



# St Joseph's Catholic Primary School

URN: 106501

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

25–26 April 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

#### Religious education (p.5)

The quality of curriculum religious education

2

#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## What the school does well

- The mission statement is lived out by the school community.
- Pastoral support for both pupils, staff and families are a strength of the school.
- Relationships are extremely positive at all levels.
- Pupils' behaviour is excellent. They are happy and confident and know they are valued and cared for.
- Leaders and governors strive to ensure they continually commit to care for all in their local and global communities.

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## What the school needs to improve

- Include all stakeholders in the Catholic self-evaluation process to ensure it has a greater impact on religious education and prayer and liturgy in the school.
- Ensure that pupils have a clear understanding of how well they are doing in religious education and what they need to do to improve.
- Provide more opportunities for pupils to prepare, plan and deliver class prayer and liturgy.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

**Pupil outcomes**

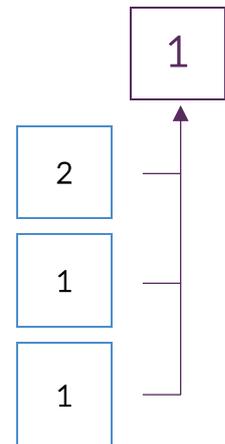
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**Provision**

The quality of provision for the Catholic life and mission of the school

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



The mission statement of St Joseph's, 'Love Jesus, love ourselves, love each other, love learning, love life' is displayed around the school. It is known, understood, and loved by the pupils. They know that the school is committed to following the teaching of Jesus, as one pupil stated, "We are following in his footsteps." They have a respect for each other because they know they must be kind and caring. The behaviour of pupils is excellent in lessons and throughout the school. Pupils have opportunities to take on a variety of leadership roles and responsibilities and contribute to the life of the school. Pupils, particularly members of the junior St Vincent de Paul society, can talk about their charity work, which includes Cafod's Harvest Fast Day, Children in Need and Diabetes UK. These pupils are very eager to develop their work in school. They will need further support to enable them to lead other pupils, ensuring that they too can participate in these opportunities. The school has achieved the Cafod Live Simply, Eco Green Flag and Kind awards. The school should continue to work with all pupils to develop their understanding of improving and caring for God's home, working for the common good and so understand why we are called to serve.

The mission statement is known, lived, and witnessed by the school community. It is re-visited at the start of each academic year and explored creatively by pupils through artwork. The previous year's artwork is displayed in St Joseph's parish church. Leadership has prioritised the mental health and well-being of pupils and staff using 'Five Ways to Well-being' which are incorporated into the mission statement. Staff provide high levels of pastoral care for all pupils who know they are valued and supported. A full-time pastoral leader supports families, including the most vulnerable. Parents are overwhelmingly positive about the care their children receive,

with one parent stating, "We feel we belong to a family. There is a real element of care and nurture." School has provided a kitchen garden where pupils from the Eco Council can grow their own food and share with others. The school environment effectively bears witness to the Catholic mission in education and is a welcoming and attractive space. The relationships, sex and health education curriculum is delivered from Reception through to Year 6. It is fully rooted in the teachings of the Church and meets all statutory requirements.

Leaders and governors are deeply committed to ensuring that Christ and His teaching is at the centre of all their work and are deeply committed to developing the Catholic faith life of the pupils. Governors are ambitious for the school and are regular visitors. The headteacher is enthusiastic and passionate about her role in developing the Catholic life and mission of the school. Leadership has ensured that pupils participate in a variety of activities that support local projects and international charities. Staff are extremely positive about the support and care they receive from the leaders and governors and believe their well-being and workload has a high priority. Professional development of staff is seen as important, and they are encouraged to attend training to further their skills and knowledge. Parents are highly complementary of the support they receive and value the faith development of their children. School reaches out to parents to involve them in the faith development of their children through the 'New Starter Welcome Liturgy' and 'Passing on the Faith' gifts. The annual Good Shepherd award introduced by governors, is presented to pupils who have excelled in their support for the mission statement. Leaders and governors engage with the Archdiocese and participate in the services provided.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

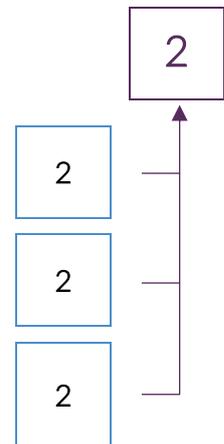
How well pupils achieve and enjoy their learning in religious education

#### Provision

The quality of teaching, learning, and assessment in religious education

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing secure knowledge, understanding and skills which reflect the requirements of the current education directory as well as the new Religious Education Directory. The 'Come and See' programme is followed to support teaching of religious education. Pupils enjoy their lessons and show interest and enthusiasm. Behaviour is excellent in all lessons. Pupils can demonstrate their knowledge and understanding in lessons during the recap sessions and when answering questions linked to previous learning. Pupils work both collaboratively and independently to achieve success. They are keen to share their ideas and show great care and respect for each other. The various creative activities employed in the reception class lesson on the Holy Spirit further deepened the children's learning and allowed pupils to experience awe and wonder. Pupils use the key vocabulary taught in their written and oral work. Scripture is displayed around the school and pupils were confident in using scripture references in lessons. Pupils in lessons need to ask questions of their teachers and other pupils to further enhance their learning. Achievement in religious education is in line with other core curriculum subjects. However, pupils need to have a clear understanding of how well they are doing and what they need to do to improve.

Teachers are confident in their subject knowledge and have a good understanding of how pupils learn. All pupils are included in lessons which are adapted to ensure that learning takes place for everyone, including those pupils with special educational needs and disabilities. The key vocabulary for each unit is revisited, reinforced and used throughout teaching across all key

stages. Creative activities were evident in some lessons during inspection. In Year 2, pupils created doves and, writing on their wings, gave examples of how they can be peacemakers. The doves were displayed in their prayer and liturgy session and later shared with early years and foundation stage pupils. They also taught the younger children the sign of peace. Teachers plan weekly using religious education planning books and assessment takes place after each unit taught. The tracking of individual pupils' progress enables teachers to respond to any gaps in knowledge and skills. The class 'learning journals' give further examples of work undertaken by pupils. Moderation of religious education work takes place with other leaders across local Catholic schools to help with consistency of standards. Further development of strategies for pupils answering questions in lessons will ensure they can demonstrate their knowledge and understanding through quality responses.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing, and timetabling. It is planned so that it meets the needs of different groups. The subject leader is confident and knowledgeable in her role and supportive to all staff members. Her work is valued and recognised. She attends all diocesan training ensuring teaching staff are kept up to date by disseminating the information at staff meetings. Regular monitoring of religious education takes place as part of the school's overall monitoring programme. Feedback is given at staff meetings. Professional development of staff is regarded as a priority and staff and governors have attended many of the training opportunities offered by the Archdiocese. This includes the Early Years Foundation Stage and Key Stage 1 teachers successfully planning and working from the new Religious Education Directory. Leaders in school need to ensure that governors have more involvement with the self-evaluation process so that everyone is responsible for correctly identifying areas for development. Areas identified will impact on teaching and learning practice across the school and so lead to outstanding outcomes.

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

**Pupil outcomes**

How well pupils participate in and respond to the school's collective worship

2

**Provision**

The quality of collective worship provided by the school

2

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Whole school and class prayer and liturgy is an established part of the timetable. Pupils respond to the experiences of prayer and liturgy provided by the school. They participate well and show respect and reverence. Pupils are very knowledgeable about the liturgical year and resources are available for them to dress their class prayer areas in the relevant colours. Pupils enjoy singing and they join in with both contemporary and traditional prayers. They are confident in reading scripture passages and bidding prayers in both class and whole school assemblies. The next steps for class prayer and liturgy are for pupils to be further involved in planning, leading and evaluating these sessions. The school should encourage all pupils to make confident contributions to liturgical ministries. Members of the junior St Vincent de Paul society are proud of their role and have experience of working together, with support, to plan prayer and liturgy. They are keen to develop their skills further so that they can work with pupils in planning and leading prayer and liturgy, and therefore make an impact on the prayer, moral and spiritual development of everyone.

Prayer life is appropriately planned at St Joseph's with a daily pattern of prayer and worship taking place. The liturgical year is planned with a programme of themes for class prayer and liturgy, assemblies, feast days and whole school Masses all linked to the liturgical year. Staff and senior leaders are models of good practice in both leading and participating in prayer and liturgy. All staff have received training in the planning and supporting of pupils. The class prayer and liturgy sessions follow the Archdiocesan four stage process. Scripture readings, appropriate to the time of year, were evident in all sessions observed during inspection. The headteacher, working with the parish, supports parents and pupils through the sacramental programme.

Prayer spaces have been developed in classrooms as well as an area in the library where pupils can go during break times for prayer and quiet reflection. During the months of October and May, a Rosary club is run by two governors. The school should continue to monitor and develop pupils' skills in developing class prayer and liturgy so that all sessions are engaging and of a high quality. Staff would benefit from observing best practice in the school to ensure all sessions are of a high standard.

Leaders and governors recognise the importance of prayer and liturgy for the faith development of the school community. A prayer and liturgy policy is in place which is well planned, fit for purpose and regularly updated. Leaders have ensured there are regular professional development opportunities for all staff because they understand the importance of prayer and liturgy for the pupils in their care. Appropriate financial resources and time are allocated to prayer and liturgy. The parish priest is a regular visitor to the school and there is support and co-operation between the headteacher and parish priest to ensure that the school is developing the faith of its pupils. The school has a plan for leading prayer and worship throughout the school year and this is displayed on the school website. A weekly school gathering, which follows the theme of the upcoming Sunday gospel is led by the head teacher. Governors and parents are actively included and welcomed to prayer and worship. Staff are very committed, however leaders need to ensure consistency across school, particularly in the quality of class led prayer and liturgy sessions. The school's prayer and liturgy practices require more robust evaluation and a review process that includes the views of pupils. This will inform future planning and next steps for development.

## Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	106501
School DfE Number (LAESTAB)	3593400
Full postal address of the school	St Joseph's Catholic Primary School, Mather Lane, Leigh, WN7 2PW
School phone number	01942606395
Headteacher	Michelle Daley
Chair of Governors	Philip Heaton
School Website	<a href="http://www.saintjosephs.wigan.sch.uk">http://www.saintjosephs.wigan.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	14 November 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Fiona Robinson  
Sharon Orwin

Lead  
Team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement