



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

St Joseph's Catholic Primary School

Preston

DENOMINATIONAL INSPECTION
REPORT (Section 48)

on

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

School:

St Joseph's Catholic Primary School

Address:

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Preston
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School URN:

119430

Headteacher:

Mrs C Monaghan

Chair of Governors:

Mrs E McGrath

Lead Inspector:

Mrs Michelle Holden

Team Inspector:

Miss Jan Hornby

Date of Inspection:

June 19th 2018

INFORMATION ABOUT THE SCHOOL

St Joseph's is a Catholic voluntary aided primary school in the Diocese of Lancaster. It is a slightly larger than average primary school on Preston in Lancashire.

It has gone through a number of changes since the last S48 inspection in 2013 including the appointment of a new headteacher, Parish priest, chair of governors and several new governors.

The school takes pupils from a catchment area in one of the 10% most deprived areas of the country. In 6 out of 8 indexes, the children are from the most deprived areas. 97% of pupils live in socio-economic rank E or E*.

The proportion of pupils (47%) that speak English as an additional language is significantly above the national and local averages. 61% of pupils are eligible for pupil premium.

The proportion of pupils registered with special educational needs and/or disabilities is 21%; which is above the local average.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	36	45	44	45	38	37	41	286
Catholics on roll	11	14	22	15	18	19	20	117
Other Christian denomination	6	2	8	6	10	6	2	45
Other faith background	8	8	6	10	9	8	9	63
No religious affiliation	9	14	7	11	6	8	6	61
No of learners from ethnic groups	17	19	17	23	25	15	14	130
Total on SEN Register	2	7	8	3	11	5	7	43
Total with Statements of SEN (EHCP)	1	1	0	0	1	0	0	3

Exclusions in last academic year	Permanent	2	Fixed term	0.10%
Index of multiple deprivation	6			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Parish of St John XX111	117

TEACHING TIME FOR RE	Rec	Y1	Y1/2	Y2	Y3	Y3/4	Y4	Y5	Y5/6	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	25
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	

TEACHING TIME FOR ENGLISH	Rec	Y1	Y1/2	Y2	Y3	Y3/4	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	5	5	50
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%	20%	

TEACHING TIME FOR MATHS	Rec	Y1	Y1/2	Y2	Y3	Y3/4	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	5	5	50
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%	20%	

STAFFING	
Full-time teachers	12
Part-time teachers	2
Total full-time equivalent (FTE)	13
Classroom Support assistants	17
Number of Catholic teachers FTE	7
Number of teachers teaching RE	13
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	0
Teachers with CTC	0

ORGANISATION	
Published admission number	45
Number of classes	12
Average class size KS1	27
Average class size KS2	28

EXPENDITURE (£)	Last financial year 2016-17	Current financial year 2017-18	Next financial year 2018-2019
Total expenditure on teaching and learning resources	£ 46511	£ 42770	£ 44053.1
RE Curriculum allowance from above	836	1316	1316
English Curriculum allowance from above	2450	2450	2523.50
Total CPD budget	12,000	12,000	12,640
RE allocation for CPD	928	928	1033

How the school has developed since the last inspection
<p>The school was previously inspected under S48 in 2013. After a period of instability and high staff turnover, a new headteacher has been appointed in 2016. She has led St Joseph's into a stronger position with a capacity to become very successful. Along with a new Chair of Governors, several other new governors and a new parish priest, a determined, strong team has been established. In the past two years, Governors, the headteacher and staff have worked hard to improve the parish links and effect positive improvements in the Catholic Life and Curriculum RE at St Joseph's. All aspects for improvement since the last inspection have been addressed and have had a sustained and positive impact on raising standards. A well-embedded baseline assessment and detailed tracking system across the school are in place and as a result governors are effective in challenging and supporting the monitoring of attainment and progress across curriculum RE. Improvements are consistently identified and acted upon through rigorous marking, monitoring and assessment.</p> <p>The school has an excellent capacity to sustain this continuous improvement. The dedication of the governors, together with the commitment of the leadership team and all staff, demonstrate this capacity.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

St Joseph's is a good Catholic school. It is a very welcoming and inclusive learning environment where the mission statement is based on the verse from Isaiah "You are precious in My eyes". This Mission Statement message underpins the life of the school. Governors justifiably speak with great pride about their school describing the strong family connections where gospel values are practised daily. There is a deep commitment by all governors, leadership and staff to the continued development of the school. St Joseph's have been on a difficult journey since the last inspection. The recent appointment of the headteacher has been instrumental in this upward trajectory. Her inspiration, enthusiasm and passion for St Joseph's school a pleasure to see. Pupils enjoy attending St Joseph's and they have positive attitudes to learning. One Year 4 pupil described St Joseph's as a place where 'we (pupils) are the lost sheep and we need God to guide us'.

Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its mission each day. The Parish priest regularly visits the school, supporting staff and pupils alike, offering sound advice and Catholic Continuing Professional Development. The leadership has ensured that recommendations since the last inspection have been addressed successfully.

Since the previous subject leader's promotion to headship in another school, a new subject leader has been in place. He is receiving support from the Senior Leaders and is beginning to get a firm understanding of how to lead R.E. across the school.

The Catholic Life of the school is good and the commitment from the governors, headteacher, staff, parish clergy and laity to support pupils in their prayer life and to grow in faith has remained a priority. Staff set good examples, support each other, are proud of their school and work well together. They value the support and opportunities that they have to deepen their own religious knowledge and deepen their own spirituality. The Parish priest is a regular and welcome visitor to the school, actively fulfilling his role, both spiritually and pastorally. The spiritual, moral, social and cultural development of pupils is good and has an impact on everyday life at St Joseph's. This can be seen through pupils' behaviour, their responses to each other and to their understanding of how our belief shapes our lives. The pupils actively and willingly become involved in a variety of activities

supporting their own and the wider community. They have raised funds for a variety of charities. The pupils have their own School Prayer Teams, who take an active part in the whole school assembly each week. The quality of Prayer and Liturgy is good; pupils act with reverence and join in prayers confidently. They sing joyfully and on the day of the inspection, they were observed responding accurately and singing reverently, using appropriate actions. Prayer and Liturgies observed in KS1 and KS2 demonstrate that children prepare and plan these with thought and care. Older pupils take a lead role in Prayer and Liturgy in class and they show a good understanding of the Liturgical year. In a Year 5 Prayer and Liturgy session, the pupil who led asked everyone to quietly reflect for 30 seconds and think about what we can thank God for. All staff and pupils seek opportunities for quiet, prayerful reflection as part of the daily worship. They make full use of resources available to them and appreciate the opportunities offered, for example, Masses and Liturgies. Gospel values permeate school life and pupils are helped to grow in faith.

The quality of curriculum RE is good and pupils are provided with a varied range of learning opportunities to deepen their faith, to understand Catholic traditions and practices, and to make progress in their learning. Pupils enjoy RE lessons and many aspects of the curriculum are very good. The pupils spoken to on the day of inspection demonstrated excellent scriptural knowledge. All books scrutinised on the day confirmed this. Clear action plans are in place to continue to raise attainment and progress. The recently introduced R.E. scheme 'The Way, the Truth and the Life' is providing the school with a consistent, effective approach which fulfils the requirements of the Religious Education Curriculum Directory.

Teachers' subject knowledge is secure and has a positive impact on the delivery of curriculum RE. Teachers are well supported in terms of professional development, with the Parish priest supporting all staff in the Catholic faith, visiting classes to support learning in R.E. and attending and contributing to assemblies. The curriculum meets the needs of all learners in line with diocesan and national recommendations.

The Human Relationships and Sex Education (HRSE) policy is in place and the school has begun to embed its delivery into R.E. and other subjects.

The school's capacity to maintain improving standards is very good.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Develop a consistent approach across all classes with assessment focus references which are cross-referenced in planning and pupils' books
- develop the new subject leader to raise standards in R.E. through assessment for learning, moderation and rigorous monitoring
- Continue the development of high quality child-led Prayer & Liturgy and provide opportunities for pupils to become skilled and confident in preparing and leading communal prayer, where appropriate.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- 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

2

2

2

Inspection confirms the judgement made by the school that pupils make a good contribution to the Catholic life of the school, and benefit from that life in a range of ways.

All governors, leaders, teachers and support staff at St Joseph's are wholly committed to supporting the Catholic ethos of the school and its mission and this culture is embedded in the life of the school family. It is a harmonious school with a palpable Catholic ethos. The headteacher is an outstanding role model around school and her passion for the school is evident. Staff hold the headteacher in high regard and she has united all stakeholders to drive the school forward.

The pupils' knowledge and understanding of the Catholic Life of School is greatly enhanced by their participation in and contribution to all aspects of school life. Pupils are proud to belong to St Joseph's Catholic family and describe their school as a place of joy, love and friendship. Pupils spoke to the inspectors about 'their enjoyment in going to church because we have a priest who listens and asks us questions because he is interested.' Pupils are at ease when praying with their school community and are nurtured within the school's secure Catholic ethos. They are considerate and sensitive to the needs of others and can articulate the difference between right and wrong.

On the day of inspection, pupils confirmed that 'At St Joseph's, Jesus is in the centre of everything'. This articulation of ethos encourages best behaviour and focused learning. Catholic principles and values underpin behaviour and relationships resulting in a strong, shared vision for the Catholic Life of the school.

The Parish Priest, governors, school leaders, teachers and support staff are fully committed to fulfilling their role in ensuring the best provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the Catholic philosophy of education and Gospel values which permeate all aspects of school life. The head teacher provides a clear direction for the Catholic Life of the school and gives it the highest priority, along with the spiritual and moral development of pupils. The subject leader and all staff have a strong vision for the school and this is demonstrated through their actions.

The Governors, leaders and managers are fully committed to partnerships with the diocesan family of parishes and schools. There has been an increase of pupils transferring to the local Catholic High school, Christ the King' this year, with secondary colleagues commenting that 'you can tell a St Joseph's child' due to the sound knowledge and understanding of the Catholic faith.

Governors and leaders are influential in determining the needs of the school and defining its Catholic character. They ensure that Prayer & Liturgy are central to the Life of the school and are a key part of every school celebration. This is evidenced in an overview of themes across the school.

The quality of provision for the Catholic Life of the school is good. St Joseph's is a welcoming, inclusive, friendly community with a strong family ethos where everyone is valued and pupils and staff flourish. Governors, managers and staff have high expectations and a shared vision with regard to the Catholic mission and ethos. All the school community are valued and have opportunities to grow in faith and use their gifts. Pupils can confidently talk about how special their school is and about the importance of being respectful and tolerant of each other. They show respect for other faiths and cultures, recognising everyone is unique in their own way. School reaches out to families who are vulnerable and provides support for EAL families by providing language workshops to promote home and school collaboration for learning. Parents/carers are encouraged to participate in the Catholic Life of the school. The returned parental questionnaires were positive and supportive of all aspects of the school.

Each class has a prayer and worship area which is engaging and inviting for pupils. These reflect the Liturgical year and topical issues, for example, the appointment of the new Bishop of Lancaster. Pupils are proud of their working environments, with one pupil in Year 2, offering to show the inspectors her books, confidently speaking about her work and love of R.E. The pupils are confident in using the bible to share stories about Jesus.

The school environment displays R.E. art work and examples of learning which reflect themes and prayers. Each class has its own prayer book which contain contributions from pupils based on needs and personal thoughts. A prayer garden has been recently developed to provide a space for pupils to reflect and pray quietly, meeting both the pastoral and spiritual needs of the pupils.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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

2

2

2

Inspection confirms the school's judgement that the quality of religious education is good.

Children enjoy RE and demonstrate positive attitudes towards their learning. During inspection the behaviour and attitudes to learning shown by the children in their RE lessons were very good. Children are enthusiastic and engaged during RE lessons; they are quick to respond during direct teaching and remain focused when completing a task, independently, or as part of a group. They demonstrate a growing understanding of scripture and knowledge of the central truths of the Catholic faith. During inspection children spoke of their enjoyment in learning about the Catholic faith and how all other world faiths were valued as part of the school community.

In all lessons observed during inspection, trusting relationships were evident which enabled children to explore their ideas and to learn from each other. In each classroom there was a real sense of shared learning which was facilitated effectively by the teachers and the other adults working alongside the children.

In a lesson observed in Year 6, continuous open questions challenged the children to think deeply about the beliefs of the Catholic Faith and to make connections with prior learning. When working in small groups, they treated each other with respect, listening to the thoughts of their peers and sharing their own ideas. Here, expectation was high, and clearly modelled, providing children with a framework to extend their learning from level 3 to level 5. The majority of children showed they were able to make links between scripture and some of the central truths of the Catholic faith.

In Year 2 as the children discussed the story of Jesus calming the storm, the enthusiasm to learn and contribute to the discussion was evident. Drama was used effectively to role play as scripture was used with great expression and understanding. One child commented, "If you have faith in yourself and faith in God you can achieve anything". Again effective modelling was used to demonstrate expectation.

The school's baseline data shows that most children enter school with very limited knowledge of the Catholic faith. Good teaching in the early years means that, by the end of the reception year, pupils make good progress. This progress continues

as children journey through school with no significant variation between major groups. End of Year 6 attainment over the last three years has averaged at 55%; there is a real drive to improve this as teaching continues to improve further and progress continues.

Monitoring and evaluation procedures of RE are becoming good and are improving rapidly under the direction of the head teacher, who is supporting the new RE leader. There are effective tracking systems in place, introduced this year, which have a positive impact on children's learning and progress. They inform areas of both strength and development. The RE subject leader is beginning to use the school's tracking system to monitor the progress of individuals, as well as of different groups of children, and challenge any underperformance. As these systems are more deeply embedded the goal is to continue to raise standards. Internal moderation occurs on a termly basis and teachers also meet with local schools to share practice and ensure consistency. On an annual basis the subject leader attends diocesan moderation to work alongside colleagues from across the diocese. This moderation confirms the school's internal assessments.

Over the past two years the new head teacher, alongside the governing body and recently appointed Parish Priest has ensured that there is good support for staff in the delivery, resourcing and assessment of curriculum RE. Training and networking has taken place which have provided regular opportunities for staff to strengthen their own development. Leaders recognise that this now needs to be further embedded to ensure that knowledge and understanding continues to grow so that all teachers are secure in their subject knowledge and confident to deliver engaging lessons which promote deep learning.

Staff value the support they are given from the head teacher, the RE subject leader and the Parish Priest and say it gives them confidence in their teaching of RE. This growing, learning community uses its strengths to support and challenge staff which is nurturing the growth of each individual.

During the inspection the Parish Priest supported the Reception teacher and her team as they asked the children to identify various parts of the church. He provided child friendly explanations and answered questions posed by the children.

The quality of provision in Religious Education is good. Over the past year planning has been reviewed and a new scheme, 'The Way the Truth and the Life' implemented. This is supporting teachers to ensure coverage of the Religious Education Curriculum Directory (RECD). Teachers are now referring to the Diocesan Wheels to identify any areas which need further coverage. As the new scheme is embedded, the goal is to begin supplementing it with varied resources which will provide the teachers with a greater range of choice. Overall, teachers' planning for RE ensures that lessons build on prior learning and meet the needs of all children. Children of other faiths are provided with opportunities to share their own faith and this supports all children as they explore similarities and differences between other faiths and Catholic Teachings. The best examples of planning show that teachers plan for different levels in both of the attainment targets. Leaders recognise that

sharing this best practice across the whole school will enable all children to make more rapid progress.

There is evidence that links to the Diocesan HRSE programme are being made as teachers plan their RE. A Year 4 lesson observed used HRSE objectives to explore how we can love our neighbours as ourselves. Leaders recognise that this now needs to be developed further to ensure that all objectives are covered.

Marking in RE across the school is developing and during inspection evidence of good practice was seen. In the best examples, teachers challenge the children to take their learning further as they ask challenging questions which seek to extend learning across levels. Time is then given for children to respond to demonstrate deeper thinking. This year the school has reviewed and changed its marking policy which is now more focused on immediate feedback. This is slowly being implemented and the Subject Leader recognises the importance of ensuring a consistent approach.

The school deploys support staff effectively to assist children with additional needs and they make a significant contribution to the learning and progress of these children. This assistance includes individual and group support largely within classes.

The staff work as a whole team and value the support of each other. There is a real sense of commitment to growing together to increase subject knowledge and understanding. Staff want to provide a learning environment which enables children to achieve and to become the best version of themselves.

SUMMARY OF INSPECTION JUDGEMENTS

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

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	2	2	2