



## St Joseph's Catholic Primary School

Norfolk Road, Dorking RH4 3JA  
School Unique Reference Number: **125204**

<b>Headteacher:</b>	Miss C. Scrutton
<b>Chair of Governors:</b>	Mr S. Bullen
<b>Lead Inspector:</b>	Mrs A. Oddy
<b>Associate Inspector:</b>	Mrs A. Ireland
<b>Inspection date:</b>	13 <sup>th</sup> June 2014

<b>Overall Effectiveness</b>	Previous Inspection:	2
	This inspection:	1

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<b>Catholic Life:</b>	1
<b>Collective Worship:</b>	1
<b>Religious Education:</b>	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's is an outstanding Catholic school because:

<ul style="list-style-type: none"> <li>▪ St Joseph's is an inclusive, welcoming Catholic school community in which all are valued, nurtured and supported. The mission statement "Learning and growing together in the light of God's love" is at the heart of the school and permeates all aspects of school life. The school is committed to excellence in all aspects of its life and work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The quality of Collective Worship is outstanding. Pupils are offered a range of high quality and inspiring prayer and worship experiences. These provide excellent opportunities to deepen their prayer lives and relationship with God. A strength of the school is the pupils' involvement in planning and leading worship.</li> </ul>
<ul style="list-style-type: none"> <li>▪ The Catholic Life of the school is outstanding. Home, school and parish work together in close partnership to enrich the school community and support all its members. The school is committed to the development of the whole child. This includes the pursuit of academic excellence, knowledge of the Catholic faith and the growth of spirituality within an inclusive and caring environment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The quality of Religious Education is outstanding. Excellent teaching and learning establishes and maintains high standards. Pupils show competence in religious literacy and good knowledge of their faith. All areas for improvement recommended by the last inspection have been addressed.</li> </ul>

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The school is a smaller than average size primary school with 188 pupils currently on roll.
- It is situated in the Epsom deanery and is maintained by Surrey local authority.
- 66% of pupils are baptised Catholics.
- The principal parish which the school serves is St Joseph's, Dorking.
- The proportion of pupils eligible for pupil premium funding is lower than the national average.
- The proportion of pupils with special educational needs is lower than the national average.
- The majority of pupils are of White British heritage. 29% come from other ethnic backgrounds. 20% of pupils speak English as an additional language.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Embed and consolidate the new 'Come and See' programme of religious education and continue to develop staff confidence and accuracy with regard to assessment related to the new scheme.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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

- The mission statement is at the heart of school life. All pupils are familiar with it as 'Learning and growing together in the light of God's love' and are able to relate it to their school community and values of respect, tolerance and forgiveness. During the inspection, a Year 1 class incorporated the mission statement into their morning prayer in preparation for their school day.
- Pupils are well behaved and courteous. They are welcoming to visitors and happy to talk about their school. They are caring and considerate of each other and know that this is being part of God's family.
- Pupils are given many opportunities to take responsibility, including House Captains, Fairtrade monitors and Playground Squad. They are proud to be serving their school community and are keen to do their best.
- Pupils are encouraged to consider others and in particular those who may be less fortunate than themselves. The school supports a number of charities, both locally and more widely.
- St Joseph's is very much part of the local Catholic community of schools, the parish and the local community, taking part in a wide variety of events.
- The school's Catholic nature embraces all in its community and is very inclusive of its pupils and families from other faiths and backgrounds. Cultural diversity is recognised and celebrated. It is used effectively to enrich curriculum provision.

**The quality of provision of the Catholic Life of the school is outstanding.**

- The school's mission statement expresses the school's role as a Catholic community committed to Gospel values and to sharing these within the school and with the wider community. It has been recently reviewed by staff, pupils and governors and has been summarised to make it accessible to all pupils. It is deeply embedded in all that the school does.
- The school's Catholic life is evident in the attractive learning environment, the caring relationships within the school and the many events which celebrate its Catholic identity. Displays related to religious education and the Catholic life of the school are of a very high standard. Many are interactive, encouraging pupils to think deeply about their faith.

- Pastoral care is excellent. Pupils are nurtured and supported to achieve their full potential. The school provides support for vulnerable pupils and their families, using its own staff or working with outside agencies as appropriate. The Home School Liaison Worker, Emotional Learning Support Assistant and the parish priest contribute to an effective and valued system of pastoral care.
- Pupils are encouraged to consider their wider responsibilities, locally and globally. They understand their responsibilities as world citizens and show this by their work with Fairtrade, their support for international charities and their recently established involvement with a school in Kenya.
- Pupils show a clear understanding of right and wrong and the importance of tolerance and forgiveness. They know that adults in the school will help them with any problems. Circle time helps them to develop their emotional intelligence and to consider how they can help to address problems.
- The school follows the diocesan programme for education in personal relationships and has a well established programme of personal, social and health education linked to its religious education curriculum provision.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- Leaders and managers at all levels are fully committed to the school's Catholic ethos. The headteacher has a clear vision for the school, based on the mission statement. She communicates this effectively to all staff.
- Well established induction procedures ensure that new members of staff have a clear understanding of the ethos of the school and a commitment to their part in its Catholic life.
- A comprehensive programme of continued professional development supports the Catholic life of the school. This includes training for newly qualified teachers and for teachers who have not previously worked in a Catholic school.
- Governors are actively involved in the Catholic life of the school and are fully aware of their responsibilities. They attend liturgies, school events and training days. An annual Governors' Day enables them to see the school in action as part of their monitoring role.
- Monitoring of the Catholic life of the school forms part of school self-evaluation and informs the school development plan.
- The Catholic life of the school benefits from the Deanery Schools' Partnership. This provides networking opportunities and sharing best practice. It also promotes training opportunities and joint events and celebrations. Examples are the deanery mass for all staff, the Year 6 deanery day and the professional development programme.

- The views of parents are sought and welcomed. Weekly newsletters communicate and celebrate the Catholic life of the school and invite feedback. Parental questionnaires returned as part of this inspection were overwhelmingly positive and showed appreciation of the Catholic education the school offers. Many commented positively on the school's close partnership with the parish and its support for pupils' sacramental preparation.

## COLLECTIVE WORSHIP / PRAYER AND WORSHIP

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

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### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- The act of collective worship observed was of a very high standard. The content was inspiring and challenging. Pupils were attentive and prayerful at all times. Pupils and staff participated with reverence and enthusiasm. Music was used effectively to enhance the assembly. Behaviour was excellent throughout.
- Pupils enjoy collective worship and are keen to be involved. They appreciate that prayer and worship can take many forms, recognising that there are times for joyful celebrations and times for quiet reflection.
- Pupils develop their skills in planning and leading prayer and worship during their time at the school. They are able to choose themes and resources and are thoughtful in their choices to engage and interest their peers. This is built up and developed from their earliest years at the school.
- Pupils are offered a variety of prayer opportunities. They welcome the opportunity to compose their own prayers and prayer intentions, making moving and sensitive contributions to worship and the school's prayer life.
- The school is aware that a significant number of pupils and families are of other faiths and ensures that they feel welcomed and included. This is supported by parental views. Pupil surveys indicate that all pupils, regardless of their faith backgrounds, enjoy participating in the school's collective worship.

### **The quality of provision for Collective Worship is outstanding.**

- Prayer and collective worship are central to the life of the school. This reflects the mission statement 'Worship, prayer and our relationship with God are at the heart of school life'.
- The school has an excellent policy for collective worship. It is firmly based on the mission statement, sets out clear guidelines and expectations and includes an effective system of monitoring.
- Staff, parents and governors are active participants in the school's collective worship and prayer life. In addition to school celebrations, mass is celebrated on governor and deanery days. Additional opportunities include early morning masses during Lent and Rosary prayers in October, to which parents are invited.
- A comprehensive, well planned programme of masses, assemblies and a variety of celebrations is in place. This includes events outside the school such as the Good Shepherd liturgy and deanery 'Going Forth' mass.
- High quality prayer focus areas are clearly in evidence in every classroom. These have attractive, child appropriate resources and artefacts and reflect the liturgical season. Pupils show ownership by choosing display items, adding their own prayers and arranging these areas at the start of religious education lessons to complement the theme of the lesson.
- Classes record their spiritual journey through the year in their own spiritual journals. These contain pupils' prayers, records of liturgical celebrations and work relating to religious education themes. Photographs and pupils' artwork contribute to making these very special books of which pupils are justly proud.
- Art, drama, music and IT are used to enhance prayer and worship. Music in particular is a strength of the school and is used to good effect.
- All staff are involved in planning and leading collective worship. Pupils are regularly involved in planning and leading worship and do this with skill and confidence. This is a strength of the school.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- Leaders and managers are committed to excellence in prayer and worship as part of the Catholic life of the school.
- Good practice includes modelling examples of well planned, inspiring liturgies and providing support for staff with regard to music and singing. Training for staff is provided as appropriate.
- The parish priest is also the link governor for religious education. He supports the school by celebrating mass and by liaising with the religious education subject leader regarding collective worship activities linked to the liturgical year.
- Governors and school leaders monitor and evaluate provision for prayer and worship as part of their programme of school self-evaluation. Self-evaluation procedures are well established, accurate and robust. They inform school development planning. Pupil surveys include collective worship feedback; this is shared with staff and governors so that pupils' views are taken into account.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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

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### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils enjoy their learning and achieve high standards. All groups of pupils achieve well. Pupils with special educational needs are appropriately supported to achieve their full potential.
- Pupils are able to plan and carry out work independently, in small groups or on an individual basis. This was illustrated in a Year 1 class where pupils organised their own role play examples to solve problems.
- Significant numbers of pupils achieve higher than age related expectations in their religious education work. Standards are similar to, but often exceed those in literacy.
- Pupil surveys confirm that pupils enjoy their lessons and appreciate the importance of religious education to their own lives. One commented that religious education brought him 'closer to God' and helped him 'to learn about Jesus and follow him'.
- Work in pupils' books is of a high standard both in content and presentation. Pupils are proud of their religious education books and happy to talk about their work.
- Pupils enjoy the different activities used to enhance the teaching of religious education, particularly art, craft and drama.
- Over the last three years attainment in religious education has been consistently high. Progress across the school is good and is evident in children's written work and oral responses in lessons.
- Regular assessment together with levelled samples of work moderated at school and deanery level validate the school judgement that attainment and standards in religious education are high.

- Parental feedback provides supporting evidence of children's achievement and enjoyment in religious education. One parent commented 'my son tells us more about what he has learned in religious education than any other subject and is able to explain the meaning of Catholic teaching in astonishing detail'.

**The quality of teaching and assessment in Religious Education is outstanding.**

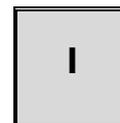
- Most lessons observed were outstanding and never less than consistently good with outstanding features. Lessons observed showed excellent teaching and pupils made rapid progress. Teaching strategies included challenging tasks and offered pupils opportunities to reflect on their learning. Probing, high quality questioning encouraged pupils to think deeply. In Year 3 pupils were challenged to formulate their own questions. Older pupils were able to apply higher order thinking skills in order to develop their learning.
- A variety of teaching strategies engaged and inspired pupils. Activities were matched to pupils' abilities and were enriched by a cross curricular approach. Reception pupils made friendship chains and medals that proclaimed them as friends of Jesus whilst others spontaneously adapted their playground seesaw as the boat for Jesus and the disciples during their role play.
- Teachers' planning is excellent with clear objectives, interesting activities and appropriate differentiation. Teachers have high expectations of their pupils, who respond accordingly.
- Lessons build on pupils' previous knowledge and personal experiences. Across the school, pupils' scriptural knowledge is outstanding. They demonstrate significantly high standards of recall of characters and stories. An example was Year 6 pupils' accurate recall of several accounts of healing in the New Testament.
- Teachers use assessment to inform planning. The use of assessment opportunities is clearly identifiable in lessons. As a result, pupils make good progress and achieve well.
- Marking is regular and affirmative. Where pupils are given time to respond to teachers' comments and questions it enables them to reflect more deeply on their work and extend their learning. This good practice should be consistently applied across the school.
- Assessment in religious education is well established and is currently being adapted to the new 'Come and See' programme of work. The school has identified continuing to develop staff confidence and accuracy in assessment based on this programme as a focus for development. This is in line with the findings of this inspection and should ensure continuing high standards of assessment and attainment.
- The teaching of other faiths is part of the school's planned programme of religious education and is enriched by additional input from parents and visitors.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- Leaders and managers are committed to the school's mission and to ensuring that religious education is at the heart of the school curriculum.
- The school follows the diocesan recommended programme of religious education 'Come and See'. Time allocated to religious education is 10% in key stage 1 and 10% in key stage 2 and fulfils the requirements of the Bishops' Conference.
- The school has a comprehensive programme of monitoring and evaluation. This includes lesson observations, book and planning scrutiny and a robust system of assessment and pupil tracking. Levelling of pupils' work is validated by moderation at school and deanery level.
- The headteacher and religious education team provide high quality leadership and excellent standards of provision in religious education. They provide strong support for the staff team particularly with respect to newly qualified teachers and those new to Catholic education. Religious education receives a generous budget allocation in line with other core subjects.
- The school / parish partnership is very strong and contributes significantly to religious education in the school. A practical example is supplying the 'Wednesday Word' to all school families, which is jointly funded by the school and the parish. The close involvement of the parish priest in supporting staff and participating in the provision of religious education is a strength of the school.
- Governors are well informed regarding curriculum provision and standards in religious education. Religious education is monitored by the Pupil Learning and Wellbeing committee and is regularly included in the headteacher's report. This is clearly evident in governing body meeting minutes.
- School self-evaluation is comprehensive, accurate and reflective. Although standards are high, the school allows no room for complacency and is deeply committed to its continued quest for school improvement. Religious education is a major feature of school development planning, reflecting its position at the heart of the school.
- Religious education provision benefits from the school's strong deanery and diocesan involvement. The school is part of the Inspire Teaching Alliance which facilitates the sharing of good practice and offers professional development opportunities.

## Summary of Inspection Judgements

How effective the school is in providing Catholic Education.



### Catholic Life



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



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



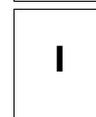
### Collective Worship



How well pupils respond to and participate in the schools' Collective Worship.



The quality of provision for Collective Worship



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



### Religious Education



How well pupils achieve and enjoy their learning in Religious Education.



The quality of teaching and assessment in Religious Education



How well leaders and managers monitor and evaluate the provision for Religious Education

