



Archdiocese of Birmingham

Section 48 Inspection Report

ST JOSEPH AND ST THERESA CATHOLIC PRIMARY SCHOOL

High Street, Chasetown, Staffordshire, WS7 3XL

Inspection dates:
Lead Inspector:

27th - 28th June 2019
Debbie Huxtable

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good school because:

- All members of the school community place a high priority on Catholic Life, Religious Education and Collective Worship and believe it is at the core of everything the school does.
- Leaders and governors have a clear vision for the school and are deeply committed to seeing that vision in action in the daily practice of the school.
- The headteacher and Religious Education subject leader are highly committed to their roles. Their drive and focus have led to significant improvements in all areas since the last inspection.
- Pupils are proud of their school and have a strong sense of what it means to be part of a Catholic community. They confidently talk about, "the school family", and how being part of the school makes them feel happy and secure.
- The use of assessment in Religious Education and analysis of data are well embedded into the cycle of the school year. It is reviewed by staff, senior leaders and governors to identify strengths and areas for further development.
- Pupils of all ages demonstrate very high levels of reverence and respect during the varied opportunities for Collective Worship.
- The school benefits from the key partnerships within the Cannock Chase Catholic Cluster. This group of schools work closely together to provide high level support as well as robust challenge. This mutual relationship, built strongly on trust, has a

significant impact on the Catholic Life, Religious Education and Collective Worship of the school.

It is not yet outstanding because:

- Progress in Religious Education across key stages is inconsistent, the majority of pupils in key stage 2 make good progress but it is not yet outstanding;
- In key stage 2 high expectations and appropriate challenge, particularly for the more able pupils, are not always evident in written work;
- Planning and marking do not consistently provide opportunities for pupils to be reflective and consider questions of meaning and purpose.

FULL REPORT

What does the school need to do to improve further?

- Increase pupils progress in Religious Education by:
 - providing greater challenge for more able pupils, especially those in upper key stage 2;
 - ensuring pupils' work provides sufficient opportunities for pupils to reflect deeply and consider questions of meaning and purpose;
 - further enhancing staff knowledge and expertise.
- Continue to provide and develop more opportunities for all pupils to plan and lead aspects of class based and whole school worship.

THE CATHOLIC LIFE OF THE SCHOOL

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

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

The quality of provision for the Catholic Life of the school.

- Catholic Life at St Joseph and St Theresa's Catholic Primary School is outstanding due to the dedication and commitment of staff, leaders and pupils. Experiences of Catholic Life are rich and meaningful and help each pupil to know and live their lives according to the teachings of Jesus.
- Pupils are proud of their mission statement, 'Growing in the gifts, that God has given us, on our journey together, developing as Jesus holds our hands.' They can confidently explain its meaning, as one pupil skilfully said, "It means Jesus will walk with us and help us to share our gifts."
- The school invested significant time and energy in reviewing and developing the new mission statement. All members of the school community contributed, and the Mini Vinnies collected and collated pupil responses. As a result, the mission of the school is understood by all, governs everything they do and impacts on how they live their lives.

- The Catholicity of the school is well developed through the environment, sacred places and artefacts around the school. School leaders and staff are proud of the school, which is reflected in the high standards of display reinforcing the Catholic identity, as well as the quality of resources that are provided.
- The Catholic Schools' Pupil Profile (CSPP) and the virtues it promotes is a well-developed part of the school's Catholic Life. Through assemblies and links to the curriculum, pupils of all ages know and confidently express the meaning of each of the virtues and how they can put them into action in school and at home.
- Pupils value and appreciate the Catholic Life of the school. They recognise that this makes their school special and believe it helps them to, as one key stage 1 pupil explained, "Follow in the footsteps of Jesus."
- Feedback from pupils, staff, parents and the parish priest are regularly collected and considered as part of the evaluation of Catholic Life. Opportunities are planned into the year so that formal and less formal views and opinions are gathered to support the planning of future events and activities.
- Staff are highly committed to the Catholic Life of the school and demonstrate this through their attendance at special masses, liturgies and meetings outside of the school day. They are excellent role models and recognise that all members of the school community, including themselves, have a significant role in developing its Catholic Life.
- Pupils readily take on positions of responsibility and leadership in both the school and parish, such as Mini Vinnies, altar servers and school councillors. They consider these roles a privilege, which help prepare them for life after primary school.
- Staff, governors, parishioners and the parish priest all work closely together. As a result, links between the parish and the school are very strong. Through this exceptional partnership they support and promote the Children's Liturgy, sacramental preparation and have introduced a parish Family Mass.
- Parents from all backgrounds are extremely appreciative of the school and the impact attending a Catholic school has on their child. They feel well informed about Catholic Life and that their views and opinions are listened to. They are confident about the support and pastoral care that staff offer.
- Pupils value the school as a community of justice where they are treated with patience and fairness. They recognise that sometimes things can go wrong with relationships, but they have a deep understanding of what it means to forgive, be forgiven and try again.
- Pupils value and respect each other and recognise that being part of a Catholic faith community challenges them about the ways they behave and the attitudes they have towards each other, their families and friends.
- Pupils understanding of vocation and their ability to articulate its meaning is outstanding. A Year 1 pupil confidently explained that she had a vocation, like everyone else in school, because, "We are called to care and share like Jesus". Pupils happily demonstrate this as they support a range of charities such as CAFOD, Good Shepherd, the local foodbank, Pathways and Macmillan.
- The sacramental programme for pupils who receive the Sacraments of Reconciliation, Holy Eucharist and Confirmation is very successful, well developed and well received by parents and pupils. Evaluation takes place regularly to ensure that pupils are receiving the best instruction they can and that the preparation meets the needs of all.
- The school provides many opportunities for the moral and spiritual development of pupils through the curriculum and positive role models of staff. This is demonstrated in the way pupils and staff apply the Gospel values in their daily lives.
- The school is highly inclusive and pastoral care of pupils and staff is embedded into the ethos of the school. Staff feel a shared responsibility for the well-being and

welfare of all pupils by addressing the individual needs of pupils and providing extra support and specialist provision.

- Pupils' awareness of other faiths comes from well-planned lessons, school visitors and visits to places of worship. They talk passionately about the need for patience and tolerance in all relationships and their hopes for a better future.
- The school plans and delivers relationships and sex education in line with diocesan expectations but recognise that this is an area for future review and further development.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- The outstanding leadership of the Catholic Life of this school demonstrates, at all levels, a shared purpose and passion for the school mission, which is a crucial part of the daily lives of the pupils.
- Governors are highly committed to this mission, have a clear and robust vision and know the school well. Evaluations and reports by the link governor, headteacher and Religious Education subject leader keep the governors well informed and enable them to both challenge and support the school appropriately.
- The Catholic Life of the school is considered by governors and school leaders as a core leadership responsibility. They enthusiastically provide careful reflection and searching self-evaluation leading to well-planned targets for improvement. These actions further enhance the Catholic Life of the school and the experiences of the pupils and families they serve.
- The highly skilled and committed headteacher has a clear and robust understanding of her role as leader of Catholic Life. Her enthusiasm inspires and invigorates the whole community. She is skilled at working with all members of staff, to ensure that the pupils' experience of Catholic Life is rich and meaningful.
- Professional development of staff has a high priority. All staff are actively encouraged to take advantage of opportunities provided internally by the subject leader and externally by the diocese to further develop their skills and expertise.
- Staff appreciate opportunities to reflect on their own faith and spirituality through regular professional development and praying together. Pastoral care of staff has a high priority and staff feel well cared for by each other, as well as by the school's leaders.

RELIGIOUS EDUCATION

The quality of Religious Education.	Good
How well pupils achieve and enjoy their learning in Religious Education.	Good
The quality of teaching, learning and assessment in Religious Education.	Good
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Outstanding

How well pupils achieve and enjoy their learning in Religious Education.
The quality of teaching, learning and assessment in Religious Education.

- Behaviour is outstanding in Religious Education lessons because pupils are well motivated and enthusiastic. They enjoy the variety of tasks and activities teachers plan for them, especially those involving art or drama.
- Teachers carefully and routinely track pupils' performance in Religious Education. Regular moderation in school and extra support for newly qualified teachers means that teachers are confident to make accurate assessment judgments.
- Monitoring of Religious Education takes place in line with other core subjects. Class and group (especially vulnerable groups) assessment data and trends are analysed carefully by the subject leader. She then provides the headteacher with a detailed summary of her findings. This has led to the subject leader's accurate identification of the need for greater challenge in some classes and more opportunities, particularly for more able pupils, to develop their learning at greater depth.
- Pupils enjoy discussing their Religious Education lessons and are actively engaged in their learning. They work well collaboratively and are skilled at listening to each other's views and opinions.
- A baseline assessment is completed at the beginning of the Reception year. This enables the school to review provision in line with the growing needs of the pupils, as many enter school with very limited knowledge of religious artefacts or prayers.
- Pupils enter school from different starting points and the percentage of pupils with English as an additional language is increasing. Pupils' progress in Early Years and key stage 1 is good, with some pupils making outstanding progress. However, this progress is inconsistent in key stage 2, particularly for older pupils, where not enough pupils are achieving the expected standards.
- Teachers are enthusiastic about learning and use a variety of strategies and techniques to inspire and motivate pupils in their lessons. Greater opportunities for extended writing, as well as open ended questioning and activities, would enable pupils to be more reflective and thoughtful in the learning.
- Good use of the diocesan unit markers ensures pupils understand, and use appropriately, key vocabulary identified in planning. As a result, pupils are religiously literate and able to discuss and reflect verbally on the impact of their lessons on their daily lives.
- Pupils have excellent knowledge of key stories about Jesus in the New Testament and are also familiar with many of the important characters in the Old Testament. They enjoy using the Bible in their lessons and can accurately use references to find key passages.
- Pupils are very articulate and enjoy discussing their work and the purpose of their learning. However, this is not always reflected in their books and more consideration

should be given to ensure tasks and activities set by staff enable pupils to express their views and opinions.

- Pupils' believe their Religious Education lessons as special and different. They are proud of the work in their books and most are well presented.
- Marking and feedback in pupils' books is regularly used and follows school expectations. Developmental questions in marking are used very effectively by some teachers, these encourage pupils to challenge their thinking.
- Lessons are well paced. Teachers use time and resources well to maximise learning in individual lessons and across units of lessons. They achieve a balance of activity and recording.
- Most staff have good subject knowledge and are enthusiastic about how they can inspire and motivate pupils in their lessons. Less experienced teachers will benefit from continued support to further develop their confidence and their knowledge and understanding of the Religious Educational curriculum.
- Teachers plan lessons using the diocesan scheme of work and effectively supplement it to meet the needs of pupils. The subject leader gives excellent support to staff. She provides creative ideas and strategies; these are especially useful for staff who are less confident about teaching Religious Education. As a result, there is a stimulating and engaging Religious Education curriculum.
- Support staff are well deployed to offer support to both teachers and pupils. They provide high quality input and have good subject knowledge. They question skilfully to extend learning and clarify misconceptions.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- Leadership of Religious Education within the school is a shared responsibility between the Religious Education leader and the headteacher. They work well as a team and are deeply committed to ensuring that pupils experience high standards of teaching and learning.
- The Religious Education subject leader is a skilled leader, highly committed and dedicated to her role. She constantly promotes Religious Education as a core subject and ensures it maintains a high profile within the school and with the governing body.
- The link governor for Religious Education is very well informed and meets at least termly with the headteacher and Religious Education subject leader to review outcomes and conduct learning walks and book scrutiny.
- The governing body regularly receives summaries of the assessment data collected by the teachers. This enables robust discussions about the attainment and progress pupils make in each class. These formal and informal meetings and discussions mean the headteacher and the Religious Education subject leader feel both supported and appropriately challenged by the hardworking and effective governing body.
- Religious Education has full parity with other core subjects. Leaders and governors ensure that all aspects of Religious Education meet the requirements of the Bishops' Conference.
- The headteacher and subject leader accurately identify areas of good practice and areas that need to be developed, as part of the regular monitoring activities. They ensure this practice is shared across year groups and individual support is provided where necessary to improve teaching.
- Outcomes of monitoring are reviewed with staff so that professional development within school can be planned to support and challenge individuals and groups of staff.
- Governors and senior leaders invest in professional development by ensuring staff have opportunities to attend appropriate training through the diocese and within school. Collaboration with the Cannock Chase Catholic Cluster group of schools also provides

excellent opportunities for high quality professional development training and networking.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Outstanding
How well pupils respond to and participate in the school's Collective Worship.	Outstanding
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Outstanding

How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.

- Collective Worship at St Joseph and St Theresa's Catholic Primary School is outstanding and has shown significant improvement since the last inspection.
- Pupils experience a wide variety of traditional and contemporary approaches to prayer. They are highly motivated and inspired by the different liturgies, such as, the Stations of the Cross, the Rosary and the May procession, which they take part in throughout the year.
- The school chapel is recognised by the whole community as an extremely special place. Pupils recognise the privilege it is for them to have Jesus present in the tabernacle in their school and, therefore, they exhibit high levels of reverence and respect both in the chapel and around the school.
- Excellent use is made of the chapel by pupils of all ages and to support all types of Collective Worship. Masses, exposition and adoration and class Collective Worship all take place in the Chapel ensuring everyone knows and appreciates this sacred space.
- There is genuine enthusiasm exhibited by pupils and staff about Collective Worship, which demonstrates that it is an integral part of their day and central to the very life of the school.
- Pupils are excited and eager to lead Collective Worship in the classrooms. Staff provide support for pupils, which ensures there is consistency in standards.
- High quality professional development has led to creative and considered ideas being used and modelled by staff. An excellent example of this creativity is the use of a small bell to signal the beginning and end of all acts of Collective Worship. Pupils see this as a way of ensuring everyone is ready and knows it is time to pray. Even when taking part in assemblies, each class uses their class bell to signal the beginning and end of assembly.
- Collective Worship is well organised and planned around the liturgical year. This helps pupils and staff develop their knowledge and understanding of the Church's seasons and feasts as well as providing ample time to plan and prepare meaningful liturgies.
- The Religious Education subject leader ensures each class has appropriate resources for Collective Worship through the distribution of a prayer basket containing cloths and key artefacts. Staff and pupils add to this basket through the year, as they discuss and develop their prayer focus area in their own classrooms.
- Pupils use and participate fully in a wide variety of creative liturgical experiences. They often use scripture, music, singing, meditation, spontaneous prayer and enjoy writing their own prayers to share with others in class.
- Staff ensure that pupils experience and learn the traditional and formal prayers of the Church appropriate to their age. Regular use of these prayers, school prayer books

and studying in lessons, leads to pupils' eagerness to use and demonstrate their faith through these prayers.

- Staff well-being and spiritual development has a high priority, as seen by the recent introduction of a monthly staff Mass in the school chapel. All meetings and briefings begin with a meaningful prayer led by individuals or groups. This is greatly valued as an opportunity for personal growth and reflection.
- The school offers opportunities for parents and carers to attend Mass and Collective Worship in school. Attendance during the special seasons and on feast days is very good. Parents express their enthusiasm for these special occasions and their pride in the pupils and the way they conduct themselves.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- The headteacher and Religious Education subject leader are excellent role models and highly committed to the continual development of Collective Worship within St Joseph and St Theresa's School.
- Leaders and governors ensure Collective Worship is given high priority in the school and is fundamental to the experiences of pupils, staff and families.
- Collective Worship is a regular part of the school's monitoring and evaluation activities. Many governors attend lots of varied opportunities of Collective Worship. Their evaluation of these experiences is shared with all governors both formally and informally. This gives them a shared knowledge and vision.
- Effective professional development and sharing of good practice has led to high quality class Collective Worship. This is planned and led by older pupils, either for their own class or for younger members of the school.
- The headteacher and subject leader are determined to always improve provision and recognise that they can develop Collective Worship even further. They are determined to ensure that all pupils, but especially younger pupils, contribute more consistently in an age appropriate manner to high quality liturgies that lead pupils closer to God.
- The headteacher and subject leader recognise the importance of training and support to develop staff skills in planning and leading Collective Worship. This has made significant impact on the quality of Collective Worship at all levels and is a strength of leaders.
- Leaders, governors and staff have the skills and understanding of the Church's year, its seasons and feasts, to develop meaningful themes for the Mass, assemblies and other liturgies.

SCHOOL DETAILS

Unique reference number	124351
Local authority	Staffordshire
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	4 – 11
Gender of pupils	Mixed
Number of pupils on roll	198
Appropriate authority	The governing body
Chair	Mr Simon Ireson
Headteacher	Mrs Isabel Walker
Telephone number	01543 227220
Website address	www.st-joseph-st-theresa.staffs.sch.uk
Email address	head@st-joseph-st-theresa.staffs.sch.uk
Date of previous inspection	4 th July 2014

INFORMATION ABOUT THIS SCHOOL

- St Joseph and St Theresa is a one-form entry primary school situated in Chasetown, Staffordshire serving the parish of St Joseph's in Burntwood.
- The percentage of Catholic pupils is currently 47%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with special educational needs and/or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with English as an additional language is above the national average.
- Attainment on entry is broadly in line with age related expectations.
- There have been significant changes to the leadership of the school since the last inspection. The current headteacher, who was previously the deputy headteacher, was appointed to the role of headteacher in September 2017. A new Deputy headteacher takes up post in September 2019. The Religious Education subject leader was appointed in September 2017 taking over from the previous headteacher.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Debbie Huxtable and Stephen Godber.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across all classes to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the governors, the headteacher, Religious Education team, the parish priest, staff, parents and pupils.
- The inspectors attended a whole school Mass, whole school assembly and examples of Collective Worship to look at the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan and teachers' planning.