



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Joseph's Catholic Primary School

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School Unique Reference Number: 125234

Acting Headteacher:	Mrs C. Scanlon
Chair of Governors:	Mr P. McCallum
Lead Inspector:	Mrs A. Oddy
Associate Inspector:	Mrs S. Conrad
Inspection date:	26 th June 2017

	Previous Inspection:	1
Overall Effectiveness	This inspection:	2

Catholic Life:	1
Collective Worship:	1
Religious Education:	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's is a good school because:	
<ul style="list-style-type: none"> ▪ St Joseph's is a warm and welcoming inclusive community. It rejoices in the diversity of its school community and ensures that all are valued and encouraged to achieve their potential. ▪ The mission statement and the school's Catholic ethos permeate all areas of school life. ▪ Caring, considerate relationships between all members of the school community are a feature of the school. ▪ Pupils are polite and courteous. They feel safe and happy and enjoy coming to school. They are very proud of their school and speak enthusiastically of the many activities and opportunities it offers, both spiritual and academic. ▪ Parents are appreciative of the school and value the Catholic education it offers. ▪ Governors are committed and conscientious in their role. They know their school well and play an active part in the school community. ▪ School leaders are dedicated to the school's mission and ethos. They have built a strong and cohesive staff team united in their aim to deliver quality education in a Catholic community. 	<ul style="list-style-type: none"> ▪ The school has a rich and vibrant Catholic life which supports pupils academically, socially and spiritually. It enables pupils to celebrate and deepen their relationship with God. ▪ Beautiful displays and high quality religious artefacts reflect the school's Catholic identity and invite pupils to engage in prayer and reflection. ▪ Strong systems of pastoral care support and nurture pupils, enabling them to play a full part in the school's Catholic life. ▪ Pupils are encouraged to consider the needs of others. They are active in fundraising for a wide range of charities.
<ul style="list-style-type: none"> ▪ Collective worship and prayer opportunities are many and varied, reflecting the traditions and richness of the Catholic Church. ▪ Pupils are enthusiastic and active participants. Older pupils enjoy planning, preparing and leading assemblies. Pupils are familiar with the traditional prayers of the Church and with composing their own prayers. ▪ The school's collective worship and prayer life also includes parents, staff and governors who are invited to join the school community for events and celebrations. 	<ul style="list-style-type: none"> ▪ Standards in religious education are good. All groups of pupils make good progress and achieve well. Work in pupils' books is well presented and reflects the pride pupils take in their work. ▪ Pupils enjoy their religious education lessons and appreciate the importance of these to their own lives. Interesting and varied activities, enriched by cross curricular links, engage and enthuse pupils. ▪ Assessment in religious education is well established and informs teaching and learning. Systems of peer and self assessment enable pupils to have greater involvement in their learning.
St Joseph's school is not yet outstanding because:	
<ul style="list-style-type: none"> ▪ The school should now build on its current strengths in teaching and learning in religious education in order to raise standards further; in particular to increase the proportion of lessons demonstrating outstanding features. 	<ul style="list-style-type: none"> ▪ The school should further develop the role of pupils in planning, preparing and leading school collective worship and prayer.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's is a three form entry voluntary aided primary school in the Diocese of Arundel and Brighton. It is situated within the Redhill and Reigate Deanery and is maintained by Surrey Local Authority. The school serves the parish of the Nativity of the Lord and includes St Joseph's Church, Redhill; The Holy Family, Reigate; and St Theresa's in Merstham.

The school takes pupils from 4 to 11 years. The number currently on roll is 442. 89% of pupils are baptised Catholics. 14% of pupils have special educational needs or disabilities (SEND). This is below the national average. Pupil premium funding is received for 7% of pupils. This is lower than the national average. 44% of pupils are of White British heritage, 13% of pupils are of Asian or Asian British heritage and 13% of any other White background.

The school became three form entry in September 2016. It is currently led by the Acting Headteacher.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to raise standards in religious education by increasing the proportion of lessons demonstrating outstanding aspects of teaching and learning. The school has the capacity and is well placed to make this improvement by building on current strengths.
- Further develop the role of pupils in planning, preparing and leading school Masses and liturgies.
- Develop school self evaluation to be securely evidence based and reflect the impact of planned improvement.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

- St Joseph's school is very welcoming and inclusive. It celebrates the cultural diversity of the school and ensures that all pupils are included in its rich and vibrant Catholic life. The parent of a pupil with special educational needs commented, 'My sons love this school's approach to God and faith; they know they are growing in God's love.' Pupils are proud of their school and feel happy and secure. They know that adults are there for them and will listen to them and sort out any concerns.
- They are happy to take responsibilities offered and to serve their school as daily disciples, on school and sports councils, as librarians and in many other roles. They appreciate that it is part of caring for each other and the school community.
- Pupils are familiar with the mission statement and its importance at the heart of their school. 'Living, learning and laughing together in the light of God's love' is exemplified in the daily life of the school and reflected in the excellent caring relationships between all members of the school community.
- During this inspection the behaviour of the pupils was excellent, both in class and around the school.
- Pupils are kind and considerate to each other. They know they are expected to care for others and can relate this to the teachings of Jesus. They appreciate the need for forgiveness and the importance of listening to others.
- Pupils are interested in the beliefs and practices of other faiths and understand that these should be treated with tolerance and respect. A pupil commented, 'Everyone in the world is part of God's family.'
- Pupils participate in many activities with other schools and in the wider community. They are active in fundraising for a wide range of charities, recognising their responsibilities to others in need.
- Good links with the local parish, the deanery and the diocese foster pupils' appreciation of being part of a wider Catholic family. There is clear evidence of a strong school/home/parish partnership. Some parents expressed a view that they would like to see this extended to other feeder parishes and the school has identified this as an aim for the future.

The quality of provision for the Catholic Life of the school is outstanding because:

- The school mission statement is at the heart of the school and informs all school policy and practice. Discussions with pupils have enabled them to explore its meaning and application to school daily life and themselves.
- The school's attractive and well kept learning environment reflects its Catholic identity. Beautiful artefacts and displays enhance the school and feature Catholic liturgical traditions and seasons as well as themes in religious education.
- Leaders and managers are committed to the mission of the school and have built a cohesive staff team who fully support the Catholic life of the school. Effective induction of new staff includes diocesan training and in-house support to ensure their familiarity with school values and expectations.
- The inclusive nature of the school embraces and supports all pupils, including those of other faiths or none. Cultural diversity is recognised and celebrated, in particular by very popular International events. The display 'We are One' and the Jesse Tree celebrate the diversity of the school community and its unity.
- Strong systems of pastoral care support pupils and their families. Pupils with special needs, including behavioural and emotional needs benefit from a wide range of support strategies including nurture groups.
- A programme of Personal, Social and Health Education (PSHE) is in place, including the use of the 'Journey in Love' programme for Relationships and Sex Education. It is in line with the teachings of the Church. British values are taught as part of the curriculum and incorporated in the school's mission and ethos.
- Visits to the parish church, support for the parish sacramental programmes and valued visits and support from the parish priests strengthen the school as part of the parish community and enrich its Catholic life. A parent wrote, 'I am delighted with the Catholic education my daughter receives and especially the excellent relationship that the parish and priests have with the school.'

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding because:

- Governors and senior leaders are fully committed to the Catholic life of the school and work with staff to ensure high quality provision.
- Governors take it in turn to be 'Governor for the Month' during which the appointed governor attends events and celebrations and takes a particular interest in the life of the school for that time monitoring the spiritual, moral, social and cultural aspects of school life.
- Governors are fully involved in school life, attending many events including residential visits. They contribute to the school's Catholic life in many ways, for example by arranging for the local Church community to knit Nativity figures to allow the school to offer 'travelling cribs'.
- The link governor for religious education is also instrumental in monitoring the Catholic life of the school. She provides feedback to the governing body. Events relating to the Catholic life of the school form part of the headteacher's report, keeping them fully informed.
- School self evaluation of the school's Catholic life is detailed and descriptive but should now be extended to include sources of evidence and the impact of planned improvements.
- Development planning includes items relevant to the Catholic life of the school under the heading 'Religious Education/EPR'. The school may wish to consider giving it a separate heading to emphasise its importance to the school in addition to its relevance to religious education.

COLLECTIVE WORSHIP AND PRAYER LIFE

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- How well pupils respond to and participate in the school's Collective Worship and Prayer Life.
- The quality of provision for Collective Worship and Prayer Life.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding because:

- Prayer and worship are a central and valued part of school life. Collective worship opportunities are many and varied. Pupils know that this is an important part of school life and enjoy coming together as a worshipping community.
- The act of collective worship observed was a Key Stage 2 assembly led by the acting headteacher. Pupils helped to dramatise aspects of the theme and read their own prayers. The theme of the assembly was based on Pope Francis' message and helped pupils to reflect on how they could be caretakers of the world. Music and ICT was used effectively to enhance pupils experience. Pupils had opportunities for discussion and reflection and a message to take out to their lives in school and beyond. Pupils responded very positively. They were attentive and engaged, singing joyfully and signing the hymns. It was an uplifting example of the school community in worship.

The quality of provision for Collective Worship and Prayer Life is outstanding because:

- Collective worship is central to the life of the school. Prayer is an integral part of the school day for pupils and staff. Staff and governor meetings begin with prayer. Pupils and staff are given many opportunities to pray individually and in groups of varying size.
- A wide range of liturgical opportunities are offered to engage pupils and develop their spirituality. Good resources enhance pupils' experience; the school has purchased a new music programme linked to 'Come and See' to enrich collective worship in school.
- Pupils speak very positively of collective worship in school, recognising its importance to the school community.
- Parents and carers are included in the school's collective worship and are pleased to be included, seeing this as an opportunity to accompany their children on their faith journey.
- Well kept spiritual journals record prayer and worship opportunities and key events for each class during their time at the school.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding because:

- Leaders and managers are committed to providing high quality liturgical experiences and are skilled in their knowledge of planning worship and the traditions of the liturgical year.
- Governors play a regular part in the worship and prayer life of the school. They regularly attend events both as members of the school community and in their monitoring role.
- School self evaluation of the provision for collective worship is currently descriptive rather than evaluative. It should now be further developed to include evidence of the impact of planned improvement and the results of school monitoring.
- Information for parents and invitations to join the school for liturgies and celebrations are included in school newsletters and on the school website which provides a wealth of evidence of the school as a Catholic worshipping community.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

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How well pupils achieve and enjoy their learning in Religious Education is good because:

- Pupils clearly enjoy religious education lessons. During the lessons observed as part of this inspection they were attentive, responsive and worked well. They were eager to contribute thoughtful ideas and responses.
- Pupils are confident when talking about their religious education lessons and appreciate the importance of religious education to their own lives. A Year 6 pupil said, 'We have to work together to make the world a better place,' and another said, 'Whoever you are you can make a difference.'
- Work in pupils' books is very well presented and demonstrates the pride pupils have in their work. There is very good development of religious literacy with progress evident across the year groups.
- Pupils' books show evidence of a dialogue between teacher and pupil. Pupils spoke very positively of this saying they found it useful and that it helped them to improve their work. Regular self and peer assessment enable pupils to reflect on their understanding and take ownership of their learning.
- The school judges standards in religious education across the school to be good and this is in line with the findings of this inspection. School self evaluation and results indicate that pupils make good progress and attain well.
- End of key stage results in religious education are similar to those in other core subjects, with a significant number of pupils achieving the higher levels. Standards are good across the curriculum.
- All groups of pupils make good progress and achieve well. Support is provided as appropriate to facilitate this and enable every pupil to progress.
- Cross curricular links and a range of activities including music, drama and ICT engage and enthuse pupils enriching their experience of religious education. Pupils talked enthusiastically of drama and hot seating and proudly displayed examples of their art work in religious education.

The quality of teaching and assessment in Religious Education is good because:

- Four lessons across three key stages were observed as part of this inspection. Teaching was securely good with elements of outstanding practice in some lessons. All lessons had clear learning intentions, were based on detailed planning and used an appropriate range of resources. In the best lessons the teacher's excellent subject knowledge and skilful questioning enabled pupils to explore and deepen their understanding. In some lessons opportunities to address misconceptions and clarify pupils' understanding of key vocabulary were missed. The school should now focus on raising the standard of all lessons to that of the best and may wish to use the sharing of good practice and closely focused observations to achieve this. The school has good capacity to take this forward.
- Following an interim visit a primary diocesan adviser has recently provided support and guidance to improve three aspects of teaching in religious education. These were ensuring significant challenge for the more able, having different starting points within a lesson and ensuring pupils take ownership of their learning and direction. As these become embedded in school practice they will help to raise standards further. Lessons observed as part of this inspection showed some evidence that these were being included in lessons.
- Pupils' books show evidence of a dialogue between teacher and pupils which helps pupils to explore their learning and deepen understanding. Self and peer assessment are well established and used on a regular basis. Assessment sheets are at the beginning of each new topic in pupils' books. These are not always completed in particular with regard to next steps. The school should ensure that these are completed consistently across the school and may wish to consider focused monitoring as part of this.
- Formal assessments take place at the end of each topic. Teachers' judgements are validated by internal moderation and takes place at deanery level.
- Assessment informs lesson planning ensuring that lessons are matched to pupils' needs and abilities and that support and challenge are appropriately targeted. In the lessons observed other adults in the classroom effectively supported pupils' learning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good because:

- The school follows the 'Come and See' programme of religious education enriched by cross curricular links as appropriate. Curriculum provision and time allocation is in line with diocesan guidance and the requirements of the Bishops' Conference.
- Religious education receives a generous budget allocation. The religious education subject leader is a member of the senior leadership team reflecting the importance of this role to the school.
- The religious education leader is committed to her role. Conscientious monitoring of planning, displays, book scrutiny and lesson observations inform development planning. Feedback is provided to individuals and groups. Meticulous and detailed record keeping demonstrates her commitment to driving improvement and raising standards.
- Staff have worked with colleagues from other deanery schools to ensure standards of provision are maintained and developed further. A recent example was devising creative and challenging lesson activities that ensure differentiation by task.
- Governors are kept informed of standards and progress in religious education and fulfil their responsibilities regarding support and challenge. The link governor for religious education participates in monitoring activities including lesson observations, book scrutiny and observation of prayer and worship.
- The parish priests make a valuable contribution to religious education and the Catholic life of the school. They are frequent visitors to the school supporting religious education, celebrating Mass and liturgies and strengthening the links between school and parish. Parish sacramental programmes are supported by the religious education curriculum in school. The involvement of the parish priests is appreciated by parents. One wrote 'The priests' presence and work at the school is tireless and exceptional'. The parish priests also help pupils to explore the 'Big Questions' that are a feature of every classroom.
- School development planning in religious education is clear in its objectives, the personnel involved and resource implications. The school should ensure that all success criteria are measurable and may wish to include appropriate timescales.
- School self evaluation of religious education is brief and largely descriptive. It should be extended to be securely evidence based and reflect the impact of planned improvements.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

2

Catholic Life

1

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

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The quality of provision for the Catholic Life of the school.

1

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

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

1

The quality of provision for Collective Worship and Prayer Life.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

1

Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2