



Archdiocese of Birmingham

Section 48 Inspection

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Chedworth Drive, Warndon, Worcestershire

Inspection date	14 th - 15 th June 2016
Reporting Inspector	Sister Susan Collins

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	4-11 years
Number on roll	290
Appropriate authority	The Governing Body
Chair of Governors	Father Paul Johnson
Telephone number	01905 452772
E-mail address	office@st-josephs-pri.worcs.sch.uk
Date of previous inspection	June 2011
DFE School Number	116925
Unique Reference Number	885/3391

Headteacher	Mrs Louise Bury
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Previous inspection:	2
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This inspection:	2
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DIOCESAN EDUCATION SERVICE



MAKING CHRIST KNOWN TODAY

Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspector observed teaching across 3 RE lessons to evaluate the quality of teaching, learning and assessment. One of these lessons was conducted jointly with the headteacher.
- The inspector completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, who is also the parish priest, the RE link governor, the headteacher and the subject leader.
- The inspector attended a Mass in church led by the Year 3 pupils with Reception pupils present and undertook a learning walk to look at aspects of learning and teaching in RE, 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' achievement and progress, RAISEonline, the development plan, and teachers' planning.

Information about the school

- Since September 2014 St Joseph's School is moving from one-form entry towards two-form. The school is situated next to the Church in the parish of St Joseph, Warndon, in Worcester.
- A growing number of pupils in the current Reception classes who are on the SEN Register speak English as an additional language,
- The number of Catholic pupils is currently 75%.
- The number of disadvantaged children has steadily increased over the last three years but these numbers are still below the national average.
- The number of pupils who are on the SEN register is below the national average.
- Approximately 30% of pupils are below typical and some are well below in the prime areas of learning.
- There have been changes in the leadership of RE. The headteacher was the RE leader whilst she was the deputy headteacher from September 2013. She is effectively supporting the RE leader who has been in post from September 2015.

Main Findings

- The faith of the headteacher and the chair of governors, who is also the parish priest, permeates all aspects of school life. They are well supported by the RE leader and other staff members who want the very best for the children in their care.
- St Joseph's school is fully inclusive and provides a loving, caring, secure family atmosphere, where relationships are excellent.
- Pupils' contribution to the Catholic life of the school is outstanding. They know that their faith is central in their lives. The school gets regular feedback from Blessed Edward Oldcorne, their main feeder secondary school, that concurs with this judgement.

- All members of the school community are involved in informal processes for monitoring the Catholic life of the school and more formal processes are now being developed.
- Staff and governors know the strengths of the school and are taking action to address areas for development, continually improving outcomes for all pupils.
- Improvement planning is detailed with clear time scales; however it needs to link more closely with outcomes from self-evaluation.
- Children engage whole heartedly in a range of opportunities for collective worship.
- Pupils make very good progress in RE as a result of good teaching over time and the careful analysis of performance data.
- The Catholic Pupil Profile virtues are strongly promoted throughout the school. Children were able to share the virtues they had learnt about in several different contexts, showing that they value and respect others as human beings, all made and loved by God.

THE CATHOLIC LIFE OF THE SCHOOL

- Pupils show a growing understanding of their faith, take on responsibilities and participate enthusiastically in the Catholic life of the school. In EYFS and Key Stage 1 there are prayer leaders. In Years 3 and 4, St Joseph's workers who look after the Marian garden, and in Years 5 and 6 are the liturgy planners. These groups form the RE support network across the school and are keen to contribute both in school, the parish and the wider community. They see their jobs as service to others, developing a sense of vocation.
- Children understand the importance of the mission of the school and know they are being called to live it on a daily basis.
- They contribute to self-evaluation through reflecting on collective worship including Masses and May Processions. They also monitor the quality of the prayer tables in the classrooms.
- Pupils show a commitment to Catholic values. They know how they can be applied to everyday life and understand the importance of forgiveness in their lives.
- The Catholic ethos of the school is well promoted by senior leaders, staff and governors.
- The RE leader reports termly to the governors on provision for Catholic life and governors are supportive both of Catholic life and the teaching of RE.
- Staff induction and training is a regular feature of staff inset. A staff induction pack has been developed by the RE leader, which staff find beneficial. This is currently being reviewed and up dated in line with diocesan guidance.
- The RE leader attends diocesan training and has focused on the introduction of the Catholic Pupil Profile and the Year of Mercy.
- The school environment is rich in artefacts, displays and symbols of the faith which all help to support the Catholic life of the school.
- The provision for pupils' sex and relationship education is being reviewed.

Collective Worship

- Pupils enjoy and participate well in collective worship. They have a good knowledge of traditional prayers; however prayer opportunities during RE lessons could be developed further. The children were reverent during the Mass celebrated by the priest leading the mission; responding well to his questions.
- Pupils show respect for forms of prayer and ritual that are different from their own.
- Children engage wholeheartedly in a range of opportunities for collective worship and are becoming more involved in planning school liturgies.
- Each week a different class or group of children join the parish community for the celebration of the Eucharist and the whole school comes together at least every half term for Mass.
- Parishioners and governors are invited to whole school Masses. Governors give verbal feedback following the Mass. Recently they have been impressed with the quality of the PowerPoints which have been designed by the children in the RE support network.

Leadership

- All members of the school community, including the pupils, are involved in informal processes in monitoring the Catholic life of the school.
- The school used the Jesuit Institute Survey in 2014 as a more formal process to monitor the Catholic life of the school. From this process, the school identified that they needed to develop the children's understanding of other religions. Subsequently the school planned and held a Multi Faith Week in 2015 and again in June of this year. The children had the opportunity to visit places of worship and clearly enjoyed learning about other religions. The impact of this initiative was very evident.
- Self-evaluation identifies the steps that need to be taken to improve the outcomes for pupils. The relationship between evaluation and improvement planning could be linked more effectively.
- Senior leaders are adapting effectively to the changing circumstances of the school and the school has been described as a 'beacon' in the local community.
- Governors are beginning to monitor and evaluate the Catholic life more effectively and there are plans in place to strengthen their involvement. They have a link governor who works closely with the chair of governors, resulting in a strong capacity for further improvement. The RE link governor held discussions with the Year 6 pupils in July 2015.
- Pupils are given a role in evaluating collective worship on a regular basis and have the opportunity to discuss their thoughts with the RE leader.
- The school is developing a system to monitor, in a range of ways, the provision for collective worship to ensure the quality and appropriateness of whole school, phase or class worship.

RELIGIOUS EDUCATION

- The recently appointed RE leader has a clear understanding of her role and is well supported by the headteacher. She is enthusiastic and committed and has the capacity to ensure further improvements in RE.
- Performance data is carefully analysed, beginning with baseline assessments on entry to school and ensures that provision for all pupils is appropriate to individual ability and need.
- On entry, knowledge of the faith is limited but by the end of Key Stage 1 the children have made good progress and continue to do so through Key Stage 2. EAL children need significant support in Reception and Key Stage 1 but they also make good progress from their low starting points.
- Plans are in place to develop the systems to monitor the quality and impact of teaching so that all staff are observed at least once a year.
- Work in pupils' books was monitored in July 2014 and in May 2016; scrutinising pupils' work needs to be take place on a more regular basis.
- Writing in RE through both key stages is consistent with the good quality of writing in English.
- Governors maintain a careful oversight of RE and effectively fulfil their statutory and canonical duties.
- All pupils shared their enjoyment of RE and the Year 6 children could verbalise very effectively that RE in St Joseph's School is much more than a subject- it is a way of life.
- Teaching is predominately good and some of it is very good. Clear instructions are given so that pupils understand what they have to do; resulting in good work over time. Questioning is very effective, it builds upon prior learning and in some cases encourages the pupils to think at a deeper level.
- Relationships and behaviour are excellent in all classes. It is obvious that the pupils enjoy working with their teachers and each other.
- ICT is used well to support learning.
- Assessment procedures have improved significantly since the last inspection. Formative, summative assessments and unit evaluations are carried out by teachers and this is used to inform future planning and teaching.

Curriculum

- The school follows the diocesan guidelines for teaching RE and is very responsive to diocesan expectations. The curriculum has been customised in order to meet the particular needs of individuals and different groups. The curriculum meets the Bishop's Conference requirements.
- As part of the curriculum this year, children have been given opportunities to gain knowledge about other faiths and cultures through the sharing values which are central to each faith. Each class visits a different place of worship.

Spiritual, Moral and Vocational Development

- A spiritual audit was carried out earlier this year.
- The children have a good understanding of the teachings of Christ and His Church; they talk confidently about their learning and their knowledge of the faith.
- All children learn about positive role models who use their gifts and talents for the good of others. Pupils in Upper Key Stage 2 keep a journal on the lives of the saints they have been researching. This allows them to reflect on the lives of several saints before they chose a saint's name for their Confirmation.
- The school is introducing the Mini-Vinnies (SVP) in Years 5 and 6. Although it is in the early stages of development, there has been a good response from pupils in supporting the parish mission.
- There are many signs of good moral development arising from the behaviour of pupils, their relationships, and concern for others in their class and beyond.
- The school has introduced the Catholic Pupil Profile to teach the Catholic virtues following Diocesan training which was held at the start of this academic year. The values are on display on the prayer tables in each classroom, on display in the corridors and in the Marian garden. Links were made in two of the lessons observed and in pupil discussions. Children in the RE support network also had a good understanding of the Catholic values being taught.
- All staff have a performance management target based on teaching the Catholic virtues.
- The positive relationships and exemplary behaviour exhibited throughout the school, and the way the children are encouraged and enabled to live out their faith, shows that they thrive in the strong Catholic ethos which is evident throughout the school.

Recommendations

The school should:

- Ensure that the monitoring activities in RE are carried out in a systematic way so that teaching and learning in RE impacts on the progress and attainment over time.
- Provide further professional development for members of staff to extend their knowledge of the faith and support them in the teaching of RE.
- Provide increased opportunities for pupils of all ages to prepare and lead worship.
- Develop the provision for pupils' sex and relationship education.