression of knowledge and understanding of the Catholic faith and other world religions. The school ensures that world faith focus weeks provide pupils from other faith backgrounds with creative opportunities to celebrate and share their religious practices and knowledge with their peers. The subject leader for religious education has an inspiring vision for high quality teaching and learning and her rigorous, forensic approach to securing this vision is being shared as a beacon of good practice within the Blessed Christopher Wharton Catholic Academy Trust. Leaders and governors' self evaluation of RE is informed by regular monitoring, analysis and self-challenge. The strategic action taken as a result of these activities has led to good 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 .....

1

### Leadership

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

2



Pupils respond well to experiences of prayer and liturgy. They participate reverently in silent reflection and join in prayer and singing with visible emotion. The positive impact of the school's involvement with the diocesan singing programme is evident in each liturgical event. Pupils lead and experience celebrations of the Word which include well chosen scripture passages, meaningful visual focal points, spontaneous and traditional prayer, moments of quiet reflection and suitable religious songs. The importance of self-reflection is highlighted across the school through the use of prayer journals. These reflections are starting to be included in the detailed responses made by the older pupils in RE lessons. Pupils work collaboratively with others and undertake liturgical ministries with increasing confidence, understanding and skill. Systems to collect pupil evaluation of prayer and liturgy are in place.

Prayer and liturgy is an integral part of the daily life of St Joseph's school. The school responds to significant moments of joy and sorrow in the locality and globally by providing its community with opportunities to gather and pray together. Pupils of all ages are fully engaged in all aspects of prayer and respond with reverence, attentiveness and with a high level of reflection appropriate to their age and capacity. The staff skillfully support the pupils throughout the liturgical year in preparing celebrations of the Word and Mass in school and church. Early Years and Key Stage 1 pupils experience high quality prayer and celebrations of the Word which shows clear progression in pupil leadership and child-led planning skills. This progression is not consistently built upon as pupils move through Key Stage 2. A minority, who are members of the chaplaincy team, are able to plan celebrations of the Word more independently and provide staff and pupils with opportunities for voluntary prayer. School works hard to involve parents in the prayer life of the school. They appreciate the invitations

that they receive regularly to celebrations of the Word and masses in school and church.

The school has 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 of the parish priest in their faith journeys. Parents acknowledge that St Joseph's is a prayerful and supportive community where they are always welcome. The school's policy for prayer and liturgy has ensured that the quality of collective worship has improved since the last inspection. Celebrations of the Word consistently follow a four-part structure which is familiar to all pupils.

Senior leaders and the RE governor are pro-active in promoting and supporting the prayer life of the school. The academy council has an ambitious vision for prayer and liturgy in the school and provides supportive challenge to the senior leaders to make this vision a reality. The formation of the Catholic liturgy team is providing senior leaders with constructive feedback as elements of prayer and liturgy are developed. The liturgical year has been clearly mapped out to ensure that the school community has the opportunity to gather to celebrate significant days and events in the Church's calendar. Leaders have invested heavily in ensuring all aspects of prayer and liturgy are well resourced. This includes the range of religious artefacts on display around the school which support the pupils in their prayer life. Training for teachers in how to plan, lead and support pupils in their leadership of prayer and liturgy is revisited regularly. Staff are confident in supporting pupils to develop their liturgical leadership skills across the school.



## Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	148101
Full postal address of the school	Park Lane, Bradford, BD5 0RB
School phone number	01274 727970
Name of head teacher or principal	Mrs Sarah Tolson
Chair of governing board	Mrs Mary Connor
School Website	<a href="https://www.stjosephsbradford.co.uk/">https://www.stjosephsbradford.co.uk/</a>
Multi-academy trust or company (if applicable)	Blessed Christopher Wharton Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11 years
Trustees	Diocese of Leeds
Gender of pupils	Mixed
Date of last denominational inspection	February 2016
Previous denominational inspection grade	Good

## The inspection team

Mrs Alixena Lubomski	Lead inspector
Mrs Angela Phillips	Team inspector
Miss Anne Gilpin	Team inspector
Name of inspector	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