



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION REPORT
(Section 48)**

**St. Joseph's Catholic High School,
Workington**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	St Joseph's Catholic High School
Address:	Harrington Road Workington CA14 3EE
Telephone Number:	01900 873 290
Email Address:	jw@st-josephs.cumbria.sch.uk
School URN:	112401
Headteacher:	Miss Jacky Kennedy
Chair of Governors:	Dr Patrick Leonard
Lead Inspector:	Mrs Helen Seddon
Team Inspector:	Mr John Young and Rev Michael Docherty
Date of Inspection:	10 th and 11 th October 2017

INFORMATION ABOUT THE SCHOOL

St Joseph's is a small 11-16 Catholic school serving the community of Workington. With a small and truly comprehensive intake the school serves a geographical area covering Workington and Maryport. St Joseph's is an improving school both in terms of the spiritual development of its pupils and their academic achievements.

The percentage of students from minority ethnic groups is well below the national average. The percentage of disadvantaged students, supported by pupil premium, is higher than the national average and students come to St. Joseph's with a lower than national average Key Stage 2 point score.

STUDENTS	Y7	Y8	Y9	Y10	Y11	Total
Number on roll	139	146	159	135	120	699
Catholics on roll	52	34	37	30	45	198
Other Christian denomination	58	71	95	78	61	363
Other faith background				1	1	2
No religious affiliation	29	41	27	26	13	136
No of learners from ethnic groups	5	1	4	3	2	15
Total on SEN Register	35	28	25	15	17	120
Total with Statements of SEN	1	9	2	3	1	16

Exclusions in last academic year 2015-16	Permanent	0	Fixed term	66
Index of multiple deprivation	0.24(2016)			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Students
St Gregory's	202
Our Lady and St Michael's	314
St Mary's	139
Our Lady and St Patrick's, Maryport	43
St Joseph's, Cockermouth	1

TEACHING TIME FOR RE	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours) 2017/18	2.5	2.5	1.66	2.5	2.5	11.66
% of teaching time 2017/18	10	10	6.66	10	10	9.33
% of teaching time (proposed) 2018/19						

TEACHING TIME FOR ENGLISH	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours) 2017/18	4.16	4.16	4.16	4.16	4.16	20.83
% of teaching time 2017/18	16.70	16.70	16.70	16.70	16.70	16.7
% of teaching time (proposed) 2018/19						

TEACHING TIME FOR MATHS	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours) 2017/18	3.33	3.33	4.16	4.16	4.16	19.16
% of teaching time 2017/18	13.3	13.3	16.7	16.7	16.7	15.3
% of teaching time (proposed) 2018/19						

STAFFING	
Full-time teachers	30
Part-time teachers	13
Total full-time equivalent (FTE)	37.8
Classroom Support assistants	9
Percentage of Catholic teachers	37.2
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	1

ORGANISATION	
Published admission number	150
Number of classes	26
Average class size KS3	28
Average class size KS4	26

EXPENDITURE (£)	Last financial year 2016-17	Current financial year 2017-1018	Next financial year 2018-2019
Total expenditure on teaching and learning resources	73,759	75,000	75,000
RE Curriculum allowance from above	8546	4230	6000
English Curriculum allowance from above	9453	8149	7000
Chaplaincy capitation	2200	4000	4000
Retreats and visits	2530	4080	5080
Investment in upgraded St Joseph's Room		12,743	
Total CPD budget	20,000	20,000	20,000
RE allocation for CPD	1200	900 on going	Depends on the needs of the staff
Whole School CPD with Primary feeder schools on working in a Catholic school	6,500	6,500	6,500

BRIEF STATEMENT about the INSET devoted to Religious Education and the Catholic Life of the school during the past two years.

For the past three years St. Joseph's has held an annual joint whole staff INSET with either their partner primary schools or St Benedict's school. The themes have all been related to working in a Catholic School.

Most recent	KS4 RE			KS4 English any			KS4 Maths				
	% Entry	A*-C	A/A*	% Entry	9-4%	9-5	9-7	% Entry	9-4%	9-5	9-7
2017	93%	85%	32.1%	100%	72.8%	27.2%	7.6%	99%	65.2%	34.8%	6.5%
2016	96%	77.6%	32.7%	99%	55.9%			99%	66.7%		

How the school has developed since the last inspection

Since her appointment as Headteacher, Miss Kennedy has evaluated the impact of the school's Mission Statement in St Joseph's school. The evaluation took place in Autumn 2016. The exam results and other monitoring processes found that the Mission Statement was not being lived in the school community. However, over the last year, St Joseph's has come to a new confidence in its Catholic Life and vision. The document "The Way" steers the school into a renewal of faith and lays the foundations for all members of the community to be involved, to understand and deepen their relationship with God.

Implementation of a quality assurance cycle is enabling the quality of teaching and learning to improve, which is beginning to impact positively on the progress of students at both key stages.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

1

KEY FINDINGS

St Joseph's is a good Catholic school with many outstanding features.

Significant developments are beginning to have an impact in enriching the spiritual life of the school, and the overall effectiveness of the school is improving rapidly. The vision and determination of the head teacher and governors is reshaping the heart of the school and clear strategic goals, which strive to place Christ at the centre of the school, are helping the school to reassert its distinctive Catholic features and heritage. Students are beginning to embrace this new emphasis and are helped by a supportive environment engendered by dedicated and committed staff. Students and staff describe St Joseph's as one big family and the school as an extension of their own family. This ideal is clearly manifested in the life of this school.

The Lay Chaplain has been instrumental in the improvements to the Catholic Life of St. Joseph's. His work on developing '*The Way*' has led to a change in culture that has placed prayer at the heart of the school community.

Religious Education at St. Joseph's is outstanding. Progress in RE is impressive and students' achievement is significantly higher than national standards. Students make more progress in RE than in their other subjects. Teaching and learning in the RE department ensures that students develop an outstanding religious literacy and have an impressive knowledge of the RE curriculum.

The leadership of RE is outstanding. The commitment to improving outcomes for students is shared by the entire department. The subject leader is supported well by the headteacher and governors so that RE has a very high profile within the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Develop a balance between catechesis and action, so that students are able to respond to the call to live the Gospel in their daily lives.
- Develop strategies to enable students to take increasing responsibility for shaping activities with a religious character in the school and the wider community.
- Extend the experience of pupil enjoyment of their learning in RE.
- Secure correct curriculum time for RE in Year 9.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

2

1

2

The Catholic Life of St. Joseph's is good. Significant developments are beginning to have an impact in enriching the spiritual life of the school.

One of the most significant developments is the introduction of 'The Way' as a tool for reinvigorating the Catholic Life in the school. *The Way* is a resource, produced by the school's lay Chaplain, which strategically plans the spiritual and moral development of students and staff. In the short time it has been employed by the school, it is clear that seeds have been sown which are allowing prayer to grow centrally in the life of the school. All students now experience prayer at the start of their day. One student commented that they appreciate this opportunity to have time each day to "think about the bigger things".

The 'Way of the Day' resources are of the highest quality and are built upon firm theological foundations. They are highly catechetical and provide an opportunity for the formation of staff and students and the development of their spiritual life. *The Way* has ensured that students are becoming familiar with prayers from the Catholic Heritage. A celebration of Holy Mass during the inspection demonstrated how 'at ease' students were in making the responses and engaging in the celebration. The reverence and respect during liturgies is greatly appreciated by the Parish Priest and governors, who comment that there has been a change in culture in the way students engage with these opportunities.

The leaders of the school recognise that students need to take on a greater role in shaping and delivering the prayer and liturgical life of the school. In response, and in collaboration with primary heads, the school has introduced *Prayer Leaders*, students with a specific responsibility for prayer ministry within the school. A member of staff stated that Prayer Leaders make a significant contribution to the school through their bold witness to their peers.

There are an increasing number of students who are able to express their own views and beliefs with confidence. Many of these students are members of the JEFF Group (Jesus' Everlasting and Faithful Followers Group). During a meeting of the group the students, led by the Chaplain, were observed actively engaging with Scripture and responding in prayer.

Students were very clear that the relationship with staff is one of the strengths of the school and appreciate the care and dedication of all staff. This was also evident in the reorganised pastoral structure, represented as a family tree. A teacher new to the school said that this idea of family was exactly how it felt to be at St Joseph's. The behaviour policy and high expectations of behaviour in lessons and around the school evidences

the development of positive attitudes, highlighting respect for one another. The new behaviour system focuses on rewarding positive behaviour and has consequences that are beginning to be followed through consistently. Students reported that any incidents of poor behaviour were dealt with quickly and efficiently.

The new Headteacher is totally committed to the Church's mission in education. She has ensured that the Mission Statement '*Living, Loving and Learning through Christ*' is becoming a true reflection of how the community lives and works together.

Charity work is now planned across the school and year groups. During the inspection the Year charities were launched, which included the local food bank and a cancer treatment suite. As of yet, most students were not able to express confidently why it was important to support charities.

Governors and Leaders have put prayer at the centre of school life. The Chaplaincy area has actually been put at the centre of the school. It is a visible sign of the importance placed on the Catholic ethos of the school: an inviting space that is open for all students to use at any time.

The work of the governors is a strength of St Joseph's. Governors know the school very well. They value planned opportunities to listen to students. Last year they interviewed students about the systems for rewards and sanctions. They reflected and reported what they had learnt to governor committees. Using this feedback, the rewards system in school has been revised and an increased number of achievement points are given out weekly. The awarding of these achievement points is now monitored, securing consistency across the school. Students reported that the points "encourage you to be better".

The quality of provision in the Catholic Life of the school is such that the Gospel is now guiding the aspirations of the entire school community. The school is beginning to implement diocesan guidelines on human relationships and sex education. The direction of pastoral support is constantly driven. Staff understand their revised roles as form tutors; senior staff understand their quality assurance roles. The importance of reconciliation in restoring damaged relationships is recognised by staff and consistently acted upon. The co-ordinated approach to supporting whole families, responding swiftly to perceived needs, helps to generate positive engagement with parents.

The strong support for the school from parents can be seen in the response to the inspection survey. One parent commented, "From the start of the day my child feels loved and supported". 94% of parents who responded agreed that their children were happy in school.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

1

1

1

Religious Education (RE) at St. Joseph's is outstanding. Progress in RE is impressive both in the context of this school and compared with national standards. In 2017 85% of students achieved a grade C or above, which is well above the national average.

Students work very hard in RE and are driven to achieve outstanding outcomes in GCSE. They know they are well taught and they appreciate the high standard of education they receive. They recognise that much is demanded of them and respond well to these demands. They articulate their understanding of the place of RE at the heart of the school's life and that they learn so well in the subject that they will be able to do their best in it. Students were seen to focus very fully during lessons, exhibiting a strong commitment to their learning and a clear willingness to support one another while learning.

Students and parents have a very detailed understanding of how well they have done and what they need to do to improve and are able to precisely articulate how they have made progress within lessons and over time. This is evident in books and in the progress files held by the department. The new marking policy ensures that each student acts on feedback in order to improve their learning. This operates consistently across the department. The curriculum is very well linked to the assessment programme.

The religious literacy of pupils is very high and they are confident in using theological terms and concepts. For instance, during a lesson students showed a fluency in their ability to articulate their understanding of the term *theotokos* through a sound integration of previous learning about the Incarnation and Christian understanding of the divinity of Christ. Throughout their studies, they gain an understanding of the Catholic Faith and other faiths. They appear to have a less developed understanding of how their studies may impact on their own and others' lives.

The RE department is made up of completely dedicated teachers who are skilled professionals. All are subject specialists who have a thorough grasp of, and expertise in, their subject. It is evident that in their own lives what they teach is not merely 'academic' but a lived reality - there is a great awareness that they are first called to witness. They are motivated to strive for the highest standards for student achievement and are willing to devote extra time and energies to ensure that each can achieve all to their fullest capacity.

Leadership in RE is informed by a high level of expertise and a determined vision. There is relentless focus on improving learning which is evidenced by the school's outstanding GCSE results in the subject. The new marking policy ensures that each student receives personal feedback to enable improvement.

RE has a high profile within the school. Governors are involved in monitoring the RE department through the Quality Assurance Cycle they have in place. The link governor visits the department regularly. She works closely with the Head of Department and has a full understanding of the strengths of the department and provides feedback to other governors.

The curriculum meets the guidance of the *Curriculum Directory* in its content, is informed by *Fit for Mission? Schools* and is highly academic. Areas of study offer a systematic study of Catholic theology as well as offering opportunities for studying other belief systems. Students are given opportunities to reflect on the big questions; their experience of RE would be further enhanced by a renewed focus on how their own learning is connected to their personal development. During the inspection students were less skilled at making connections between what they were learning in their RE lessons and the way this was a lived reality within the school.

Time allocation is slightly under the recommendations of the Bishops' Conference of England and Wales [9.3% due to reduction in Year 9]. Governors and leaders recognise the need to correct this imbalance and are encouraged to do so.

The department has coped well with the introduction of the new GCSE specification and has adapted the syllabus for younger students to help them prepare for future success. The senior leadership of the school is supportive of the vision of the department and through regular monitoring and engagement ensure that existing high standards are maintained.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	1
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	1

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	1	2	2
Religious Education	1	1	1	1