



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St. Joseph's Catholic Primary School  
Cockermouth**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

<b>School:</b>	<b>St. Joseph's Catholic Primary School</b>
<b>Address:</b>	<b>Mountain View, Cockermouth Cumbria CA13 0DG</b>
<b>Telephone Number:</b>	<b>01900 829859</b>
<b>Email Address:</b>	<b>office@st-josephs-cockermouth.cumbria.sch.uk</b>
<b>School URN:</b>	<b>112335</b>
<b>Headteacher:</b>	<b>Miss T Readman</b>
<b>Chair of Governors:</b>	<b>Mrs P Williams</b>
<b>Lead Inspector:</b>	<b>Mr C Wilkins</b>
<b>Team Inspector:</b>	<b>Mrs A Hill</b>
<b>Date of Inspection:</b>	<b>19<sup>th</sup> March 2015</b>

## INFORMATION ABOUT THE SCHOOL

St Joseph's Catholic Primary School is a smaller than average sized primary school in Cockermouth in the Diocese of Lancaster serving the parish of St Joseph.

Almost all pupils are of White British heritage and a few pupils are from minority ethnic backgrounds. Half of the pupils are Catholic and a quarter of them have no religious affiliation. The proportion of pupils eligible for free school meals is lower than the national average.

The proportion of pupils supported through school action is higher than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.

Pupils are taught in three mixed-age classes: Reception with Year 1; Year 2 with Years 3 and 4; and Year 5 with Year 6. The school has achieved the Bronze Eco School and Healthy School status.

PUPILS	Y Rec	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Total
Number on roll	7	6	9	9	6	9	16	60
Catholics on roll	3	3	1	6	2	6	7	28
Other Christian denomination	1	3	3	2	2	1	4	16
Other faith background	0	0	0	0	0	1	0	1
No religious affiliation	3	0	5	1	2	1	3	15
No of learners from ethnic groups	0	0	0	0	0	1	0	1
Total with Statements of SEN	0	3	2	1	2	3	6	17
Total on SEN Register	0	0	0	1	1	0	0	2

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.10 compared with 0.23 nationally			

PARISH SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St. Joseph	28

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	3	3	3	3	3	20
% of teaching time	11%	11%	13%	12%	12%	12%	12%	12%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	7	7	6	6	6	5.25	5.25	42.5
% of teaching time	31%	31%	25%	24%	24%	21%	21%	25%

<b>TEACHING TIME FOR MATHS</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Total teaching time (Hours)	4	4	4.5	4.5	4.5	5	5	31.5
% of teaching time	18%	18%	19%	18%	18%	20%	20%	19%

<b>STAFFING</b>		<b>ORGANISATION</b>	
Full-time teachers	3	Published admission number	15
Part-time teachers	1	Number of classes	3
Total full-time equivalent (FTE)	3.5	Average class size KS1	18
Classroom Support assistants	3	Average class size KS2	23
Percentage of Catholic teachers FTE	1		
Number of teachers teaching RE	3		
Number of teachers with CCRS or equivalent	1		
Number of teachers currently undertaking CCRS	0		

<b>EXPENDITURE (£)</b>	<b>Last financial year 2013/2014</b>	<b>Current financial year 2014/2015</b>	<b>Next financial year 2015/2016</b>
Total expenditure on teaching and learning resources	£12,000	£22,000	£14,000
RE Curriculum allowance from above	£800	£1,200	£1,200
English Curriculum allowance from above	£3,000	£4,000	£3,000
Total CPD budget	£3,000	£3,000	£3,000
RE allocation for CPD	£600	£600	£600

#### **How the school has developed since the last inspection**

The school has developed close working relationships with each of the three parish priests who have been working in Cockermouth since the previous inspection.

Robust procedures for gathering baseline and assessment data mean that staff are able to assess pupil progress accurately through each key stage. This has had a positive impact on standards in religious education. A portfolio of moderated work and annual work scrutiny has been developed to ensure that all staff are clear about levels of attainment of all pupils.

Pupils have developed a good understanding of the lives and cultures of people in other countries through involvement in a British Council link with a school in Ghana and their Global Literacy project.

The head teacher and governors monitor the time allocated to curriculum RE and ensure that the requirements of the Bishops' Conference are met in full.

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**2**

**RELIGIOUS EDUCATION**

**2**

### KEY FINDINGS

St Joseph's is a good Catholic school, which builds all of its work upon the excellent relationships evident within the school. This stems from the head teacher and governors, and encompasses the staff, pupils, parents, parishioners and parish priest.

Self-evaluation has rightly acknowledged that in terms of overall effectiveness it is a good catholic school with many very good features. A clear sense of direction and purpose is articulated by the head teacher and governors.

The Catholic Life of the school is well led and is a high priority for senior leaders, staff and governors. It is under constant review and scrutiny.

Since the last inspection a number of initiatives have been introduced which have led to the improvement and enrichment of the Catholic and liturgical life of the school. An example of this is the joint work undertaken by the governors, parish priest and staff to integrate the ecclesiastical calendar into the school calendar ensuring that the school always has Christ at its core.

One of the main strengths of the monitoring of the Catholic life and prayer and liturgy in the school arises from the strength and experience of the head teacher. She is fully committed to the development of all aspects of Catholic life and knows what is required to ensure best practice. There is a culture of openness, honesty and a willingness from all members of the school community to accept changes that will lead to improvement. This is reflected in the development plan which documents improvements that have been achieved whilst identifying clear areas for development, explicit responsibilities, times and resources.

Religious Education (RE) is very well led and monitored by the head teacher who is also the RE subject leader and this has led to steadily improving practices and outcomes for pupils.

Outcomes for pupils in curriculum RE are good with no significant variation in attainment between any major groups. All pupils make good progress from a starting point in line with national expectations and attainment is of a good standard.

The governors are fully informed and very knowledgeable about the Catholic Life of the school and of the attainment and progress of pupils in religious education. They are involved in the life of the school and find opportunities to “experience the school” which helps them carry out their strategic roles effectively.

Teaching is good and is effective in engaging pupil's interest. Teachers work collaboratively to ensure planning is effective in all classes and meets the needs of all pupils.

### **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- enhance the teaching of RE by:
  - Planning a structured and varied programme of Continuing Professional Development for all staff.
- ensure feedback consistently enables pupils to build on their learning by:
  - encouraging pupils respond to marking comments to deepen their understanding.
- distribute the responsibility within RE subject Leadership by:
  - appointing a member of staff as a prayer and liturgy co-ordinator.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

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Leaders and managers of the school make a good contribution to the Catholic Life of the school. The head teacher, has a clear and strategic view of the school's Catholic dimension, which is understood and supported by the local community. She works hard to ensure that Christian values inspire every aspect of school life. There is a strong focus on the prayer life of the school and on promoting the personal development of pupils no matter what their background or ability.

Governors are committed to ensuring that the school fulfills its mission as a Catholic school. There is day to day involvement in the life of the school by the chair of governors and RE governor. Together with the head teacher, they feed back to the whole governing body to ensure they are fully informed and are able to make strategic decisions on Catholic education. From these meetings useful initiatives such as the Home/School Parish Agreement have been developed. Governors meet the requirements of the Bishops' Conference of England and Wales in full.

The strong Catholic ethos is reflected in the obvious care for the school environment, which is enhanced by very good displays that both celebrate the pupils' work and support their learning. Each classroom has a focused area for worship, which includes displays, religious artefacts and prayer books.

Inspection confirms the school's judgement that the quality of prayer and liturgy is good and is valued by pupils. As the class gathered to pray one child in a key stage 1 class said "I love this part of the day." There is a good range of formal and informal opportunities for staff and pupils to engage in prayer. During an observed liturgical celebration in Key Stage 1 pupils gave thoughtful responses, showing reverence and respect.

Pupils are given, and accept, responsibility and are positive role models for all the other members of the school family. They are encouraged to write their own prayers and these are used in whole school prayer and liturgy and in school Masses. This serves to deepen pupil's understanding and contributes to their spiritual development.

Good use is made of liturgical opportunities provided by the parish. The school and the parish priest, who is a regular visitor in school, work closely together to plan Masses at appropriate times of the liturgical year, for example, during Lent, Easter and Christmas. Pupils value the liturgical formation learning that takes place in assemblies. This enables them to confidently take part in, and look forward to, children's liturgy at Mass. This is successfully integrating more pupils into parish life.

Leaders and managers of the school are strongly focused on the school's Catholic mission and are successful in creating a sense of shared mission amongst the staff. Pupils feel respected and in turn they show respect for others; they are well cared for in a happy and caring environment where Gospel values are central to the life of the school. Behaviour is very good around school and children talk about how they all look after each other. Parents are encouraged to be involved in their children's RE as demonstrated by the strong support by parents at Mass on the day of the inspection. Parishioners value the contribution of the school to parish life. One parishioner wrote "I think that the head teacher and her staff are providing a good Catholic education for the children and they should be thanked and congratulated."

The school's service to the Common Good within and beyond the school is demonstrated through fund raising events throughout the year, for example for The Anthony Nolan Trust. These fund raising events and activities benefit people close to the school and beyond are supported by work in school to develop the pupils' knowledge, understanding and appreciation of their lives and the lives of others. These events have impacted positively on pupils' moral and personal development.

Community Cohesion is a priority of the school and is good. Pupils play an active part in community initiatives such as Fairtrade and are generous in their support of those in need locally. International awareness is strengthened through a school link with Ghana and staff from St Joseph's have visited and worked in their partner school there. This experience was shared with pupils and this has contributed to pupils' good understanding of other faiths and cultures. Pupils enjoyed the recent visit of Bishop Michael Campbell and the opportunity to ask him questions.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

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The teaching of RE is of a good standard. Lessons are well planned, and delivered in a range of ways that engage and stimulate the pupils. For example in a year 5/6 class pupils loved acting out parables and Class 2 gained much from creating a display about bible references. This variety helps to ensure good progress and a deeper level of understanding. High levels of engagement are a feature of lessons and are a strength of the school. Resources are wide ranging and used thoughtfully.

Adults providing support in lessons are confident and able to support learning in RE ensuring the progress of pupils across the ability range. They are able to use examples from their own lives to enrich the understanding of the pupils they are supporting.

Improving the quality of feedback has correctly been identified by the school as a way in which they can improve the understanding of pupils. They have started this school improvement task and now need to ensure it is fully embedded across the school.

When pupils discuss their work they demonstrate a good understanding of the Catholic faith and the Mass. Pupils enjoy RE and speak enthusiastically about their favourite lessons and activities. A Year 6 child talked about the detailed research they had undertaken into different styles of Cross and their origins.

Pupils' behaviour both in RE lessons and around the school is very good and contributes significantly to the high standards and good Catholic ethos of the school. They take pride in being members of the school community and show through their actions that they know what constitutes appropriate behaviour and know what is expected of them both by school and the Gospel values they are taught.

Religious artefacts, such as candles, statues and pictures are in evidence around the school and effectively used to focus class prayers that often form part of RE lessons. Displays are child focused and effective.

The parish priest is a regular visitor to the school and his input and ministry is appreciated by all members of the school family. He has supported an

improvement in the quality of pupils' responses to prayer and liturgy.

Teaching and learning is monitored by both the head teacher and RE governor. Inspection confirms the view of the school that teaching is at least good with elements that are outstanding. The school has developed a good working relationship with an outstanding Catholic school to enable them to share good and outstanding practice. Staff say they find this invaluable and it is helping them to develop their teaching further. A greater variety of Continuing Professional Development will give the mainly non catholic staff the deeper knowledge they desire to enable the school to be outstanding in RE.

Assessment information, pupil's work and discussions with pupils show that teaching addresses the needs of all groups of learners including pupils of different abilities. Pupils with special educational needs are very well catered for. Small cohorts of pupils mean that data trends are unhelpful but pupil's work and outcomes from moderation show that standards are rising in the school.

The head teacher leads the school with vision and purpose and gives careful attention to ensuring that all members of the school community know and support the direction of the school. As RE subject leader, her support to colleagues in the teaching of RE is unstinting. For instance, she has arranged an additional weekly meeting with staff to ensure the teacher knowledge and the content of lessons is the best it can be. The staff value her leadership and are showing the interest and ability to support her in return. The idea of a Prayer and Liturgy co-ordinator has been raised, to further involve a member of staff at a strategic level.

Governors have a good understanding of what is required in leading the school. They are enthusiastic about their roles and are proud of what the school achieves. They have ensured that they have the right balance of skills and experiences on the governing body and use them effectively to ensure progression.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</b>
<b>Capacity for sustained improvement</b>	<b>2</b>
<b>Catholic Life</b>	<b>2</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>2</b>
<b>Religious Education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Religious Education</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>