



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

BRINDLE

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| Inspection Date | 29 January 2019 |
| Inspectors | Rev D Melly Mr A Cocker |
| Unique Reference Number | 110669 |
| Inspection carried out under Section 48 of the Education Acts 2005 and 2011 | |

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| Type of School | Catholic Primary School |
| Age range of pupils | 4 - 11 |
| Number on roll | 99 |
| Chair of Governors | Mrs K Armstrong |
| Headteacher | Mrs M Ward |
| School address | Bournes Row Hoghton Preston Lancashire PR5 0DQ |
| Telephone number | 01254 853473 |
| E-mail address | secretary@st-josephs-hoghton.sch.uk |
| Date of last inspection | 25 March 2014 |

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Joseph's school is a smaller than average sized Catholic Primary School situated in Preston serving the parish of St Joseph.
- There are 99 children on roll of whom 64 are baptised Catholic, 18 come from other Christian denominations and no pupils from other faith or religious traditions. Seventeen have no religious affiliation.
- There are 7 teachers 3 of whom are baptised Catholic. Four teachers have a suitable qualification in Religious Education.
- Since the last inspection a new headteacher has been appointed.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate |

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Further copies of this report are obtainable from the school.

OVERALL EFFECTIVENESS

St Joseph's is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school. They plan, lead and participate fully in Collective Worship and the prayer life of the school. They are also keen to root their lives in the values of the gospel. This is well supported by the citizenship Passport.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. Pupils interviewed were very conversant with the Mission Statement.
- Pupils show a respect for themselves and others as made in the image and likeness of God. This is enhanced by *The Citizenship Passport* and *Kidsafe*. The behaviour of pupils is outstanding at all times. They show an understanding of the need to forgive, be forgiven and have an excellent understanding of right and wrong.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. They are Prefects, Play Leaders, members of the school council, mentors, on line ambassadors, big friends to little friends and house captains. They are aware of the needs of others and seek justice for others within and beyond the school community. They are keen fundraisers for those less well off than themselves. Over the last two years £3,000 has been raised for several different charities.
- Pupils value the school's chaplaincy provision and particularly value and appreciate all that the parish priest does for them. They participate in opportunities to celebrate the liturgical year both in school and church.
- Pupils respond well to the opportunities the school provides for their personal support and development. Here the nurture groups are particularly valued. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have a good understanding of loving relationships and sexual development within the context of a Christian understanding. Relationships and Sex Education is currently being developed throughout the school.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish and Archdiocesan celebrations and activities, irrespective of their own faith commitments. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church.
- Staff are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as prayer and continuous Professional Development on Catholic Life.
- There is a clear sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. Displays and focus tables and religious artefacts are tasteful and of a very high standard.
- Staff, both teaching and support, promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person.
- The school provides many opportunities for the spiritual and moral development of pupils and staff. Continued Professional Development provided by the Christian Education Department is availed of and valued.
- The chaplaincy provision, especially that provided by the Parish Priest, is effective in supporting and promoting the Catholic Life of the school.
- Policies and structures are in place, which provide outstanding pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice.
- The school has a regard for the pastoral needs of staff. These needs are understood and catered for. This is high priority for the headteacher.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- This leads to planned improvements to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school regularly occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting this life.
- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have an outstanding understanding of the school's mission and are supportive of it.

- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make an outstanding contribution to the Catholic Life of the school. Governors are obviously passionate about the school and give cheerfully of their time and expertise. They are totally dedicated to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make outstanding progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. All pupils are growing in their knowledge and understanding of the Catholic faith. As a consequence, all pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate well, have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress. This is greatly helped by the marking system in place which is of a high standard. Children are given an opportunity to read, reflect on and respond to teacher marking. The marking shows that children are achieving and making outstanding progress across the subject.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy challenging activities and respond well to opportunities which extend their learning. Behaviour in lessons is outstanding because pupils enjoy Religious Education. They particularly enjoy the outdoor environment, *Forest School*, which is used to great effect.
- Pupils' attainment, as indicated by teacher assessment is outstanding.
- The quality of pupils' current work, both in class and in written work, is outstanding. Work books are of a very high standard.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan outstanding lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is outstanding.
- Teachers are confident in their subject expertise and have an outstanding understanding of how pupils learn. As a consequence, pupils apply themselves well and make outstanding progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including individual and collaborative work, talking partners. Hot seating and role play. Consequently, all pupils are motivated and concentrate in lessons.

- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to outstanding progress and increases their confidence in making further improvements.
- Teachers manage time well to secure outstanding learning in lessons.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- High quality resources, including other adults, Information and Communication Technology and music are used effectively to optimise learning for pupils.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond positively.
- Outstanding quality feedback leads to the engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to respond, which improves their understanding of what they need to do to improve.
- Achievement and effort are often celebrated leading to outstanding levels of motivation from all pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is an outstanding reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school, which leads to outstanding outcomes in Religious Education.
- The curriculum leader for Religious Education and the new headteacher have a clear vision for teaching and learning and an outstanding level of expertise in securing this vision. These are used to improve teaching and learning in Religious Education, resulting in teaching that is likely to be at least consistently outstanding. They are obviously passionate about the Catholic life of the school, Collective Worship and Religious Education.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

COLLECTIVE WORSHIP

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

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship. They reflect in silence and join in community prayer appropriately and with confidence.

- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. All pupils value and participate voluntarily in liturgy and prayer.
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts. Each class focus displays the current liturgical colour.
- The experience of living and working in a faithful, praying community has a very positive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. They have a very close relationship The Olive School in Preston which is mainly Muslim.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction.
- Collective Worship is obviously given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is outstanding and very engaging. All members of the community speak positively about these opportunities.
- Relevant staff have an outstanding understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have outstanding experiences of the Church's liturgical life.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an outstanding understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school. The response to these invitations is outstanding.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts.
- They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

What the school needs to do to improve further

- Raise the standards of attainment in Religious Education further by addressing the areas identified on the Self Evaluation Document especially:
 - continuing to celebrate diversity thus promoting tolerance and peace;
 - further developing the section on the website that reflects the strong Catholic Life of the school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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| How effective the school is in providing Catholic Education | 1 |
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CATHOLIC LIFE

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| 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 governors promote, monitor and evaluate the provision for the Catholic Life of the school | 1 |

RELIGIOUS EDUCATION

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| How well pupils achieve and enjoy their learning in Religious Education | 1 |
| The quality of teaching, learning and assessment in Religious Education | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 1 |

COLLECTIVE WORSHIP

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|---|---|
| How well pupils respond to and participate in the school's Collective Worship | 1 |
| The quality of Collective Worship provided by the school | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | 1 |

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate