



St Joseph's RC Primary

Rutland Street, Millfield, Sunderland, SR4 6HY

School Unique Reference Number: **108841**

Inspection dates:	29 – 30 April 2014
Lead inspector:	Angela Boyle
Team inspector:	Barbara Simpson

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Catholic Life:		Outstanding	1
Collective Worship:		Good	2
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's RC Primary is a good Catholic school because:

- The Catholic Life of the school is outstanding because the mission and ethos of Catholic education underpins all that the school does. There is a deep sense of belonging in a community that enthusiastically lives out its faith. The well-being and personal development of each pupil is at the heart of the school's vision.
- The quality of Collective Worship is good because it is central to the life of the school and all pupils from a very young age are reverent and respectful during worship.
- The quality of Religious Education is good because pupils enjoy Religious Education, can explain its value and are keen to do well, leading to good progress in most lessons.

It is not yet outstanding because:

- Pupils across the school are not yet skilled in planning and leading Collective Worship independently.
- In Religious Education there are inconsistencies across the school in the rate of pupil progress.
- In Religious Education there are inconsistencies in the quality of assessment, marking and feedback provided by teachers.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Joseph's is a slightly above average sized primary school.
- The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is well above average.
- The proportion of pupils for whom the school receives the pupil premium is below average.
- The proportion of pupils with special educational needs is below average.
- Most pupils in the school are baptised Catholic.
- There has been significant turbulence in staffing this year.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and assessment in Religious Education by:
 - Ensuring that marking provides clear guidance to pupils on how to improve their work.
 - Ensuring that pupils are given the time they need to respond to feedback in order to move their learning forward.
 - Ensuring that the best practice in self-assessment is implemented across the school.
- Improve the quality of Collective Worship by:
 - Offering opportunities for pupil involvement in planning, preparing and leading Collective Worship independently across the school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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.

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

- Pupils are at the centre of the school's mission and ethos and eagerly participate in the opportunities provided to contribute to the Catholic Life of the school.
- Pupils have a deep sense of belonging to their school family, they are extremely articulate when discussing their faith, stating, 'we have Jesus to guide us and we learn to become more like Him, we are from many different cultures, we learn about them and respect them.'
- They are proud of their school and the part they play in their community. They are reflective and are able to express their own beliefs and how these impact upon their lives. They delight in being part of their parish community and are regularly involved in parish, deanery and diocesan celebrations.
- Pupils confidently talk about their charity work throughout the year; they are alert to and respond willingly to the needs of those who are less fortunate than themselves.
- Behaviour is outstanding. Pupils show great care and respect for one another; they clearly understand what it means to live out gospel values evidenced in the way they work and play together.
- Pupils contribute to the monitoring and evaluation process through pupil questionnaires and the school council. They feel they are listened to and their suggestions acted upon.

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

- The provision for the Catholic Life of the school has the highest possible priority with the school mission statement lived out by all in the school community.
- There is a very strong family ethos which is welcoming and caring; relationships are a strength of the school which has Christ at the centre of all they do.
- Clear policies are rooted in the teaching of the Catholic Church and provide high levels of pastoral support to pupils. There is an explicit commitment to the most vulnerable and needy for example the work of the school counsellor to support the emotional well-being of pupils has a significant impact on the work of the school.
- Statements to live by are displayed throughout the school and are clearly used to help pupils understand how to live in the way Jesus wants them to.
- The learning environment is a reflection of the school's Catholic character evidenced through displays, artefacts and the creation of sacred spaces around the school.

- The school promotes the highest standards of moral and ethical behaviour and stresses the importance of forgiving and being forgiven. The behaviour of pupils throughout the school is outstanding.

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

- The headteacher and deputy headteacher, who is also the Religious Education co-ordinator, have a very clear understanding and vision of Catholic education and the role of the Catholic school in the mission of the church. Together they very effectively promote, monitor and evaluate the provision for the Catholic Life of the school.
- The leadership team are outstanding role models providing very clear direction for improvement.
- The school's rigorous self-evaluation is a reflection of regular monitoring and self-challenge and leads to well-targeted planned improvements.
- The school's engagement with parents and carers is excellent. There are clear strategies for working with parents; they are encouraged to work as partners in their children's education, and they are highly supportive of the school and its values.
- Governors involve themselves wholeheartedly in the Catholic Life of the school. They work very effectively with the headteacher and staff to maintain the strong caring ethos and to promote Catholic values which are clearly shared by the whole community. There are a number of new and relatively inexperienced governors who are not yet fully involved in formal monitoring and the role of the link governor is not yet fully established.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- 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 good.

- St Joseph's is a very prayerful community. Collective Worship engages the interest of all pupils and they are very enthusiastic about worship.
- All pupils from nursery to year six participate with reverence and respect; they join in prayers with confidence and sing with great enthusiasm. One pupil told the inspector that their teacher asks them to lead spontaneous prayer, when asked about this he stated 'we say it from the heart'. The pupils shared their book of prayers and reflection on scripture which was evidence of profound thought and heartfelt response.
- Pupils know what constitutes the various elements of Collective Worship and are able to prepare and lead class worship with increasing confidence and create an atmosphere for prayer; however they are not given sufficient opportunities to plan and lead worship independently in a range of contexts.
- Pupils have excellent knowledge and understanding of the Church's liturgical year, seasons and feasts. They are able to discuss what being a part of a prayerful community means to them.
- There is a deep respect for other faiths; pupils of other faith backgrounds willingly share their own beliefs in an atmosphere where they are accepted and appreciated.
- Collective Worship contributes significantly to pupils' spiritual and moral development.

The quality of provision for Collective Worship is good.

- The prayer life of the school is given high priority. Prayer is central to the life of St Joseph's and is well resourced.
- There is a clear policy for Collective Worship and the school ensures that it is both regular and inclusive. Themes for Collective Worship are based upon the scheme of work, topic and the liturgical calendar. Traditions such as the Rosary and Stations of the Cross have a high profile in the school. Families are involved in the pupils' religious development through seasonal artefacts such as 'Travelling Cribs' and 'Lenten Bags'.
- There is good practice across the school in planning and preparing end of topic liturgies however this is very much teacher led. As yet pupils are not presented with the opportunity to take full responsibility for creating liturgies or acts of Collective Worship.
- There is evidence of some teachers being highly skilled in supporting and enabling pupils to create their own prayers, the prayer books presented by pupils in upper key stage two are evidence of outstanding practice.

- Attendance at Collective Worship by other adults associated with the pupils is not fully developed although parents, parishioners and governors do attend school Masses and join the school at key times in the year.

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

- The headteacher and senior leaders are enthusiastic and know how to plan and deliver quality experiences of Collective Worship. They have a deeply rooted understanding of the Church's liturgical year its seasons, rites and symbols and ensure that display and artefacts around the school reflect this.
- Together leaders have a very good understanding of the strengths and areas for development of Collective Worship through both formal and informal monitoring. Formal monitoring of class Collective Worship is not yet sufficiently embedded.
- Leaders access diocesan training and provide professional development opportunities for staff to support formation in the development of their spiritual and liturgical understanding, development of skills and achievement of performance management targets.
- Parents' views of Collective Worship are gathered and the school responds to this; however the formal recording of their views and the collection of feedback does not take place. This would enhance provision.
- Governors are regular visitors to the school, they ensure that Collective Worship forms part of the regular review of school performance and is included in performance management objectives.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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.

2

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2

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

- Most pupils enjoy Religious Education and can explain its value. They understand that it is a core subject and are keen to do well. They work hard in lessons and behaviour for learning is excellent.
- Pupils spontaneously use a variety of religious vocabulary, are adept at finding passages in scripture and are able to make connections with their own lives.
- Pupils in most classes acquire knowledge quickly. They are developing well in their knowledge and understanding as well as in their ability to reflect on meaning and are able to consider the impact of religious ideas on their own lives.
- Overall, outcomes are good. Pupils enter school with knowledge and skills which are below what is expected for their age. The school's data shows that pupils make good progress over time through early years foundation stage and key stage one and key stage two, although there are some areas of inconsistency.
- There is a variation in the progress of some groups of pupils in a few year groups, notably those with special educational needs and pupils with English as an additional language. The latest termly progress report shows that the gap is narrowing.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgements will be made in this report against diocesan averages for either attainment or progress.

The quality of teaching and assessment in Religious Education is good.

- The quality of teaching is never less than good and some is outstanding. Therefore most pupils and groups of pupils make good progress over time.
- Teachers use diocesan plans and guidance to good effect and teacher knowledge is good.
- The school has a good range of resources and strategies to promote learning and teachers use time well. Lessons observed during the inspection included effective use of hot-seating, role play, diary writing and partner work.
- Most teachers have high expectations and, as a result, pupils concentrate well and the presentation of written work is of a high standard. Pupils respond articulately and reflectively to teachers' questions.
- Relationships between teachers and pupils are very good. Additional adult support in the classrooms is used well, ensuring good progress for most pupils.
- Teachers differentiate tasks to meet pupils' needs, particularly in upper key stage two,

although this is not yet consistent across the school.

- Marking and feedback are carried out regularly. This is most effective where pupils are given time to improve, but this is not happening consistently across the school.
- There is evidence of pupils using 'I can' statements and developing good practice in self-assessment, but this is not consistent across the school.
- The school has an accurate picture of pupils' achievement in Religious Education because there is a rigorous tracking system in place.

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

- The leader for Religious Education is committed, knowledgeable and enthusiastic and is well informed by current developments.
- Leaders ensure that their vision for Religious Education is shared through staff meetings, briefings and staff attendance at diocesan training.
- Through a range of systematic and rigorous monitoring activities, including lesson observation, work and planning scrutiny and whole school moderation, leaders have an accurate picture of achievement.
- Robust tracking systems and thorough analysis provide a firm basis for diagnosis of the school's strengths and areas for development. Planning for improvement is therefore based upon sound evidence and data and the school is well placed to further improve and support teaching.
- It is not yet outstanding because targeted planning and strategic action taken by the school, has not yet led to outstanding teaching and outcomes in Religious Education.
- The Religious Education curriculum is well planned to meet the needs of the pupils. It has a high profile in the school and compares favourably with other core subjects in terms of staffing, resources and time. It meets the requirements of the Bishops' Conference.
- There are excellent links with the parish, cluster schools, the deanery and the wider community.
- Governors hold leaders to account for performance in Religious Education. They are involved in monitoring activities however this is not embedded into the school's evaluation cycle.
- Pupils have access to very good sacramental preparation in accordance with diocesan policy. The school works effectively with the parish to provide the best possible experiences for pupils.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****1**

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

1

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

1

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

1

COLLECTIVE WORSHIP:**2**

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

2

The quality of provision for Collective Worship.

2

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

2

RELIGIOUS EDUCATION:**2**

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

2

The quality of teaching and assessment in Religious Education.

2

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

2

SCHOOL DETAILS

School name	St Joseph's RC Primary
Unique reference number	108841
Local authority	Sunderland
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
Chair of governors	Patricia Napier
Head teacher	Maureen Galbraith
Date of previous school inspection	October 2008
Telephone number	0191 553 7725
Email address	st.josephs.primary@schools.sunderland.gov.uk