



Archdiocese of Birmingham

Section 48 Inspection Report

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Rowley Road, Whitnash, Leamington Spa, Warwickshire, CV31 2LJ

Inspection dates:

23rd May 2018

Lead Inspector:

Denis Cody

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an outstanding Catholic school because:

- Its outstanding Catholic Life and ethos are reflected in every aspect of school life.
- Pupils play an active and enthusiastic part in living and shaping the school's Catholic Life.
- Teaching in Religious Education is consistently good and increasingly outstanding. Outcomes for pupils are positive both in academic attainment and progress and in their spiritual, moral and vocational development.
- The Religious Education curriculum and its delivery in the classroom are carefully and imaginatively planned to engage all pupils, meeting their differing needs. The curriculum also contributes to pupils' spiritual, moral and vocational development.
- Its outstanding provision of prayer and Collective Worship are embedded in the daily life of the school.
- Acts of Collective Worship are carefully planned with a clear purpose and message, reflecting the liturgical season, aspects of the Religious Education curriculum or spiritual and moral teaching.
- Leadership of Catholic Life, Collective Worship and Religious Education is outstanding with governors and school leaders giving these areas their highest priority and fullest commitment.
- Leaders ensure that planning for Catholic Life, Collective Worship and Religious Education is informed by accurate and thorough processes of self-evaluation and review, leading to well-targeted improvements and developments.

FULL REPORT**What does the school need to do to improve further?**

- Incorporate existing opportunities for pupil evaluation of Catholic Life into the school's evaluation schedule in a planned and systematic way.
- Extend opportunities for pupils to plan and lead Collective Worship independently.

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.**

- The school is characterised by a vibrant and extensive Catholic Life. This is seen in its ethos, the behaviour, attitudes and relationships of pupils and in its physical environment.
- The school's own 'Discovery Values,' each associated with a particular Gospel story, have been explicitly linked to those of the Catholic Schools' Pupil Profile. They are taught in assemblies and classrooms and are prominently displayed throughout the school. They provide the basis for the sound spiritual and moral understanding displayed by the pupils in their oral and written work.
- The excellent behaviour and positive attitudes of pupils are encouraged, recognised and celebrated through Discovery points awarded for displaying these values in everyday school life. These lead to Discovery awards presented during weekly gospel assemblies. Similarly, Year 5 and 6 pupils receive 'Dove' points and certificates for displaying behaviour reflective of the Gifts of the Holy Spirit.
- Following consultation, involving pupils, staff and governors, a school mission prayer was produced which reflects the mission statement and Discovery Values. It is visible around the school and is familiar to the pupils who can discuss its meaning and relevance to their lives. They were also involved in redesigning the school logo to better represent these values.
- The practical impact of these values and teachings can be seen in the supportive relationships throughout the school and in pupils' commitment to the common good and to helping others. This is demonstrated by their termly fundraising for charities, which they have chosen to support following class discussions.
- The pupils' understanding of vocation as a personal calling from God has been reinforced by a school focus on vocation earlier this year. Parents, the parish priest and other religious representatives contributed to a Vocations Week. Members of the chaplaincy team spoke to other pupils about their vocation. As part of their Confirmation preparation, older pupils have also taken part in a Vocation Day at Trinity Catholic secondary school, focussing on commitment.
- Pupils feel happy and secure within the school community where everyone is valued and respected. Their welfare and educational development are prioritised in a

pastoral care programme under which those most in need of support are nurtured through specific interventions and extra adult support.

- Pupils play an active part in living and shaping the school's Catholic Life. They respond positively to the opportunities made available by the school to assume roles of responsibility, leadership and support. They provide and benefit from peer support through the activities of the class and school council, house captains, play leaders and the pupil chaplaincy team.
- All staff fully support and contribute to the Catholic Life of the school and its strong community ethic. Relationships at all levels are positive. Staff members and leaders are very supportive towards pupils and one another.
- The physical environment of the school strongly reflects its Catholic nature through well-maintained Religious Education focus areas in classrooms, interactive prayer stations and corridor displays, reflecting liturgical seasons and aspects of the Religious Education curriculum. There is also a newly opened outdoor prayer area, which the pupils played an active part in designing and constructing.
- Pupils also take part in services and celebrations within their parish, and the wider Catholic community beyond the school. Groups took part in a recent World Women's Day of Prayer organised by local parishes. They join parishioners in the parish church for rosary recitals during October, celebrate St Patrick's Day with the local Irish community and take part in parish carol concerts.
- The parish priest, who is also the Religious Education link governor, is a valued and committed member of the school community, active in leadership of its Catholic Life and supporting sacramental preparation.
- Pupils contribute to the process of self-evaluation and review of Catholic Life. The chaplaincy team monitors usage of prayer areas. Pupil questionnaires show they understand and value the Catholic nature of the school, and in pupil interviews they display a growing understanding of moral and social issues. However, although these activities are carried out, they are not yet incorporated into a planned and systematic evaluation schedule.
- Pupils speak confidently about their own faith and are respectful towards the beliefs of others. They learn about the major world faiths, visiting different places of worship and receiving presentations from other faith representatives.
- Relationships and sex education is adapted from the Warwickshire 'Spring Fever' programme to reflect Catholic teaching and is delivered to all pupils at an age appropriate level.

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

- Governors and senior leaders are wholly committed to promoting the Catholic Life of the school, which they place at the centre of their vision and planning. The headteacher provides strong and effective leadership of all aspects of Catholic Life.
- Targets associated with Catholic Life are always included in the school improvement plan and progress towards achieving them is monitored termly by governors to assess success criteria and impact.
- The effectiveness and impact of Catholic Life is monitored throughout the year. For example, governors conduct termly learning walks in school focusing on aspects of Catholic Life. In addition, staff have completed Catholic Life questionnaires and reviewed the school's ethos.
- School leaders assess the impact of spiritual teaching by monitoring the Discovery points awarded to pupils to see which values are being put into practice.

- Catholic Life journals, in which each class records the variety of religious activities its pupils experience, are monitored during the year. This enables school leaders to share good practice and point out areas for development.
- Outcomes from reviews and monitoring activities are shared and discussed with staff and governors. These evaluations are then used to inform the school improvement plan, Religious Education action plan and staff training.
- Through their regular presence in school, both formally and informally, and through the updates included in the headteacher's termly report, governors are well informed about all aspects of Catholic Life.
- Leaders promote and celebrate the Catholic Life of the school to its community effectively and imaginatively. Its special significance is highlighted in the staff handbook and emphasised during staff, governor and pupil induction. It is vigorously promoted through the school website and prospectus. Pupil Discovery awards and the values for which they have received them are celebrated in newsletters. The school's twitter account is used to share spiritual reflections and retweet messages from Pope Francis.
- Similarly, leaders are creative in their use of electronic media to seek the views of parents and carers and engage them in the life of the school. Parent information and workshop events have taken place and a successful and active Parent Involvement group has been established.

RELIGIOUS EDUCATION

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

- Outcomes for pupils from Religious Education are positive both in academic attainment and progress and in their spiritual, moral and vocational development.
- Baseline assessment data shows that most pupils enter the school with very little faith experience or knowledge. As they move through the school most pupils, of all abilities, achieve well and make at least good progress in each key stage. Many make outstanding progress.
- By the end of Year 6, the great majority of pupils have achieved or exceeded the expected outcomes in Religious Education.
- Pupils confidently discuss their learning in Religious Education and demonstrate good understanding of the Catholic values and virtues taught in school and how these relate to their everyday lives. Their religious knowledge, understanding and skills are developing appropriate to their age.
- Pupils enjoy Religious Education lessons and take part with interest and enthusiasm. Their behaviour is excellent and they work conscientiously.
- Teaching of Religious Education is consistently good and is increasingly becoming outstanding, as school leaders continually improve standards.

- Teachers have good subject knowledge and high expectations of pupils. Lessons are well planned and linked to previous learning. The best lessons observed during the inspection were imaginative, challenging and delivered with pace and excellent use of time.
- Pupils with special education needs are well supported in their learning by teaching assistants.
- Pupils learn to work independently and collaboratively, to use different sources and to carry out independent research.
- Pupils' learning is made more effective by their constant involvement in evaluating their own learning through self-assessment and end of unit evaluation exercises.
- Pupils are further involved in their own learning through their choice of activity during lessons. They select from three learning activities, of varying difficulty, the one which presents the most appropriate level of challenge to them.
- Formal assessment of pupils' work is carried out in line with diocesan recommendations. The performance of different classes and groups of pupils is analysed and used to target support for individual pupils where appropriate and to inform future planning and staff training.

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

- The Religious Education subject leader provides excellent leadership. Her experience and extensive subject knowledge have enabled her to provide support and guidance to inexperienced staff and to teachers new to teaching in a Catholic school.
- In view of her forthcoming retirement, the headteacher and governors have prioritised the task of appointing a new Religious Education leader. The appointment of the deputy head to the post reflects the importance attached to the role by the school. This early decision has also facilitated a smooth transition of the role.
- Senior leaders oversee the quality of teaching and learning in Religious Education through a series of monitoring activities recorded in a termly monitoring schedule. These include formal lesson observations and informal 'drop-ins' carried out by the headteacher and Religious Education subject leader; regular 'book looks' carried out by senior leaders; and learning walks by governors including the Religious Education link governor. Each of these is followed by specific feedback to individual teachers, sharing of strengths and areas for development with all staff and a report to governors.
- To ensure pupils are working to a high standard, their attainment and progress are tracked termly by the Religious Education subject leader and reported to the headteacher and governors. This data provides additional information about the quality of teaching and learning and can also indicate actions for improvement.
- School leaders promote high quality teaching and learning through appropriate staff training linked to aspects of the Religious Education syllabus. Specific training is arranged for inexperienced and teachers new to teaching in a Catholic school.
- The status of Religious Education is emphasised by its inclusion in weekly assessment meetings alongside other key subjects in school and termly reviews at the governors' teaching and learning committee meetings. Information from these meetings contributes to day to day and long-term improvement planning.

- To ensure their judgements are accurate and consistent when assessing pupils' work, teachers have moderated pieces of work together within the school and with colleagues from other schools in their diocesan cluster group.
- Since the last Section 48 inspection and the more recent diocesan monitoring visit, the governors have become more actively involved in monitoring and evaluating all aspects of Catholic Life and Religious Education. The Religious Education link governor and other governors have taken part in learning walks and have liaised with the Religious Education subject leader. As a body, they have completed a comprehensive governor self-assessment audit. They contributed fully to the discussions and reviews involved in completing the school's Catholic Life self-evaluation form (SEF), confidently holding senior leaders to account. Consequently, they have a good understanding of the school's strengths and areas for development.
- School leaders ensure that Religious Education is consistently taught throughout the school by adopting and monitoring the diocesan scheme of work, including its planning and assessment recommendations. They also ensure that Religious Education teaching has the appropriate time allocation.
- They keep the Religious Education curriculum constantly under review to ensure its quality and relevance. For example, the effectiveness and impact of Relationship and Sex Education provision is currently being reviewed in partnership with local Catholic schools using the Catholic Education Service audit tool.
- In response to the outcome of self-evaluation and to better meet the spiritual needs of all pupils, the curriculum is enhanced by planned experiences such as Vocations Week and retreats for both pupils and staff.

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.

- Pupils' reverence and their enthusiastic participation through prayers, readings, singing hymns and playing music shows the value and respect they attach to the weekly school Mass.
- Pupils have opportunities to reflect on their experience of Mass, discussing the readings and homily, for example, and relating them to their learning in Religious Education and to their own lives.
- Teachers plan and deliver class worship and assemblies with full pupil involvement. The headteacher leads a weekly whole school gospel assembly in which pupils are keen to take part, answer questions and offer responses. The Discovery values are introduced and pupils' application of them shared and celebrated.
- A carefully planned termly collective worship rota ensures assembly themes reflect the liturgical year and reinforce spiritual and moral teachings and values.
- Parents and carers have responded positively to invitations to attend school assemblies and celebrations such as the Friday achievement assembly, which is held

at the beginning of the school day to make attendance easier. A Reception welcome service for new parents, led by the parish priest, with input from older pupils, is held at the beginning of the school year and this too has been welcomed by parents.

- Pupils' own spiritual and moral development is promoted and reflected in their enthusiastic response to voluntary prayer opportunities and their involvement in supporting prayer and worship in the school. For instance, each class has a daily prayer leader who organises and leads classroom prayers for that day. Year 6 pupils also act as prayer partners for those in Reception class, accompanying them to school Masses and helping them learn to pray and take part in worship.
- The pupil chaplaincy team makes an outstanding contribution to Collective Worship in the school. The team is made up of some pupils from Years 4,5 and 6. They plan and prepare prayer spaces around the school, monitor prayer areas in classrooms and lead prayer in all classes.
- Supported by a parish youth worker the chaplaincy team have devised, prepared and delivered assemblies across the school, and to pupils at a neighbouring school, for example on the Stations of the Cross during Lent. They are respected as role models by other pupils who enjoy and look forward to working with them.
- School leaders have identified the need to enable more pupils to plan and lead Collective Worship. Leaders should now extend the opportunities for pupils to plan and lead worship, at age appropriate levels.
- Pupils are familiar with a range of prayers, both formal and informal. As part of a recent school action plan initiative, new prayers are introduced to each year group. As a result, pupils are growing confident in their use of traditional prayers. These prayers are also shared with families through newsletters.

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

- Prayer and collective worship are embedded in the life of the school and are part of the daily experience of staff and pupils.
- As part of their commitment to Catholic Life, school leaders and governors ensure that acts of Collective Worship are important events in the school week. They are well planned and delivered and attended by pupils in a prayerful and respectful manner.
- Supported by in-service training, school leaders have carried out audits and evaluations of the provision and impact of Collective Worship. This has led to a greater focus on co-ordinating and linking assembly themes.
- The effectiveness of Collective Worship and prayer are evaluated by senior leaders through a schedule of monitoring activities, including assembly observations.
- Pupil interviews about prayer and their written and oral reflections following prayer services involve pupils in the process of evaluating Collective Worship.
- Governors are also involved through their presence on learning walks and observations.
- The outcomes of all these evaluation activities are shared and discussed with staff and governors and feed into future planning for school improvement and staff training.

SCHOOL DETAILS

Unique reference number	125719
Local authority	Warwickshire
<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	207
Appropriate authority	The Governing Body
Chair	Spencer Payne
Headteacher	Julia Wallace
Telephone number	01926 427552
Website address	www.sjcwhitnash.co.uk
Email address	admin3547@welearn365.com
Date of previous inspection	May 2013

INFORMATION ABOUT THIS SCHOOL

- St Joseph's is an average size primary school in the parish of St Joseph, Whitnash in Leamington Spa, Warwickshire.
- Currently, 80% of pupils are Catholic.
- The percentage of pupils from disadvantaged backgrounds is below the national average.
- The percentage of pupils with special educational needs and/or disabilities (SEND) is below the national average.
- The percentage of pupils from minority ethnic origins is broadly in line with the national average.
- The percentage of pupils with English as an additional language is above the national average.
- Attainment on entry is in line with national expectations.
- Since the last inspection there has been a change of headteacher and deputy, and two separate changes of parish priest. The governing body has been restructured and has a new chair.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by one Diocesan Inspector – Denis Cody.
- 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 inspector observed teaching across three Religious Education lessons to evaluate the quality of teaching, learning and assessment. All these lesson observations were conducted jointly with the headteacher.
- The inspector 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 several governors including the chair of governors, the headteacher and deputy, the Religious Education subject leader and a parish youth worker. A telephone interview was carried out with the parish priest who is also the Religious Education link governor.
- The inspector attended a whole school gospel assembly and a class prayer service, and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspector 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, teachers' planning and records of Catholic Life.