



Archdiocese of Birmingham

Section 48 Inspection Report

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Part of the Painsley Catholic Multi Academy Company

Springfield Road, Uttoxeter, ST14 7JX

Inspection dates:

12th and 13th June 2019

Lead Inspector:

Debbie Huxtable

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:

- Directors, governors and leaders place the highest priority on Catholic Life, Religious Education and Collective Worship.
- Evaluation of Catholic Life is planned, regular and contributed to by all members of the school community.
- Teaching and learning in Religious Education is at least good and, in some classes, it is outstanding.
- Collective Worship is inspirational and creatively supports pupils as they develop their ongoing relationship with God.
- The school's chaplaincy provision is highly valued by pupils, staff and the whole school community.
- Pupils are respectful and show high levels of reverence during a variety of liturgies and Collective Worship.
- Directors, governors and school leaders are excellent role models. They are determined to provide pupils with the best outcomes and regularly offer support and challenge where appropriate.
- The principal, Religious Education subject leader and lay chaplain work very effectively as a team and are totally committed to providing the best for all pupils.
- Recommendations from the previous inspection and monitoring visit have been met by the school.

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

- Enhance the relationship between school and parish by providing greater opportunities for active family participation.
- Ensure staff have consistently high expectations about the amount of work pupils produce in Religious Education books and its presentation.
- Deliver high quality provision for vulnerable groups in Religious Education to ensure all pupils are suitably challenged.

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 has a welcoming and engaging environment, where school leaders and staff have worked hard to ensure that the Catholicity of the school is at its heart. Of particular merit is 'Imogen's Garden', dedicated to a past pupil who sadly passed away. Through the combined efforts of parents, pupils and staff, she is remembered in a garden of peace and joy, where groups or individuals can retreat to spend time in prayer or reflection.
- Pupils have an excellent knowledge of their patron St Joseph. They understand that he is a role model for them and as one pupil explained, "We follow Saint Joseph because he wasn't prepared for what happened to him, but he accepted it and moved on!"
- The Eucharist is central to the life of the school and all members of the school community enthusiastically take part in its celebration. Pupils enjoy reading and singing at Mass and see it as a very special occasion.
- Pupils appreciate and value the Catholic Life of the school and contribute to its evaluation formally and informally through questionnaires and discussions.
- The school's lay chaplain makes a significant contribution to its Catholic Life. She is an exceptional role model for pupils and staff. Her initiatives ensure that spiritual and moral teachings of the Church are central to the chaplaincy provision.
- Staff are deeply committed to the Catholic Life of the school and make a significant contribution to its development. They work closely as a team offering support to each other, praying together and attending retreats. Pupils therefore

see the Gospel values demonstrated daily by staff, through mutual respect, patience and tolerance.

- Pupils are proud of their school and have a good understanding of what makes it a Catholic school. They see the mission of the school as central to their daily lives. Pupils confidently discuss how they are called to 'Love and Serve' both in school and in their wider community.
- The Catholic School's Pupil Profile (CSPP) is embedded into Catholic Life and pupils have a deep understanding of the virtues it promotes. Through assemblies, lessons and displays, pupils learn how the virtues provide a focus for how they live their lives.
- Pupils have a high level of understanding of vocations and talk confidently about God's plan for each of us. They demonstrate their call to serve through their considerable work supporting a range of local and international charities, and their daily acts of kindness to each other.
- Relationships with the parish of St Mary's are strong and parishioners value and appreciate the school. However, the parish priest, governors, staff and parents all recognise that the next step is to encourage more family participation in the parish. Plans are already being made to deliver a variety of activities during the next academic year to address this issue.
- The school leads the preparation of pupils to receive the Sacraments of Reconciliation, Eucharist and Confirmation. Parishioners, as well as parents, are invited to attend workshops and these opportunities for discussion and learning are welcomed by all members of the community.
- All pupils are developing an awareness of social justice and what it means to them. They understand that as a Catholic school they should, "... help people like Jesus did." Charities such as CAFOD, Operation Christmas Child, the local Food bank and the Good Shepherd appeal have all benefitted from the generosity of pupils and their families. This charitable work is often a whole school initiative but at times individual or small groups of pupils support charities by organising fund raising events.
- Pupils are keen to take on responsibilities for the Catholic Life of the school. Mini Vinnies, school councillors, altar servers and prayer partners are all valued members of the community who have a clear role in the daily life of all pupils.
- All pupils have a good understanding of many well-known saints. The allocation of class saints helps to build this understanding. During the year, pupils learn not only about key events in the life of their class saint, but also what it is about them that inspires and motivates them.
- Pupils learn about other faiths and cultures within their school and in the community. Teachers encourage dual language pupils to teach other pupils the words to the sign of the cross or other well-known prayers in their first language. As one pupil said, "We're all different, but kind of the same."
- Pastoral care of pupils and consideration for their well-being is a key component of the care and compassion demonstrated by all members of this school community. Support for pupils or families experiencing difficulties ranges from voluntary intervention groups such as Rainbows, Radiate or Fireworks to an

open-door policy, where all pupils and their families feel confident that someone in school is always there to help.

- Pupils enthusiastically take on key responsibilities such as the Mini Vinnies who make considerable contribution to Catholic Life. They plan and lead Collective Worship, monitoring and provide feedback on prayer tables and initiate and support charitable works. One of these Minnie Vinnies summed up their role by saying, "It's what Jesus did."
- Parents praise highly the care and family atmosphere that the school provides, and they feel staff work hard to ensure all pupils grow physically, emotionally and spiritually.
- The school plans and delivers relationships and sex education using and supplementing the diocesan programme, "All That I Am." Parents are invited to review the content and resources prior to the programme.

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

- Leadership at all levels is deeply committed to the development of the Catholic Life and mission of the school. This is seen by directors, governors and leadership as a core responsibility of all members of the school community.
- Self-evaluation of the Catholic Life is well planned and involves staff, parents, pupils and the parish. This evaluation leads to effective and focused planning for future developments.
- The governing body is highly ambitious for the school and consistently emphasizes Catholic Life as a priority through the targets set in performance management for the headteacher and staff.
- Leadership recognises the importance of pastoral care for staff. High importance is placed on opportunities for staff to develop their own faith through retreats and effective training and support. This leads to a very strong supportive atmosphere where staff feel valued and appreciated.
- Governors and the leadership team ensure that staff training through the diocese is well attended and effectively impacts on the Catholic Life of the school.
- The headteacher has a clear and focused understanding of her role as leader of Catholic Life. She is enthusiastic and constantly strives for pupils to experience Catholic Life as rich and meaningful.
- The school uses a variety of strategies to engage and inform parents including those who are sometimes hard to reach. The school website, newsletters, meetings and workshops all reinforce the Catholic nature of the school.

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.**

- The Religious Education subject leader is enthusiastic and highly committed to her role. She has a clear plan for monitoring her subject and meets fortnightly with the principal to share her findings.
- Through observations and regular book scrutinies, the subject leader accurately identifies strengths and areas for development across school. These are fed back to all staff and appropriate professional development is provided to ensure key areas for development are addressed. Where necessary, development points for individual teachers are shared to ensure expectations for improvement are clearly understood.
- Assessment of pupils' attainment in Religious Education is embedded in the routines of the school and there is sufficient data to analyse trends in achievement and progress over time. Through her analysis of the whole school data and vulnerable groups, the subject leader and principal have accurately identified disadvantaged pupils and those with special educational needs and/or disabilities as underperforming in comparison to all pupils. A review of provision should now take place to ensure effective strategies are introduced to ensure these pupils are appropriately challenged and supported to produce their best.
- To ensure judgements are accurate and reflect the school's high standards, the subject leader moderates samples of work from all classes after each assessment point. Teachers also come together at least twice each year to moderate samples of work and to discuss their findings.
- Pupils are highly motivated and actively engaged in their learning. Teachers carefully plan activities and tasks that offer opportunities for pupils to collaborate effectively, as well as work independently. As a result, behaviour in lessons is always good and is often outstanding.
- Teachers are confident in their subject knowledge and are enthusiastic about how they can inspire and motivate pupils in their lessons. Those with less experience feel confident that there are several members of staff who they can turn to for advice or support.
- Marking and feedback to pupils is effective and accurate and provides opportunities for pupils to reflect on their learning. Where there is outstanding practice, staff use developmental comments to challenge pupils thinking and address any misconceptions.

- At the start of Reception class, a baseline assessment of pupils' knowledge of Religious Education is completed. The school uses this assessment to review how Religious Education is taught to a growing number of pupils who enter school with limited knowledge of religious artefacts or prayers.
- From a low starting point, pupils make at least good progress in the early years and key stage 1, so that by the end of Year 2 most are in line with diocesan expectations. This progress accelerates in key stage 2, so that by the end of Year 6 many pupils are exceeding diocesan expectations.
- All pupils express their enthusiasm for Religious Education lessons. Teachers plan effectively, ask probing questions and regularly provide verbal challenges to encourage learning at greater depth. However, this depth of understanding is not always reflected in the pupils' books.
- Teacher expectations, in regard to how pupils present their work, their productivity in lessons and the opportunities for in depth writing responses, need to be made consistently high.
- Pupils are developing their appropriate knowledge and understanding of other faiths. Staff build on this learning each year through detailed planning and teaching in Religious Education lessons. Pupils demonstrate respect and integrity when discussing traditions of other faiths.
- Teachers place an importance on developing pupils' key religious vocabulary and include it in their planning and delivery of lessons. As a result, pupils are highly articulate and demonstrate high levels of religious literacy.
- Readings from the Bible are a key part of many lessons and pupils can quickly find appropriate references, particularly in the New Testament. This has led to excellent knowledge of key Bible stories by all pupils. In key stage 2, pupils confidently make links between readings and can apply their learning to how we should live our lives today.

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

- Religious Education is a core subject and governors and leaders ensure it is given priority in line with other core subjects.
- Leaders and governors are regularly engaged in well planned and systematic monitoring and evaluating of Religious Education. Their findings are presented to all governors, as well as directors, to ensure that the school accurately identifies areas for well targeted improvements.
- Governors know the school well and have accurate knowledge of the standards in Religious Education. They are regularly provided with detailed information about pupils' attainment by the subject leader and principal, which they question and challenge appropriately.
- The subject leader is highly motivated and dedicated to her role. She provides very effective support and challenge to staff. Consequently, pupils receive quality first teaching and learning, allowing pupils to achieve the very best they can.
- The curriculum is based on the diocesan scheme, but it is appropriately supplemented by teachers with a particular focus on the spiritual, moral and vocational needs of pupils.

- Professional development is a key element in developing staff and ensuring all pupils receive the highest standards in teaching. This focused professional development takes place as a whole staff, or in smaller groups, often provided by the subject leader.
- Teachers are encouraged to take advantage of all opportunities for professional development by the school or by outside agencies such as the Diocesan Education Service and the Birmingham Catholic Primary Partnership.
- Leaders and governors ensure that Religious Education meets the requirements of the Bishops' Conference.

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.

- The quality and variety of Collective Worship at St Joseph's School is outstanding because it is given the highest priority and is central to the life of the school.
- Pupils respect and show reverence during all opportunities for Collective Worship. They recognise it is a spiritual experience that inspires a deep, thoughtful response.
- All staff are committed to ensuring that pupils experience a variety of liturgies. They are highly skilled at planning, preparing and delivering engaging and inspiring experiences such as assemblies, class prayer times, stations of the cross, the rosary, adoration and a May procession. These all form part of the annual cycle of Collective Worship.
- The lay chaplain provides inspirational support for all staff and pupils. She confidently leads by example and models new ideas and techniques to encourage full participation.
- Staff and governors place an importance on Collective Worship. Regular staff prayer times are well attended by all staff irrespective of their own faith or experiences. Meetings and gatherings of parents, staff or governors all begin with a prayer or reflection.
- Inspectors saw outstanding Collective Worship during class prayer times. Pupils enthusiasm for these special times was reflected in their responses to spontaneous prayer, meditation and music to create a prayerful atmosphere.
- Assemblies are varied in style and based on the weekly Gospel reading or a liturgical theme. This helps develop pupils' in-depth knowledge and understanding of the seasons and feasts of the Church's year.

- Collective Worship is greatly enhanced using music and singing. Pupils sing joyfully and with enthusiasm. They experience both traditional and contemporary music and hymns and enjoy adding extra meaning through actions.
- Each class focuses on key prayers appropriate to their year group. Pupils become familiar with the prayers through displays, daily use and prayer books that go home. As a result, pupils know and understand many of the traditional prayers of the Church.
- Pupils confidently initiate, plan and lead Collective Worship. They are skilfully supported by staff to ensure they are liturgically correct, creative and the best they can be.
- Leaders are constantly improving and developing Collective Worship through regular formal and informal monitoring and evaluation.
- Voluntary lunchtime prayer takes place in Imogen's Garden or inside in a special open area. Other liturgies, such as the May procession and Remembrance Day Celebrations, take place both in and around the school grounds. This use of areas inside and outside the school building helps pupils to understand that they can pray to God anywhere.
- Prayer bags, that support family prayer at home, have been adapted to suit the needs of the families and are based on the liturgical seasons of the year. They are enjoyed by pupils and highly valued by their families.
- Parents and carers are regularly invited to attend Mass and Collective Worship in school. They see this as a privilege and are always impressed by the reverence and respect shown by pupils.

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

- The school's leaders and governors' decision to employ a lay chaplain has been very successful in providing pupils with high quality experiences of Collective Worship.
- Through effective professional development and the sharing of good practice, staff have developed key skills and strategies to plan and deliver Collective Worship, which is cherished by all members of the community.
- Monitoring and evaluation of Collective Worship is ongoing. Staff receive regular, informal feedback and support to ensure it is of the highest quality.
- Governors are committed to providing staff with appropriate opportunities for professional development. This ensures that they are skilled and confident to plan and deliver spiritually uplifting Collective Worship.
- Governors, who are able, regularly attend Mass and other liturgies and provide feedback so that all are well informed of the high-quality experiences' pupils receive.

SCHOOL DETAILS

Unique reference number	138727
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	Part of Multi Academy Company
Age range	4 – 11
Gender of pupils	Mixed
Number of pupils on roll	187
Appropriate authority	Board of Directors
Chair	John Pennington
Headteacher	Louise Sassi
Telephone number	01889 562702
Website address	www.st-josephs-uttoxeter.staffs.sch.uk
Email address	office@st-josephs-uttoxeter.staffs.uk
Date of previous inspection	9 th & 10 th June 2014

INFORMATION ABOUT THIS SCHOOL

- St Joseph's is a one form entry school situated in the parish of St Mary's Uttoxeter.
- The percentage of Catholic pupils is currently 48%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with special educational needs and/or disabilities is slightly above 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 in line with age related expectations.
- The headteacher has been at the school for 21 years but took up the post of principal in September 2017. A new vice principal will take up post in September 2019.
- The school is part of the Painsley Catholic Academy.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Debbie Huxtable and Victoria Brickley.
- 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 seven Religious Education lessons 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 governors, the headteacher, Religious Education subject leader, the parish priest, staff and parents.
- The inspectors attended a whole school Mass, Assembly, staff prayers and examples of staff and pupil led Collective Worship. They also undertook an environmental walk 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.