



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Joseph's Catholic Primary School,  
Frizington**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

<b>School:</b>	St Joseph's Catholic Primary School
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<b>School URN:</b>	112339
<b>Headteacher:</b>	Mrs Julie Burn
<b>Chair of Governors:</b>	Mrs Anne-Marie Roeber
<b>Lead Inspector:</b>	Mrs Frances Wygladala
<b>Team Inspector:</b>	Mrs Amy Bates
<b>Date of Inspection:</b>	June 7 <sup>th</sup> 2016

## INFORMATION ABOUT THE SCHOOL

St Joseph's is a Catholic Voluntary Aided Primary School in Frizington, Cumbria. The school serves the parish of St. Joseph's in the Diocese of Lancaster. It is a smaller than the average-sized primary school with 74 pupils currently on roll, of whom approximately 62% are baptised Roman Catholic. It serves an area which has high socio – economic deprivation where nearly all pupils are White British, but a very small minority do not speak English as their main language. A greater than average proportion have special educational needs and there is a high percentage of disadvantaged pupils - above the national average. There are significantly more boys than girls (2 to 1). Pupils' attainment in RE on entry is significantly below the national average.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	17	11	8	10	9	10	9	74
Catholics on roll	7	7	4	6	8	7	7	46
Other Christian denomination	4	2				2	2	10
Other faith background								
No religious affiliation	6	2	4	4	1	1		18
No of learners from ethnic groups			1			1		2
Total on SEN Register	2		3		3	2	4	14
Total with Statements of SEN	1		2				1	4

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	36.57%			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Mary's and St Joseph's Cleator and Frizington	71

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2	2	2	2.5	2.5	2.5	2.5	16
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%av

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5.5	5.5	5.5	5.5	5.5	5.5	5.5	38.5
% of teaching time	33%	33%	33%	33%	33%	33%	33%	33%av

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	22%	22%	22%	22%	22%	22%	22%	22%av

<b>STAFFING</b>	
Full-time teachers	5
Part-time teachers	0
Total full-time equivalent (FTE)	5
Classroom Support assistants	4
Number of Catholic Teachers	1
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	0

<b>ORGANISATION</b>	
Published admission number	12
Number of classes	4
Average class size KS1	19
Average class size KS2	19

<b>EXPENDITURE (£)</b>	<b>Last financial year 2013/4</b>	<b>Current financial year 2014/5</b>	<b>Next financial year 2015/6</b>
Total expenditure on teaching and learning resources	£5000	£5000	£6000
RE Curriculum allowance from above	£500	£500	£700
English Curriculum allowance from above	£600	£600	£800
Total CPD budget	£2000	£2000	£2000
RE allocation for CPD	£500	£500	£500

<b>How the school has developed since the last inspection</b>
<p>All aspects of improvement since the last inspection have been actioned and are having a positive impact on raising standards in Religious Education and on access to and participation in prayer and liturgy.</p> <p>Teachers have been given support to study for the Catholic Certificate in Religious Studies (CCRS) and this will continue next year.</p> <p>More challenging tasks have been planned for with clear differentiated work, enabling pupils to achieve higher levels of attainment.</p> <p>There have been many opportunities since the last inspection to increase pupils' tolerance and understanding of people from other faiths and cultures which prepares them for life in modern Britain.</p> <p>The school has a good capacity for sustained improvement. The commitment of staff and governors illustrate the capacity to improve further.</p>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**2**

**RELIGIOUS EDUCATION**

**2**

### KEY FINDINGS

St Joseph's is a good and improving Catholic school. It is very welcoming and has inclusion for all as a central goal and a shared vision. Pupils enjoy attending the school and have positive attitudes to learning. They have written a child friendly Mission Statement that is displayed around school. Pupils deepen knowledge of their faith throughout their time in school and increase their understanding of other faiths. The school lives out its Mission Statement daily and it is evident that pupils enjoy '*praying together, growing in faith and living gospel values*'. Governors play a significant part in leading the direction of the school in the community it serves. Recommendations since the last inspection have been actioned.

The Catholic Life of the school is good. There is a firm commitment amongst the head, governors, staff and parish clergy to support pupils and families in their prayer life. Staff set good examples, are proud of their school and work hard together. The spiritual, moral, social and cultural development of pupils is good and has a positive impact on everyday life at St Joseph's. This can be seen through pupils' responses to each other and to the notion of the common good and justice in the world. Gospel values permeate school life and pupils are helped to grow in faith. Pupils are proud of the staff and grateful for all the opportunities they provide to raise aspirations for all.

Prayer and liturgy opportunities are good; pupils act with reverence and join in prayers confidently, they sing with great enthusiasm. Pupils focus on relating gospel stories to 'make a difference' to the way they live their lives today.

The quality of Religious Education is good; teaching is consistently good and pupils are provided with opportunities to deepen their faith, to understand Catholic traditions and practices and progress well in their learning. Teachers have good subject knowledge in RE, enabling pupils to enjoy and to achieve well in their RE lessons. Leaders and managers have monitoring systems in place and set priorities for the development of the subject. As a result, progress is good for all groups of learners regardless of their starting points – many of which are very low. Staff are well supported by the headteacher who is the subject leader and benefit from meeting with other local schools regularly to moderate work in RE.

## WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

Continue to develop provision in line with the Religious Education Curriculum Directory and Diocesan guidelines by:

- Setting a baseline when pupils enter school in Reception and to share progress with parents and governors at the end of the year
- Ensuring consistency in planning across the school
- Reviewing the curriculum annually, making sure it meets the needs of all learners and the requirements of the Bishop's Conference

Implement plans for the pairing of classes to:

- Enable the older pupils to model child led delivery of prayer and liturgy to younger pupils
- Share liturgical opportunities e.g. preparing class masses together celebrating them more frequently

## 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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Pupils make a good contribution to the Catholic life of the school and greatly benefit from it. Christ is at the centre of the school community at St Joseph's and Gospel values permeate all school life. Pupils are at the heart of an embedded culture of care, concern and nurturing promoted by governors, leaders and the whole staff team. Pastoral support for vulnerable children and their families is a priority; this is underpinned by excellent spiritual, moral, social and cultural development. Pupils are proud of the staff and grateful for all the opportunities they provide, including sports and art, which raise aspirations.

Children are proud to be pupils of St Joseph's Catholic Primary School and are very well behaved; they treat others with respect and acknowledge that their behaviour always has consequences. In a conversation during the inspection, one pupil stated that we should think of others who don't have as much as we do and support charities because Jesus would want us to look after each other.

Pupils are reflective and respectful of those with beliefs different to their own: every year during art or book weeks there are opportunities for pupils to learn about other world faiths and cultures. They are well aware of the needs of other people and seek to support them for example by fund raising for different charities both locally and globally.

Continued professional development is effective in that it is focused on identified priorities and staff meet regularly with local schools to moderate pupils' RE work in year groups. The Parish Priest is actively involved in the school and led governors in preparation for the Jubilee Year of Mercy. All pupils are assisted and supported in their prayer life and enjoy school Masses and liturgies. There is a strong sense of living faith within the school community. There is a planned improvement to enable the older pupils to model child-led delivery of prayer and liturgy to younger pupils and to share liturgical opportunities in paired classes e.g. preparing together class Masses and attending them more frequently.

Prayer and liturgy are central to the whole school community and are a key part of every school celebration. The Jubilee Year of Mercy has been very well planned, based on the Corporal Works of Mercy, linked with fundraising opportunities and displayed as footprints on a journey throughout the year around the school hall. Each class has a focus area dedicated to prayer and liturgy that is well resourced. Discussions with pupils demonstrate their understanding of the importance of key celebrations throughout the liturgical year. Pupils know about their class saints, for example, class one went on a pilgrimage to the Lourdes grotto at St Mary's Cleator, to deepen their knowledge about the life of St Bernadette.

Staff set a good example to pupils and to adults; they are proud of their school and everyone in it and they work well together. There are positive relationships with other parishes, parents, governors, staff and with pupils that everyone works hard to develop. Governors and staff have worked very hard to develop the buildings to create a stunning learning environment, both inside and out with inspirational art work of the highest standard. The school is engaged with the local community, ensuring that pupils respect and understand the feeling of belonging. St Joseph's develops and expresses its ecclesial dimension through partnership with the diocesan family of parishes and cluster work with other schools.

Nurtured within the school's strong Catholic ethos, pupils are confident in, and are ready to express their own views and beliefs, whilst showing openness and a tolerance of others. Pupils are provided with a wide range of experiences in which they are able to express their faith, for example through class Masses, harvest assembly, Christmas concerts, Stations of the Cross and the opportunity to receive the Sacrament of Reconciliation in Advent and Lent. Pupils, supported by parents and staff, have raised money for many charities, for example CAFOD (many giving up their pocket money), the local food bank and Mary's Meals.

## 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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Pupils at St Joseph's clearly enjoy RE and have a very positive attitude towards their learning. During observations the pupils demonstrated high levels of knowledge and understanding; the language used by the Year 1 and 2 pupils was particularly impressive as was their recollection of 'the coming of the Holy Spirit to be with the Apostles'. Pupils spoke enthusiastically about RE lessons and discussed many aspects of the RE curriculum shown in their books. One pupil was eager to express the importance of belonging to a community 'where we learn about God and Jesus'. Others were keen to share the work carried out across school on the 'Corporal Works of Mercy' and the 'Pilgrim Statue'. Observations show that pupils are consistently engaged, attentive and articulate about their Religious Education. Pupils enjoy the cross-curricular approach being used to engage them in RE lessons, especially when using ICT, Art and Drama. On entry to Foundation Stage, informal assessment of children shows that most have little knowledge or understanding of the Catholic faith, or of its traditions. Implementing a more quantifiable baseline would enable staff to accurately report the very good progress that the children make in Foundation Stage. Most pupils maintain this good progress through Key Stage 1 and enter Key Stage 2 generally with their understanding in line with national expectations. This good progress continues in Key Stage 2 so that by the end of the key stage most pupils' attainment in RE is in line with national expectations. Throughout the school progress is good for all learners regardless of their starting points.

Leadership and management of the RE curriculum is well organised by the headteacher with the Chair of Governors providing valuable experience, support and challenge. The school mainly uses two schemes that provide the core of RE and these are supplemented with a range of other teaching and learning activities to add breadth and balance and to engage pupils. The curriculum would benefit from being reviewed annually to ensure that it meets the needs of all learners; this is especially true with mixed-age classes and the introduction of new resources. Pupils are eager to discuss the excellent marking demonstrated in their books and the ways in which their work was marked. This helps them make improvements and to move their learning along. This practice is clearly embedded and valued by all. Peer marking is successful with pupils being critical of each other's work and giving pointers for improvement. Progress in RE is reported to Governors on a regular basis and Governors have a good understanding of attainment and progress in RE and are enthusiastic about their

roles and 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.

The quality of teaching and learning observed during the inspection was at least good and some aspects were outstanding. Teachers demonstrate sound subject knowledge that contributes to the pupils' progress as learners. Staff are well supported and encouraged to access a variety of CPD. The Religious Education curriculum provides good opportunities for spiritual and moral development. As mentioned, there is good quality marking evident and the progress of pupils is enhanced where comments encourage pupils to further their learning. However, there is some inconsistency in the quality of planning across school and this needs to be addressed to further enhance the children's learning and to raise standards.

The Religious Education curriculum provides a good range of opportunities for moral and spiritual development. Leaders and managers place emphasis on the importance on Religious Education and the introduction of new resources has added breadth and balance to the curriculum. This is having a positive impact on improving the quality of teaching and learning and on assessment opportunities. There is a good variety of resources for RE and teachers use them well to provide a stimulating learning environment; these include displays in the hall, in classes and around the school. The church is used as a rich resource, especially to augment the curriculum.

Governors and leaders are well aware of the requirements of Catholic curriculum RE; they are committed to the school's Catholic mission and to its place in Religious Education. The delivery of curriculum RE takes account of the Curriculum Directory and the diocesan document *'Fit for Mission? Schools'* and fully meets the requirements of Bishops' Conference. It provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life.

Questionnaires submitted to the diocese before the inspection show that communication with parents is good and that they appreciate the work of the school. Newsletters are shared on a regular basis, keeping everyone informed of parish and school events. All state that their children are happy in school and that they are made to feel welcome.

## 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>2</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>2</b>	<b>2</b>	<b>2</b>