

St Josephs Catholic Primary School

URN: 108020

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

17 June 2026 – 18 June 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

2

1

2

2

Yes

Yes

Fully

What the school does well

- St Joseph's is a faith filled community encouraging pupils to serve others as they live out their mission, 'To live, learn and love with Jesus'.
- The religious education lead is an inspiring model of best practice to staff and pupils.
- Pupils truly appreciate that their voice matters, with the school listening and acting upon their views.
- Leaders ensure that pupils, including the most vulnerable, have opportunities to engage with high quality enrichment activities which enable them to flourish and develop their God given talents.
- The support of the parish priest with weekly visits and regular celebrations of the Mass enhances the spiritual life of the school.

What the school needs to improve

- Ensure feedback in religious education is consistent so that pupils know how well they are doing and what they need to do to improve.
- Enable pupils to recall and explain the scripture underpinning the principles of Catholic social teaching.
- Develop the quality of prayer and liturgy by offering a range of approaches to praying so that pupils can experience the breadth and richness of the Catholic tradition

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

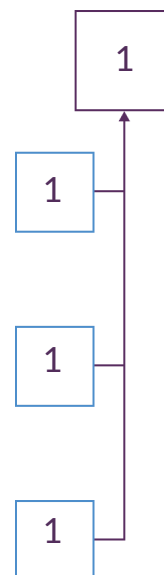
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Catholic life and mission at St Joseph's is outstanding. All members of the school community, embrace and live out the mission, 'To live, learn and love with Jesus'. The mission is at the heart of everything the school does. Pupils feel valued and cared for as unique persons all made in the image of God. St Joseph's is a school where children feel happy, confident and safe. Groups such as the Mini Vinnies, the Faith in Action group and the religious development team respond to the needs of others by donating food on a monthly basis to a food bank, attendance at the parish friendship group, which enables members of the parish to socialise, come together and enjoy each other's company, and donating Christmas hampers to the Boston Spa homeless project. The planet protectors are able to link their work for the environment to the teachings of Laudato Si. Some pupils can relate what they do to Catholic social teaching and one commented, 'Everybody deserves to have food, shelter, warmth and love'. However, most pupils are unfamiliar with the other principles of Catholic social teaching and the scripture underpinning them.

The Catholic identity of St Joseph's has a significant impact on the life of the school which excels at being a community based on Catholic tradition and practice. The staff enthusiastically participate and contribute to the school's mission. Parents truly appreciate the attendance of staff at the celebration of sacraments of First Communion, Reconciliation and Confirmation at St Joseph's church. Staff organise and lead the annual carol service, take the school choir to the local nursing home at Christmas and plan the Lenten walk for Cafod. They are proud to be part of the school and this is evident in the high levels of pastoral care shown towards the children and each other. The Catholic ethos is clearly demonstrated by the

school's explicit commitment to the most vulnerable. A parent commented, 'The school handled the recent external assessments brilliantly, especially in the way it supported children with additional needs. The children were encouraged to feel calm, supported and capable; that means so much to parents like me'. The school's relationships and sex education curriculum is carefully planned and celebrates a holistic vision of the human person and is rooted in the teachings of the Catholic Church.

Leaders and governors are constantly evaluating their response to Catholic life and mission. They are very clear that Christ is central to the purpose and mission of the school. There is a dynamic partnership with the diocese as evidenced by the schools participation in the annual Good Shepherd Mass at the cathedral and deanery events such as the pilgrimage each year to the Crag in Knaresborough. Parish links are a key strength of the school; the parish priest is a familiar face in school attending the whole school weekly celebration of achievement and delivering the Gospel to all, including parents. Each half term, the whole school attends Mass at the parish church and this reciprocal relationship between school and parish ensures families are fully supported in their faith development. New staff really appreciate the induction and professional development they receive. Well-being is a regular item at governors meetings and staff workload is well managed. The school leadership team shares a vision for ensuring that Catholic life and mission is central to the school community.

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

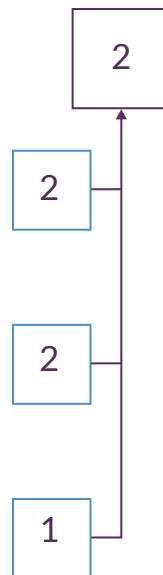
How well pupils achieve and enjoy their learning in religious education

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 at St Joseph's enjoy religious education lessons and demonstrate secure knowledge and understanding of their learning. They make good progress across the school from their starting points and this is evident in their books. In the strongest lessons pupils are showing signs of emerging creativity and individuality by choosing to respond from a range of activities including poetry writing, artistic drawing, mind maps, posters or composing a prayer. Through the modelling and displaying of this work the school inspires pupils to produce responses of a high standard. All pupils, including the most vulnerable, achieve good outcomes in all year groups. During an early years lesson on St Peter the children were able to engage in a range of activities including writing on rocks, building a church using soft blocks, drawing a picture of a church on a rock and also developing fine motor skills by making footprints from playdough. Throughout the school pupils are able to work both independently and collaboratively with their peers and they respond well to challenges expected of them. They are proud of their work and keen to demonstrate their creative skills. Consequently, behaviour and engagement in lessons and around the school is exemplary with pupils living out their faith by showing kindness and respect for each other. This was supported by a parent who stated, 'Both of my children enjoy religious education lessons and will often refer to Jesus' teachings during everyday life'.

All teachers demonstrate good subject knowledge and confidently deliver well planned lessons which meet the needs of pupils. Religious education is valued by staff and, as a result, they are committed to ensuring that pupils extend their knowledge and understanding. Some

staff provide quality feedback to pupils which celebrates achievement and also enables them to understand how to make progress. However, feedback in religious education is not consistent. Resources are deployed effectively to support learners. The 'I wonder' open-ended questions for pupils to reflect upon are embedded across the school and are proving extremely effective: a Key Stage 1 child asked, 'I wonder why they didn't have books when Jesus read from the scroll at the synagogue'. Teachers also use questioning to identify where pupils are in their understanding. As a result, they adapt explanations and tasks through the use of scaffolding, sentence starters, and scribes, where necessary. Adults in all lessons are used effectively to optimise learning for all pupils, offering support and challenge when needed through positive and nurturing relationships.

Leaders and governors ensure that the school curriculum is a faithful expression of the *Religious Education Directory*. They ensure that the subject is the core of the core curriculum. The religious education lead's passion and love of the subject permeates through the school. Her knowledge and expertise have resulted in significant improvements within a short space of time. There is a clear approach across the school as to how a religious education should be structured, and prior learning revisited, based on the principle of 'knowing more, remembering more, doing more'. The link governor works closely with school leaders and visits lessons regularly to assess progress before feeding back to the rest of the governing body. Leaders and governors are committed to securing regular, high quality professional development in religious education for all practitioners. The school takes advantage of diocesan training opportunities and appreciates the support offered by a nearby Catholic Trust and neighbouring Catholic schools. Enrichment activities include visits to a synagogue, a mosque, a Sikh temple and an Anglican church. The impact of the visits was summed up by a pupil who stated, 'It is interesting to see what beliefs we all have in common'.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

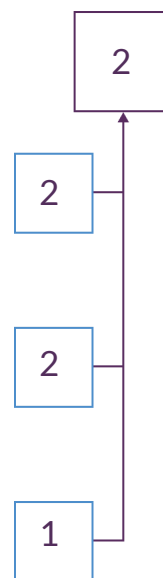
How well pupils participate in and respond to the school's collective worship

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



All pupils, from their earliest years, are reverent and engage in prayer with sincerity and respect. Staff are inspiring role models of exemplary practice, participating in and leading prayer and liturgy. Appropriate to their age and capacity, pupils understand different ways of praying including the use of scripture, music, art and silence. The school has the opportunity to explore a broader range of creative approaches to prayer. The pupils are able to articulate when they use prayer in their lives. They lead the celebration of the word and work with adults and peers to plan it appropriately for their age group. They seek the evaluation of their peers and can identify how they can improve their acts of worship. The children are able to evaluate worship by asking how the worship made the class feel closer to God and also what else could be added to the worship to make them feel even closer to God. Pupils were also able to describe how their study of the Mass was made clearer by having a narrated Mass with the parish priest.

The Prayer and Liturgy policy puts prayer at the heart of school life and contributes towards a spiritually enriching school community. Praying together is clearly part of the daily experience for all; impacting positively on the school's sense of community. Well chosen scripture passages form the heart of prayer and liturgy but, on occasions, pupils would benefit from a fuller explanation of the theme and the scripture chosen at the introduction. Staff are models of good practice by fully engaging with and leading prayer and liturgy. Key staff are adept at helping pupils to faithfully reflect the liturgical norms of the Church by laying the prayer table in the seasonal colour with a crucifix, Bible, lighted candle, music and hymns so that the participants' spiritual experience is enhanced. Every classroom has a prayer table and the

school has created a dedicated space for personal prayer inside and outside the building. The school has a flourishing partnership with the local parish. Families are invited into school weekly to experience the whole school at prayer first hand. A parent confirmed this saying, 'There are regular opportunities for us as parents to participate in worship with the children. The school has worked hard to encourage families to be active in the parish'.

The Prayer and Liturgy policy is carefully constructed and fit for purpose. School leaders have secure knowledge of how to plan and deliver high quality prayer and liturgy. Priority is given to professional development and, as a result, staff are aware of the centrality of prayer and liturgy to the life of the school. The support of the local Trust and the diocese is significant to the school's understanding of prayer and liturgy. Strong parish links mean that no opportunity is missed; staff are fully supported by the parish priest. Leaders are committed to the upskilling of staff and ensure appropriate resources are purchased and allocated. As a consequence, staff are able to provide prayer and liturgy that is engaging, meaningful and relevant with numerous artefacts and images used during prayer in all classrooms. Leaders and governors have planned the school calendar carefully to ensure opportunities are provided to regularly celebrate the liturgical life of the Church. They are fully committed to reviewing the quality and impact of worship. Pupils' voice is also a valued part of the school's evaluation process. Formal monitoring of class worship by the link governor and the Prayer and Liturgy lead ensures that it is of a good quality and constructive advice is given so that staff and pupils can make adjustments and additions to their presentations.

Information about the school

Full name of school	St Josephs Catholic Primary School
School unique reference number (URN)	108020
School DfE Number (LAESTAB)	3833366
Full postal address of the school	Barleyfields Road, Wetherby , Leeds, LS22 6PR
School phone number	01937 582163
Headteacher or Head of School	Mrs Karen Williams
Chair of Governors	Mr Gerard Howard
School Website	www.stjosephswetherby.com
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	09 November 2018
Previous denominational inspection grade	Outstanding

The Inspection Team

Dermot O'Neill

Lead

Carmel Utting

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