



DIOCESE OF  
**SHREWSBURY**

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SECTION 48 INSPECTION REPORT:

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

School: St Joseph's Catholic Primary School  
Address: Moreton Road  
Upton  
Merseyside  
CH49 6LL

Tel No: 0151 677 3970

URN: 105068

Acting Headteacher: Mr P Parry

Chair of Governors: Mr P Graham

Date of Inspection: 10 March 2016

Inspectors: Mrs R Hedger  
Mrs C Morgan

# Mission Statement



St. Joseph's is a welcoming, caring  
Catholic school.

Believing Christ to be in all of us, we  
seek to build a happy and fulfilled  
community where individual growth  
is nurtured.

## FACTUAL INFORMATION ABOUT THE SCHOOL

| Pupils                                | FS |    | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|---------------------------------------|----|----|----|----|----|----|----|----|-------|
|                                       | PT | FT |    |    |    |    |    |    |       |
| Number on roll                        | 0  | 44 | 39 | 45 | 44 | 40 | 42 | 48 | 302   |
| Catholics on roll                     | 0  | 29 | 28 | 36 | 36 | 31 | 35 | 38 | 233   |
| Other Christian denomination          | 0  | 8  | 2  | 5  | 5  | 8  | 6  | 6  | 40    |
| Other faith background                | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 3     |
| No stated religious affiliation       | 0  | 6  | 8  | 4  | 2  | 1  | 1  | 4  | 26    |
| Number of learners from ethnic groups | 0  | 8  | 3  | 6  | 9  | 8  | 5  | 8  | 47    |
| Total on SEN Register                 | 0  | 0  | 1  | 2  | 2  | 7  | 6  | 4  | 22    |
| Total with Statements of SEN          | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     |
| FSM                                   | 0  | 6  | 3  | 3  | 4  | 8  | 2  | 8  | 34    |

|                                  |           |  |            |   |
|----------------------------------|-----------|--|------------|---|
| Exclusions in last academic year | Permanent |  | Fixed term | 2 |
| Index of multiple deprivation    |           |  |            |   |

| PARISHES SERVED BY THE SCHOOL |              |
|-------------------------------|--------------|
| Name of Parish                | No of Pupils |
| St Joseph's, Upton            |              |
|                               |              |
|                               |              |
|                               |              |
|                               |              |
|                               |              |
|                               |              |

| With reference to Year 6 – the Catholic schools to which your pupils transferred |              |
|--|--------------|
| PUPILS TRANSFER  |              |
| Name of School   | No of Pupils |
| St Mary's Catholic College   | 14           |
| St Anselm's  | 9            |
| Upton Hall   | 5            |
| Plessington  | 1            |
|  |              |
|  |              |
|  |              |
|  |              |

| RE TEACHING TIME                           | FS |     | Y1  | Y2  | Y3  | Y4  | Y5  | Y6  | Total |
|--|----|-----|-----|-----|-----|-----|-----|-----|-------|
|  | PT | FT  |     |     |     |     |     |     |       |
| Total RE teaching time (Hours) -- per week |    | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 17.5  |

| STAFFING                                      |    |
|---|----|
| Full-time teachers                            | 12 |
| Part-time teachers                            | 2  |
| Total full-time equivalent                    | 13 |
| Support assistants                            | 10 |
| Percentage of Catholic teachers f.t.e.        | 54 |
| How many teachers teach RE (P) f.t.e.         | 11 |
| Number of teachers with CCRS or equivalent    | 8  |
| Number of teachers currently undertaking CCRS | 0  |

| NAME OF SCHOOL<br>St. Joseph's Catholic Primary |    |
|---|----|
| Published admission number                      | 45 |
| Number of classes                               | 11 |
| Average class size F2                           | 23 |
| Average class size KS1                          | 28 |
| Average class size KS2                          | 29 |

## FINANCIAL DATA

| EXPENDITURE (£) | Last financial year<br>2014/2015 | Current financial year<br>2015/2016 | Next financial year<br>2016/2017 |
|-----------------|----------------------------------|-------------------------------------|----------------------------------|
| RE              | £1840.09                         | £4101.22                            | £2500                            |
| English         | £5129.81                         | £1483.09                            | £5000                            |
| Mathematics     | £8367.85                         | £1396.07                            | £5000                            |
| Science         | £1500                            | £200                                | £1000                            |

|   |                  |
|---|------------------|
| <b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b> | <b>Judgement</b> |
|---|------------------|

|   |          |
|---|----------|
| <b>OUTCOMES FOR PUPILS</b>  | <b>1</b> |
| <p>The children at St Joseph's Catholic Primary School are proud of their faith and their school and have a good understanding of the school's Mission Statement. Pupils understand that religious beliefs and spiritual values are important to people of all faiths. The pupils talked eagerly about taking part in interesting lessons and gave examples of when they turned "the Our Father into our own prayer" and how they enjoyed making a Passover storyboard.</p> <p>Pupils are actively involved in charity fundraising for CAFOD, and a variety of other charities, some of which are locally based and directly linked to the school community. The school has achieved Fairtrade recognition and there is a Fairtrade stall at a wide range of school events. The school has strong links with the parish and governors, who are also parishioners. They talked enthusiastically about the weekly Class Masses, which are celebrated in the church and are popular with parishioners. Pupils feel safe in school and are confident they can talk to a member of staff if they have a concern. The inspectors met with members of the School Council, who spoke with confidence and pride about their school. They are preparing to make a short video to share with other schools, in which they will highlight the effects of bullying and so help other schools to take action. They also praised the recently introduced reward system, Class Dojo.</p> <p>The inspectors saw evidence of high standards of work, some of which was outstanding. The pupils are religiously literate in relation to their age and experience. Planning for prayer, Collective Worship and liturgical celebration is an important part of the school year. The school succeeds in its aim to provide a variety of high quality, prayerful experiences for pupils, staff, parents and the wider community. Pupils are confident when planning, preparing and leading class based Collective Worship. Themes are often linked to real life experiences, as well as to the school's work on Rights and Responsibilities. The school has recently achieved the first stage of the UNICEF Rights and Responsibilities award and there is clear evidence of this work around the school, with displays celebrating this aspect of pupils' work.</p> <p>The school works successfully in partnership with parents and the parish to prepare the children for the sacraments of Forgiveness and Holy Communion. These celebrations are well attended.</p> |          |

|   |          |
|---|----------|
| <b>LEADERS AND MANAGERS</b>   | <b>2</b> |
| <p>Governors and staff are deeply committed to the Church's mission in education. In September 2015, as part of a review of the working of the Governing Body, the governors established the Welfare and Ethos Committee which meets on a regular basis. This committee is actively involved in monitoring and evaluating the quality of provision and in planning future targets and improvements. In addition, the Religious Education link governor receives regular updates from the Acting Headteacher. The Religious Education action plan forms an integral part of the school development plan and helps to support the vision and direction of the school. Sustaining and improving provision for Religious Education is an integral part of the school's performance management policy and procedures.</p> <p>The Acting Headteacher, who is also the Religious Education subject leader, has recently developed a new system to track pupil achievement. This system has been carefully planned and prepared to meet the needs of the school and has the support of staff. This will, in time, provide a consistent and rigorous system for tracking and monitoring pupil outcomes, enabling accurate evaluation of the impact of the school's work. Effective systems are in place for the monitoring of teaching. This information is used to set future targets and to identify training needs. The work in pupils' books, the displays in classes and around the school are clear evidence that there is a commitment to high quality curriculum provision in Religious Education across the school.</p> |          |

The school has rightly identified the 'Creative Curriculum' and increased challenge as areas for future development and has planned for the appropriate training and resources to be in place to ensure quality provision.

Questionnaires returned by parents indicate overwhelming support for the school. Parents attend Class Masses and are always welcomed into the school. The vast majority of children enjoy attending the school and the vast majority of parents are rightly happy with the values and attitudes that the school teaches. It is clear from the answers given by parents that they fully support the Mission of the school.

## PROVISION

2

Teaching observed by the inspectors enabled pupils to make good progress. The inspectors observed different teaching styles, and saw evidence of pupils making good progress in understanding key vocabulary and concepts. Pupils' work was marked appropriately and good use made of quality resources. The behaviour of pupils was excellent.

Teachers have a secure understanding of the Religious Education curriculum and actively seek ways to deepen their knowledge. Staff who are non-Catholic say they are confident teaching the curriculum and value the support of colleagues and of the Senior Leadership Team. Planning is linked to current assessment of pupil's prior learning and there was clear evidence of differentiation. The implementation of the recently reviewed marking policy has enabled pupils to have a clearer understanding of their achievement and future targets. The school makes good use of the "I Can" statements. Assessment is carried out in line with the Diocesan guidelines and staff have regular moderation meetings to ensure accuracy in their judgements.

The quality of Collective Worship is outstanding. All children participate in Collective Worship with reverence and respect. There are opportunities for children to pray, reflect and meditate. All classrooms have a prayer focus, which reflects the liturgical year and children are given responsibility for preparing and leading prayerful sessions throughout the week, in a variety of settings. Children are enthusiastic participants in prayerful Acts of Worship and liturgical celebrations.

The school has initiated Multi Faith Days. These are well planned and are held at various times throughout the year. Events have included a visit to a Jewish Synagogue and to a Muslim Mosque, as well as guest speakers, who are invited into school to talk about their faith. Pupils recently had a talk about Hinduism. Catholics from other countries and cultures have also been invited to talk about their own Catholic traditions such as "A Polish Christmas".

## OVERALL EFFECTIVENESS

2

By establishing the Welfare and Ethos Committee, the governors and leaders have ensured the Religious Education provision of the school is "the core of the core subjects". The governors have worked closely with the Acting Headteacher and his leadership team, to identify clear targets for future improvement. These include clear and explicit action points to move provision within the school from good to outstanding.

The school's capacity for sustained improvement is very good.

### What the school could do to improve further

In order to develop the Religious Education curriculum further, the school will:

- Ensure teaching is consistently highly effective and challenging across all year groups, by the development of more open questioning
- Extend the use of creative learning opportunities in Religious Education

**Parents' Questionnaires**  
**35 Parents returned questionnaires**

|   |  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|---|--|----------------|-------|----------|-------------------|------------|
| 1 | My child enjoys school   | 23             | 10    | 2        |                   |            |
| 2 | I am happy with the values and attitudes that the school teaches                                 | 23             | 11    | 1        |                   |            |
| 3 | I am made to feel welcome in school  | 17             | 17    | 1        |                   |            |
| 4 | The school seeks the views of parents/carers and takes account of their suggestions and concerns | 12             | 19    | 1        |                   | 3          |
| 5 | The school gives me a clear understanding of what is taught in Religious Education               | 16             | 18    |          |                   | 1          |
| 6 | The school enables my child/ren to achieve a good standard of work in Religious Education        | 20             | 14    |          |                   | 1          |
| 7 | The school keeps me well informed about my child(ren)'s progress in Religious Education          | 16             | 17    | 1        |                   | 1          |

**Pupil Questionnaires (Year 2)**

|    |   | Yes | Sometimes | No |
|----|---|-----|-----------|----|
| 1  | I like being at this school.  | 36  | 5         |    |
| 2  | I learn new things in Here I am lessons.                                      | 38  | 3         |    |
| 3  | I enjoy learning about Jesus and how to live as His friend.                   | 39  | 2         |    |
| 4  | I have to work hard.  | 39  | 2         |    |
| 5  | My teacher helps me when I get stuck so I can make my work better.            | 16  | 25        |    |
| 6  | My teacher listens to me.   | 35  | 6         |    |
| 7  | <i>When I am unhappy there is always an adult I can talk to.</i>              | 33  | 8         |    |
| 8  | I get praise when I do my best.   | 36  | 5         |    |
| 9  | Other children are kind and behave well                                       | 33  | 8         |    |
| 10 | <i>I am happy on the playground.</i>  | 31  | 9         | 1  |
| 11 | I am allowed to help in class and around school.                              | 37  | 3         | 1  |
| 12 | I enjoy the times we say our prayers, talk to God and sing songs about Jesus. | 41  |           |    |

**Pupil Questionnaires (Year 6)**

|    |  | Yes | Sometimes | No |
|----|--|-----|-----------|----|
| 1  | Do you like being at this school?                          | 19  | 24        | 0  |
| 2  | Do you find out new things in Religious Education lessons? | 20  | 23        | 0  |
| 3  | Are your Religious Education lessons interesting?          | 16  | 26        | 1  |
| 4  | Do you get help when you are stuck?                        | 41  | 2         | 0  |
| 5  | Do you have to work hard?                                  | 27  | 16        | 0  |
| 6  | Do teachers show you how to make your work better?         | 38  | 5         | 0  |
| 7  | Do other children behave well?                             | 8   | 33        | 2  |
| 8  | Are teachers fair to you?                                  | 34  | 9         | 0  |
| 9  | Do teachers listen to your ideas?                          | 38  | 5         | 0  |
| 10 | Are you given responsibility?                              | 29  | 13        | 1  |
| 11 | Do you enjoy your times of prayer together?                | 28  | 14        | 1  |