

St Josephs Catholic Primary School

URN: 108028

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

22 April 2026 – 23 April 2026

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 RE

Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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

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Yes

Yes

Fully

What the school does well

- All leaders, including governors, provide outstanding Catholic leadership. Their inspiring vision ensures that Christ is at the heart of the school.
- There is a strong sense of community and hospitality. Everyone is welcomed and valued in this fully inclusive school. The school goes the extra mile to understand, support and value the various cultures and beliefs of all.
- Staff provide the highest standard of pastoral care to pupils and their families. There is an explicit and concrete commitment to the most vulnerable. All pupils feel safe, cared for and loved.
- The incisive, skilful questioning of teachers and other adults contributes positively to high quality teaching and learning, resulting in excellent progress of all pupils.
- There is a flourishing partnership between the school, parish and home. There are regular opportunities for members of the parish and families to come into school and participate in the prayer life of the school.

What the school needs to improve

- Pupils to take a leading role in responding to the demands of Catholic social teaching.
- Ensure pupils have the opportunity to take the initiative in their religious education learning and develop their independence and individuality.
- Leaders to effectively review the quality and impact of prayer and liturgy leading to consistently high standards of practice throughout the school.

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

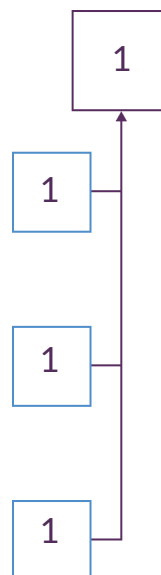
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils demonstrate a strong understanding of the mission and Catholic identity of the school and clearly recognise what it means to belong to a Catholic community. They articulate confidently how the mission statement, 'Following in the footsteps of Jesus,' is lived out in all aspects of school life. One pupil explained, 'It is being like Jesus; thinking about what Jesus would do in the situations we face.' This understanding is reflected in the way pupils treat one another with dignity, kindness and respect. They feel safe, loved and well cared for, and pupils can identify trusted adults they can turn to for support and guidance. Pupils show deep respect for others and willingly celebrate and embrace those of different faiths and backgrounds. Behaviour across the school is exemplary; pupils demonstrate outstanding manners, collaboration and consideration for others. They value the developing opportunities for chaplaincy and recognise their role in supporting the faith life of the school. Pupils understand that religious commitment calls them to serve others through acts of kindness, charitable support and helping those in need. They respond positively to Catholic social teaching and understand the theology that underpins these actions, although opportunities for pupils to take greater leadership in responding at local, national and global levels are less well developed.

The mission statement is central to all aspects of school life and is a lived reality for the whole community. It is well known, understood and reflected in the words and actions of pupils, staff and leaders. The Catholic identity is further reinforced through the scripture-rich environment. Everyone is welcomed at St Joseph's in a spirit of generous hospitality. Parents and pupils who have joined the school speak warmly of how valued and included they

instantly feel. The school is fully inclusive and goes the extra mile to understand, support and celebrate the cultures and beliefs of all. Staff provide exceptional pastoral care, particularly for the most vulnerable. One parent commented, 'The support of this school has changed our family's lives.' Relationships, sex and health education is well-planned, and pupils can confidently explain what they have learned and why it is important. The chaplaincy programme is at an early stage of development, and the school has accurately identified the need to develop an extensive chaplaincy programme that provides creative and high quality opportunities for the spiritual and moral development of pupils.

Leaders and governors ensure that Christ is at the heart of the school and that Catholic life and mission remain a clear priority. However, subject leaders have not yet worked together to plan opportunities to make connections to develop a wider Catholic curriculum. The senior leadership team brings energy, joy, passion and determination to living out the school's mission. The inspirational leadership of the headteacher is highly valued by the whole school community. Parents describe her as 'an asset,' while staff describe her as someone who 'truly cares and leads by example'. Her ambition for pupils, staff and the school has no limits. Partnerships with the parish are flourishing and make a strong contribution to the faith life of the school. Relationships with parents are equally strong, and they are highly appreciative of the care and support the school provides. Staff benefit from exceptional pastoral care, with a clear commitment to their physical and mental wellbeing. Retreat days are described by staff as being 'spiritually moving,' and personal difficulties are met with compassion and sensitivity. Governors are passionate, ambitious and well-informed through regular visits linked to school development priorities. Opportunities for pupils to contribute to evaluating Catholic life and mission and planning improvements are currently limited.

Religious education

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 key judgement grade

Pupil outcomes

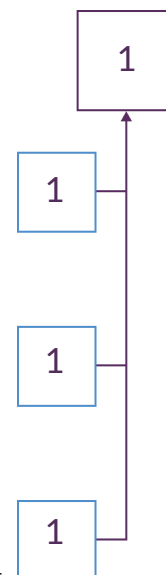
How well pupils achieve and enjoy their learning in religious education

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



Pupils are committed to their learning in religious education and are developing strong knowledge, understanding and skills that reflect the expectations of the *Religious Education Directory*. They use this knowledge to think ethically and theologically, showing an awareness of the demands of religious commitment in everyday life. For example, a Year 6 pupil links learning about the crucifixion of Jesus to the importance of forgiveness in daily life. Pupils enjoy their lessons and engage in their learning with enthusiasm. This is clearly evident in early years, where children exclaim, 'Hooray!' as they begin learning about the Ascension. Behaviour in lessons is outstanding, and pupils demonstrate positive attitudes to learning. All learners, including those with special educational needs, make good progress because of excellent adaptive teaching and skilled support. The school's special educational needs co-ordinator provides highly effective guidance for teachers and teaching assistants, ensuring pupils can access learning successfully. Support from teaching assistants is of a consistently high standard. Pupils understand how well they are doing and what they need to improve. However, opportunities for pupils to ask questions about their learning and show initiative and greater independence in how they present their learning are less well developed.

Teachers demonstrate a high standard of subject knowledge and teaching expertise in religious education. They are clearly committed to the subject, and this is communicated effectively to pupils, resulting in strong engagement and positive attitudes to learning. Lessons are well structured and carefully planned to ensure that previous learning is both consolidated and extended. This is particularly evident through the effective use of 'Flashback

Three' activities, where learning from previous lessons, topics and year groups is revisited and built upon. Teachers use questioning skilfully to deepen pupils' understanding. Incisive and thoughtful questions help pupils to develop ideas effectively. This strong practice is also evident in pupils' books, where learning shows clear progression and understanding. Pupil effort and achievement are regularly celebrated, which contributes to high levels of motivation and confidence. High-quality resources, including the effective deployment of other adults, provide pupils with a range of creative learning opportunities. Lessons frequently give pupils opportunities to share ideas and develop strong collaboration skills. However, opportunities for pupils to have the space and time to reflect regularly on key learning points and scripture are not yet consistently embedded across all religious education lessons.

Leaders and governors are fully committed to ensuring that religious education is given high priority within the school. It has full parity with other core subjects, and leaders communicate a clear vision of its importance in supporting both academic and spiritual development. Religious education is carefully and thoughtfully planned through effective subject leadership and strong collaboration with other senior leaders, ensuring that all pupils are well supported and able to access the curriculum successfully. Professional development is used effectively to strengthen staff subject knowledge and pedagogy. The subject leader provides particularly strong support for the formation and faith development of staff, which is greatly appreciated and valued by colleagues. He has a clear vision for teaching and learning in religious education and demonstrates a good level of expertise in leading the subject. Thorough and rigorous monitoring of religious education is under-developed though. Leaders ensure that the curriculum is enriched through residential visits involving pilgrimage, visits to the cathedral, and visitors such as Catholic Care and members of the St Vincent de Paul Society. These experiences enhance pupils' understanding of faith in action. Leaders recognise that extending opportunities for pupils to visit other places of worship would deepen their understanding of other faiths.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

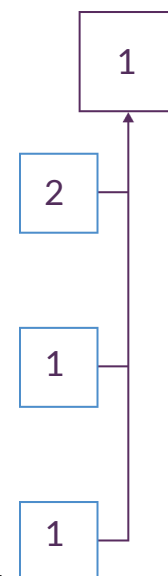
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils engage deeply with the experiences of prayer and liturgy provided by the school. This is particularly evident in the quality of sustained prayerful silence and joyful communal singing. Although pupils experience a variety of forms of prayer throughout the school year, they are less confident in explaining the different ways of praying that they encounter. Pupils have a secure understanding of the liturgical year and can explain how it shapes the prayer life of the school, helping them to recognise the significance of key seasons and celebrations within the Church. Pupil leadership of prayer and liturgy is well embedded and pupils work confidently with others to prepare thoughtful and well-constructed celebrations of the word. Developing the creative element of the prayer and liturgy that they lead, by making greater use of pupils' artistic and creative gifts, remains to be fully developed. Pupils are able to reflect on their experiences of prayer and liturgy and understand their importance within school life. However, they are at an earlier stage in evaluating the impact of prayer and liturgy on their own spiritual development and in articulating how prayer influences their daily lives.

The prayer life of the school is well organised and given clear priority. There is a strong pattern of prayer that reflects and celebrates the key seasons and feasts of the Church's year, ensuring that prayer and liturgy are central to school life. The school has worked hard to develop a prayer garden and 'Our Lady's grotto', both of which are well designed, cared for and make a valuable contribution to the prayer life of the school. However, pupils do not currently have a designated indoor prayer space to support more creative, innovative and spontaneous opportunities for prayer. Partnerships with the parish and families are flourishing. The school provides regular opportunities for parents and parishioners to engage

in the prayer life of the school, and these are highly valued and appreciated. Parents speak positively of how their own faith has been 're-energised' through these opportunities and through seeing how well their children's prayer life is nurtured. In all celebrations of the word observed, scripture passages were carefully chosen and linked effectively to the theme of the celebration. Staff demonstrate a good understanding of the Church's liturgical norms and support pupils well in leading prayer and liturgy with confidence and reverence.

The school's policy for prayer and liturgy is carefully formulated and provides a useful guide for staff when planning and leading celebrations of the word. There is a clear strategy for building up independence, leadership and skills of participation as pupils progress through the school, largely reflected in observed practice. Leaders ensure that professional development for staff is prioritised, and there is evidence of its positive impact on staff understanding of prayer and liturgy. However, more thorough and rigorous monitoring to ensure consistently high standards of prayer and liturgy practice across the school is not fully developed.. The school's liturgical calendar is detailed and well-organised, ensuring that key celebrations of the Church's year are given appropriate prominence. It includes regular opportunities to celebrate the Eucharist and for pupils to experience the Sacrament of Reconciliation, strengthening the spiritual life of the school community. Staff value the creative and thoughtful ways leaders support their liturgical formation, including retreat opportunities, spiritual development activities, regular reflections in staff briefings and an anonymous question box where they can pose their own questions to the subject leader. This sensitive approach is greatly appreciated by staff.

Information about the school

Full name of school	St Josephs Catholic Primary School
School unique reference number (URN)	108028
School DfE Number (LAESTAB)	3833374
Full postal address of the school	Joseph Street, Leeds, LS10 2AD
School phone number	0113 2712093
Headteacher or Head of School	Mrs Kelly Williams
Chair of Governors	Rev Gerry O'Donnell
School Website	www.stjosephscatholicprimaryschool.net
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	07 December 2018
Previous denominational inspection grade	Outstanding

The Inspection Team

Christopher Power

Lead

Elizabeth Eddies

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