



St Joseph's Catholic Primary School

URN: 109247

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

26–27 June 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

2

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 school is a welcoming and inclusive community where pupils feel valued.
- Catholic social teaching is embedded in the life of the school.
- Pupils are enthusiastic for, and engaged by, their religious education lessons.
- The chaplaincy team are very active within the school community and are innovative in designing ways to reach out to others through Catholic life and worship.
- Older pupils speak eloquently of their responsibility to care for others in the community.

What the school needs to improve

- Ensure that self-evaluation is linked to rigorous and systematic monitoring in Catholic life and mission, religious education and collective worship.
- Ensure that the religious education action plan is specific, has success criteria and is linked to professional development opportunities.
- Ensure that planning within religious education provides opportunities for greater depth tasks.

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

2

Provision

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

2

Leadership

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

2

2

Pupils at St Joseph's feel valued and supported by the school. One pupil for example said that the best thing about the school was the staff, 'they are kind and help you when you need it'. Pupils clearly understand the principles of Catholic social teaching and, because this is embedded in school life, they are able to make links between the basic principles and life. When learning in Geography about plastic pollution in the oceans they were able to link this to the idea of stewardship and then to consider practical action which led to a 'litter pick'. They are concerned about others and through various charity works, support those in need. Children in Key Stage 2 recently made Loom Bands to sell in order to support a local hospice. Pupils embrace and are respectful of the school's diverse community. They value the opportunities provided to learn about different cultures and faiths. As a consequence, their behaviour is good, and they feel safe within the school. They embrace the opportunities provided to take responsibilities within the school with older pupils actively engaged in supporting younger ones through the buddy system. Many pupils are part of the chaplaincy team, and their work is well known throughout the school community and beyond with their podcasts available through the school website.

The mission statement of the school is well known and reviewed by pupils on a regular basis with opportunities to consider how they can put this into action. They also have the opportunity to consider how their patron saint, St Joseph, might inspire them today. Staff are actively committed to supporting the ethos of the school through their role modelling, their engagement in the prayer life, and their participation in the school's charity work. All staff work to create a welcoming and inclusive atmosphere, pupils and families from other cultures and faiths are encouraged to share their own beliefs, a visit to a local mosque for example allowed an Islamic

pupil to share their faith. The school seeks to provide for the pastoral care of pupils with the teaching assistants receiving training in supporting mental health, and all teachers receiving training in trauma support. Vulnerable pupils are mentored by members of staff. Chaplaincy provision is strong within the community, and they are supported in their work to help others. The extensive charity work creates opportunities for moral development and an awareness of the needs of others. The school for example is taking part in a diocesan project to support the provision of clean water in Uganda and there is a Cafod club. The school environment reflects its Catholic character with many displays relating to either the work within religious education or Catholic social teaching. The provision for relationship, sex and health education is faithful to the teaching of the Church and revised on a regular basis to take account of the needs of pupils within the school.

Leaders and governors are able to speak knowledgably about the mission of the Church and how that might find expression within their particular circumstances. The development of the Catholic life is viewed as a core responsibility, and they seek ways to support and develop this. The school promotes the bishop's vision for the diocese and engages with the wider life of the Church through for example activities to support the Year of Prayer. The school is seeking to further develop links with the parish and the parish priest is a regular visitor to the school. The use of the class Dojo system enables effective contact with parents. Staff feel well supported by each other and by the leadership who they feel listen to any issues they might have. Staff new to Catholic education attend diocesan training days to develop their understanding. Although governors are supportive of the Catholic life of the school, they do not yet have an effective systematic and rigorous strategy in place for evaluating this or receiving the views of parents.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

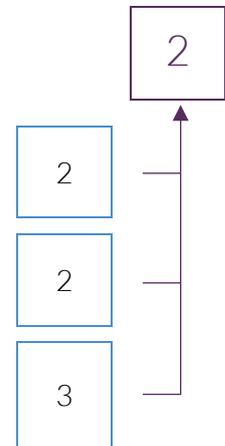
How well pupils achieve and enjoy their learning in religious education

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 engaged by their religious education lessons, enthusiastic about their learning and seek opportunities to know more. One pupil said, 'it helps you to be yourself and know more about God' As a result, their behaviour within lessons is good. They are confident and articulate about their learning and older pupils are able to express a theological understanding of concepts. Their knowledge and understanding is developing in line with the *Religious Education Directory* and they make good progress in their learning. They are becoming religiously literate, able to express the meaning of words like Incarnation and Emmanuel, they understand the role and meaning of symbols, upper key stage 2 pupils for example, speaking about the symbols of the Holy Spirit and their meaning. Pupils are able to make connections between faith and life, in one class they were linking the life of St Teresa to the teaching of Jesus and the way we live today and in another linking their knowledge of Simon of Cyrene helping to carry the cross of Jesus with the need to help others carry their burdens in life. The work, especially that of older pupils is well presented, creative and thoughtful. Pupils seek to improve their work and they value the 'next steps' given by their teacher which they feel enables them to think about their answers in greater depth. They are able to relate their progress to outcome statements.

Teachers are committed to the value of religious education and seek to improve their knowledge and create opportunities for pupils to learn and respond in different ways. Drama, art and discussion are all strategies used to enhance learning. Where questioning is used effectively it enhances pupil knowledge and draws out a deeper understanding. Teachers celebrate the work of pupils within religious education and relationships within the classroom are very positive. Resources are generally used effectively within the classroom and other adults support those who might require more help. Teachers seek to make connections between faith and life. Older pupils are encouraged to ask questions to consider what the knowledge they have acquired

means in their lives. Most teachers effectively use 'next steps' comments to help pupils further develop but there is some inconsistency around this. Planning is not effectively linked to assessment at present and opportunities to develop greater depth responses are sometimes missed.

Leaders and governors are committed to ensuring that religious education is seen as a key subject within the school and receives adequate time, resourcing and funding. The syllabus is a faithful expression of the *Religious Education Directory*. Enrichment opportunities are provided through for example visits to places of worship including the local mosque and Catholic church. The subject leader has a good level of expertise and other staff feel they are able to draw on the coordinators subject knowledge to help answer any questions they may have. Leaders carry out regular monitoring activities such as book trawls and lesson observations and the impact of this can be seen in the work of some classes. Governors though supportive of religious education do not have sufficient knowledge to challenge effectively and their monitoring and evaluation is not sufficiently rigorous or strategic. The monitoring and evaluation of religious education does not yet on a formal basis involve pupils though there are informal opportunities to seek pupil views. The Action plan for religious education is not sufficiently informed by the monitoring process or sufficiently targeted and does not therefore link effectively to improvement. At present assessment data is unreliable and doesn't give full recognition to greater depth pupils.

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

Pupils respond well to the opportunities provided for prayer and worship. Even the youngest pupils are able to reflect silently and join in prayers. The reception class for example were able to join in the Glory Be. Pupils understand a variety of ways of praying and are able to articulate their views on prayer and what prayer is. They understand the Church's liturgical year and are able to explain the symbols and colours appropriate to the season and makes links with how their focal areas in class are set up. The chaplaincy team members are actively involved in helping others understand the liturgical seasons and the importance of prayer through their podcasts, posters and things they make like prayer pots. Older pupils work well with staff and other pupils to provide creative experiences of prayer. One pupil explained how they wrote a song about Jesus to use during class prayer. Older pupils too are reflecting on their experiences of leading prayer indicating what they thought went well and how to improve next time.

Appropriate and creative opportunities for prayer and worship are central to the life of the school. There is a pattern of daily prayer which includes grace before meals which is often sung. The school offers a variety of ways of praying throughout the liturgical year which reflects traditional Catholic practices such as the rosary, stations of the cross and nativity celebrations. Staff help pupils develop creative expressions such as setting out tableaux to reflect specific events in Easter and Holy Week and having a walking rosary. Activities like using actions for prayers and a 'prayer bear' help younger pupils to focus on what they are doing. The school makes good use of the space available, and the chaplaincy team are involved in the design of a forthcoming prayer garden and the revamp of the prayer hut. Each classroom has a focal area with objects and symbols appropriate to the season. The school seeks to involve parents in the prayer life of the school through invitations to specific events but also through prayer bags which are sent home with the pupils. Reception children made teaching crosses to help them learn

how to make the sign of the cross and these too were sent home to their families. The school website also highlights prayer activities within school and within the wider life of the Church.

Leaders plan the school calendar to ensure that the Eucharist is celebrated throughout the year and that the different liturgical seasons are celebrated in appropriate ways. All staff understand the importance of prayer within the school, one member of staff commenting that, 'It is also lovely to see our pupils engaging in the prayer life of the school and listen to them talking about how being a member of this school has impacted them personally'. The parish priest regularly celebrates liturgies of the word in school and class masses are celebrated in church. This helps strengthen the relationship between school and parish. Leaders support staff to lead prayer and use their own understanding and knowledge to help support staff. Resources, for example, symbols and objects for the class focal areas are provided to help support prayer within the classroom.

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	109247
School DfE Number (LAESTAB)	8013405
Full postal address of the school	St Joseph's Catholic Primary School, Chatsworth Road, Fishponds, Bristol, BS16 3QR
School phone number	01173772160
Headteacher	Jocelyn Baker
Chair of Governors/Trustees	Claire Atkinson
School Website	www.st-josephs-pri.bristol.sch.uk/
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	May 2017
Previous denominational inspection grade	2

The inspection team

Ann Fowler
Angela Bennett

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