



## St Joseph's Catholic Primary School

URN: 140767

Catholic Schools Inspectorate report on behalf of the Diocesan Administrator of Plymouth

16–17 November 2023

### Summary of key findings

#### Overall effectiveness

The overall quality of Catholic education provided by the school

##### Catholic life and mission (p.2)

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

##### Religious education (p.3)

The quality of curriculum religious education

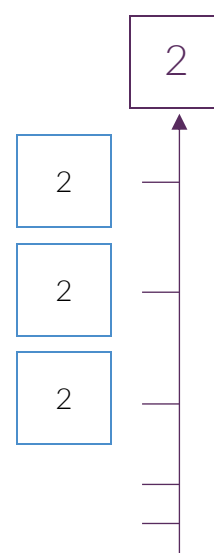
##### Collective worship (p.4)

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

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

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

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



### What the school does well

There is a strong sense of community where all feel welcomed and that they belong.

Staff are actively committed to the mission of the school, they provide supportive pastoral care for pupils and their families especially the most vulnerable.

The breadth of opportunities for prayer and liturgy across the school ensures that pupils are highly motivated to participate.

The gospel values are embedded across the curriculum and are part of the daily life of the school enabling pupils to talk about them with knowledge and confidence.

Pupils' behaviour in class and around the school is very good, they are polite and respectful to each other, staff and visitors.

## What the school needs to improve

Learning outcomes for all RE lessons are clear and tasks are set to allow pupils to achieve the expected outcome so that they make good progress.

The monitoring cycle of RE includes detailed feedback to staff, follow-up monitoring and a focus on improving pupils' learning.

High quality feedback is provided to pupils so that they know how to improve their learning.

## 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

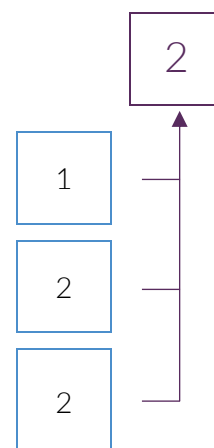
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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



Pupils are clear about the Catholic mission of the school and the need to help those less fortunate than themselves. They feel happy and safe at school. They know they are cared for by the staff and where to find help if they need it. The gospel values are central to school life and pupils are able to talk about them in appropriate language and how they impact their daily life. Pupils' behaviour around the school is very good and they show respect for each other and adults. There is a strong sense of community and everyone is welcomed in the school. Leadership opportunities include the Mini Vinnies, the GIFT team and the School Council. The pupils are very proud to belong to these teams and the work that they do, which include collecting and taking food to the local food bank, monitoring the prayer areas and visiting a local care home.

The Mission Statement is at the heart of the school, and all stakeholders are involved in reviewing it annually. Staff refer to the Mission Statement during lessons each day, and issues that arise such as fallings out on the playground are dealt with through reference to the gospel values. There are plenty of opportunities for pupils to live out their gospel values through a focus on Laudato Si and activities include charity work both locally and globally, for example, the food bank and Cafod; working on the school grounds and the intergenerational project. Pupils' prayers in their class prayer books show that they clearly appreciate what they have, and understand the need to support those less fortunate than themselves. Catholic Social Teaching is evident in the school's curriculum however pupils are unaware that they are learning these aspects in different subjects. Staff are fully supportive of the Catholic life and mission of the school. They feel that going the extra mile for others is part of the fabric of working at St Joseph's and fully embrace the opportunities they are given. Staff feel welcomed, that they belong and that they are well cared for. There is a strong sense of community, 'a family feel', where all are valued and support is readily available. The pastoral care for the most vulnerable is a strength of the school. St Joseph's takes time to find out what the needs of their families are, and then seeks to provide for them as best they can. The school environment reflects the school's mission, including a whole school display on their gospel values and one on the class saints. Relationships and Health Education has been well-planned with regular communication

to families and links so that parents are able to access the details of the resources used. The scheme used is in line with the teaching of the Church.

Leaders are clear on the mission of the school and seek to provide for the most vulnerable in their community first and foremost. They ensure that the gospel values are at the heart of daily life and that the school's mission is visible. Leaders promote the diocesan vision through their involvement with other local Catholic schools, and attendance at training and worship events. Parish links are strong, for example, one parishioner runs church visits for different classes. Parents are invited in to school masses and services. Staff feel well supported by the leadership of the school and each other. Governors are involved in the evaluation of the school through regular monitoring visits. Pupils and parents participate in the evaluation of the Catholic life of the school through a questionnaire. The school's self-evaluation has led to an effective action plan. Regular training for staff is provided by the RE lead, the headteacher and the diocese.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

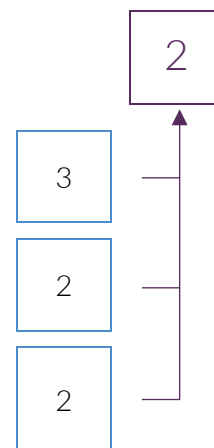
How well pupils achieve and enjoy their learning in religious education

#### 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 behaviour and attitude to learning is good and they show respect for each other and adults. They concentrate and work independently. In all classes relationships are secure. Pupils say they enjoy RE and especially opportunities to present their learning in a variety of ways particularly role play or drama. However, pupils are not making sufficient progress across the school. In the lower part of the school, well-planned tasks enable pupils to achieve the learning objectives. However, in other classes driver words from the outcomes are not being used correctly to make learning objectives specific, with tasks that do not always reflect the learning objective. Tasks are not always age appropriate. Key vocabulary for each RE unit is displayed in most classrooms. Where pupils are engaged in thoughtfully planned tasks that are well-matched to their needs, they talk naturally, showing curiosity and asking good questions. This is not consistent across the school. Pupils are unable to relate the key words learnt to scripture or theology. Pupils' books show a lack of parity with other subjects, such as writing, with regard to expectation of presentation of work, amount of work and challenge of task provided. Pupils are not clear about how to improve their learning.

Teachers value RE as a core subject, and recognise the impact it has on the moral and spiritual development of the pupils. Other adults in the classroom are well used to enable pupils with specific needs to access the curriculum at an appropriate level, they show good questioning to encourage pupils and allow them to think more deeply. Teachers say they are confident in teaching RE however learning in books shows some inaccuracies suggesting teachers' subject knowledge is not secure in some classes. Where this is the case class discussion and tasks do not always give the pupils the opportunity to show their knowledge and understanding. Where teaching is strong, pupils are enthusiastic, keen to contribute showing clear enjoyment. Staff relate current teaching to prior learning and always seek to bring in the gospel values and elements of Catholic Social Teaching enabling the spiritual and moral development of the pupils. Being able to present their work in different forms, including drama is appreciated by the pupils.

The diocesan recommended scheme, Come and See is used, with the Early Years and Year 3 following the new Religious Education Directory. 10% of curriculum time is dedicated to RE and policies are reviewed and up to date. Professional development opportunities for RE are provided

by the headteacher, the RE lead and the diocese. The headteacher and the RE lead have a clear vision for RE in the school and recognise that they are on a journey. They offer good support to all staff. There is monitoring in place and this is well-supported by the RE link governor, however this needs to be more rigorous ensuring that the focus is on how the pupils can improve their learning and make good progress. The RE action plan shows that areas for development have been identified and strategies to meet targets are in place, but there has not yet been sufficient time for these to take effect.

## 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

1

#### 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 opportunities for worship, they enjoy singing together and join in enthusiastically in both singing and signing the hymns. Silence is well used in class and whole school worship, it is always prayerful and reverent. Pupils appreciate the range of worship they are given the opportunity to experience, including meditation and reflection as well as more traditional prayers such as the rosary. Opportunities for pupils to plan and deliver worship are growing, and pupils are enthusiastic to engage with this. The use of the planning sheet enables a consistency of approach across the school and is accessible for the older pupils. Class worship is led by pupils with confidence, pupils show respect for those leading worship and respond appropriately. They are able to talk about how their prayers reflect the mission of the school, the gospel values and their current work in RE. Liturgy leaders in all classes lead class worship, these are changed regularly to give all the opportunity to lead if they wish to do so. The Mini Vinnies are involved in monitoring the prayer tables in each class to ensure they display the correct coloured cloth for the church's season and that appropriate artefacts are on display. Pupils show a good knowledge of the liturgical year across the school. They are able to talk about how worship has led to action, for example, in the way they behave towards others.

Prayer and liturgy are central to the daily life of the school. It is well planned to reflect the liturgical year. There is a well-embedded daily pattern of prayer in place which offers pupils the opportunity to worship in different ways. Scripture passages are central to planned worship, and are carefully planned to enhance pupils' understanding in whole school worship. Staff are growing in confidence to plan and lead worship and to support pupils to do this as well. They are good role models in whole school and class worship. Parents are invited in to school events and say they feel involved in the prayer life of the school. The school supports the parish sacrament preparation programme and the school choir sings at all the First Holy Communion Masses.

There is a school policy in place for Collective Worship which is accessible to staff. They appreciate the training they have received from the headteacher. The planning sheet that has been introduced has enabled them to fully understand how to plan a liturgy and subsequently the quality of the worship has improved. The planning document is accessible to all year groups and allows for

progression across the school to enable pupils to be able to fully plan and lead worship by Y6. Holydays of obligation are celebrated by the whole school, mostly in school due to the cost of travel to the church. Staff and pupils understand the cycle of the church's year and that this has an impact on the readings, their reflection areas and the focus of the prayer life of the school. There are currently no opportunities for reconciliation. Leaders are good role models, they are knowledgeable and confident in delivering whole school assembly. The music teacher uses music to enhance worship, leading to clear enjoyment of singing together as a school. Leaders in school are involved in evaluating the prayer life of the school. Governors are involved through attendance at services.



## Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	140767
School DfE Number (LAESTAB)	8393611
Full postal address of the school	St Joseph's Catholic Primary School, Sancreed Road, Parkstone, Poole, BH12 4DZ
School phone number	01202741932
Headteacher	Neil McDermott
Chair of Local Governing Body	Bryan Dion
School Website	<a href="http://www.sjcpschool.co.uk">www.sjcpschool.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Plymouth Cast
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	01/06/2016
Previous denominational inspection grade	1

## The inspection team

Dawn Summers-Breeze  
Ann Fowler

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