



Archdiocese of Birmingham

Section 48 Inspection Report

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

St Joseph's Close, Droitwich, Worcestershire, WR9 0RY

Inspection dates:

15-16 February 2022

Lead Inspector:

Sister Susan Collins

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Good

Religious Education:

Good

Collective Worship:

Good

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- The headteacher, together with her staff and governors, is committed to promoting the Catholicity of the school. This is evident through the excellent relationships witnessed during the inspection and the school's environment.
- The behaviour of pupils is exemplary in lessons and around the school. This is because of the high expectations of all members of staff working very closely together.
- Relationships, Sex and Health Education is well planned for, and the newly appointed subject leader is ensuring that provision is effective.
- Parents and governors are overwhelmingly supportive of the school due to the care and attention staff show for the well-being of all pupils.

It is not yet Outstanding because:

- Not all pupils receive the full entitlement of Religious Education, as prescribed by the Bishops' Conference of England & Wales.
- Consistent rigorous monitoring and evaluation procedures are not in place, and therefore areas for development are not quickly identified and acted upon.
- Pupils' knowledge of vocation is not developed across the school.
- Pupils' skills in planning and leading worship needs to be developed.

FULL REPORT**What does the school need to do to improve further?**

- Ensure that 10% of curriculum time is allocated to the teaching of Religious Education for all pupils at all times.
- Establish rigorous, consistent monitoring and evaluation procedures in Catholic Life, Religious Education and Collective Worship to drive rapid and sustained improvement, whilst increasing pupil involvement in the evaluation of Catholic Life.
- Improve pupils' knowledge of vocation as a calling from God to holiness and to the mission of evangelising the world.
- Develop pupils' skills in planning, preparing and leading Collective Worship, with a focus on using a variety of prayer styles, including traditional prayers.

THE CATHOLIC LIFE OF THE SCHOOL

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

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school**CL2 The quality of provision for the Catholic Life of the school**

- The school has updated its mission statement to make it more accessible to pupils and the whole school community. Pupils pray the mission during their weekly Gospel assembly; as such, they know they need to work hard, persevere and be kind.
- Pupils do not have enough opportunities to participate in the Catholic Life and mission, including its evaluation. Subsequently, they are not involved in planning improvements to it.
- Behaviour throughout the school is of a very high standard. Pupils are kind, polite and caring. They are very attentive in lessons, during acts of Collective Worship, and generally around the school site. They are proud of their school and very happy to be part of the community.
- The very recent introduction of prayer leaders across the school has enhanced pupils' involvement in the Catholic Life of the school. Other pupils need to be regularly involved in activities which promote the Catholic Life of the school.
- Staff are passionate about the school, striving to achieve the best for all pupils and enhance the Catholic Life.
- The school has a very nurturing approach which provides for each child's personal support and spiritual, moral, and ethical development.
- Pupils' knowledge and understanding of vocations needs to be developed across all year groups.

- Staff have worked hard to ensure that the environment represents the Catholicity of the school. As a result, visitors are aware of the Catholic nature of the school, for example, the statue of St Joseph is prominent for all to see in the entrance of the school.
- The environment, in both classrooms and communal areas, celebrates and promotes the Catholic Life of the school. Visual prayer focuses are relevant and reflect the liturgical season, reinforcing the pupils' understanding of the Church's cycle of seasons and feasts. Prayer focus areas need to be more prominent for pupils to become immersed in the prayer life of the school. The beautiful prayer room is used by the prayer leaders; however, all pupils would benefit from praying in this sacred place.
- The school is a prayerful community, with prayer forming a central part in school and class assemblies. This is reinforced by prayers at the start of the school day, before and after meals and at the end of the day. However, pupils are not exposed to the full range of the different traditional prayers of the Church.
- Pupils have a good knowledge of their school and class saints.
- Each class has a Catholic Life floor book which evidences the school's world religion day, their Class Saints, and other activities, for example, the pupils making a Christingle and Bambinelli. Pupils' reflections would provide further evidence on how they have benefited from the celebrations and activities.
- Pupils are committed to supporting and caring for those who are less fortunate than themselves through their Harvest donations for a local food bank, fundraising for Father Hudson's and CAFOD.
- Pupils have a limited knowledge of other religions and faiths; however, they demonstrate a sense of respect for those of other faiths and a desire to learn more about other faiths.
- The parish priest supports key events within the life of the school and recently visited the children in Reception to link in with their work on Baptism. Plans are in place for the children to participate in the celebration of the Eucharist more frequently.
- The school and parish work closely together to deliver sacramental preparation. This involves preparation meetings, a commitment Mass in the church and the provision of retreats before sacraments of initiation and healing take place. As a result, pupils are well prepared for the sacraments.
- The level of pastoral support for pupils and their families is good. The school provides a safe, caring, peaceful and supportive environment for their families.
- Relationships, sex, and health education (RSHE) is taught in accordance with the teachings of the Catholic Church using the 'TenTen' programme. Subsequently, pupils understand the dignity and uniqueness of the human person.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school

- The provision for the Catholic Life of the school is clearly acknowledged as a leadership responsibility and the headteacher reports on it regularly to governors.
- Leaders and governors demonstrate a very deep level of commitment to the Church's mission in education. They are passionate about their faith being at the heart of everything and governors have supported the headteacher through a very difficult time following the serious fire in January 2021. This has impacted on the school's capacity to address areas for development.
- Governors' involvement in monitoring the Catholic Life of the school takes place informally. They know that Catholic Life is intertwined into all aspects of the life of the school.

- Formal, rigorous, regular monitoring activities need to be in place so that leaders and governors can evaluate the school more accurately and drive further improvements rapidly.
- Professional development of staff with appropriate training needs to be developed so that feedback can be given to staff following training in order that diocesan initiatives can be implemented swiftly.
- Communication with parents is excellent, with regular newsletters demonstrating and reinforcing the Catholic faith. A parent described the school as a family place, not just a school. As a result, pupils are kind, thoughtful, honest, and articulate and have a genuine sense of growing closer to God.
- Pupils' understanding of the Catholic School's Pupil Profile (CSPP) is very limited. The school has developed a Reception-friendly version of the virtues which will help pupils' understanding of them. Each week, virtues certificates are given out in the congratulations assembly. To promote the vision of the Archbishop of Birmingham for schools, this area needs to be explored further so that it has a positive impact on all pupils.

RELIGIOUS EDUCATION

The quality of Religious Education	Good
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor, and evaluate the provision for Religious Education	Requires Improvement

RE1 How well pupils achieve and enjoy their learning in Religious Education

RE2 The quality of teaching, learning and assessment in Religious Education

- Most pupils start school with limited knowledge or understanding of the Catholic faith. Progress is variable across the school; however, it is good at the end of key stages and in three out of four classes in Key Stage 2.
- Standards in Religious Education mirror those in other core subjects.
- Pupils with special educational needs and disabilities (SEND) are particularly nurtured and cared for by all staff and are ably supported by teaching assistants. The quality of support provided by them is of a high standard because of their subject knowledge and their desire for all pupils to achieve well.
- The school has recognised that there is a difference in attainment of boys compared to girls across the school and now needs to devise and put plans in place to address this and ensure the gap closes.
- Pupils are keen to answer questions, they talk confidently about their learning in Religious Education, and progress was evident in some lessons.
- Teaching across the school is good because lessons are well planned and linked to the pupils' current assessments, although there is little differentiation by task. Subsequently, the demand on teachers' questioning, reshaping and support skills is particularly high in order to meet the needs of each pupil.
- Teachers' questioning is effective and routines for learning are well established. To engage pupils further, a broad range of teaching styles need to be developed.

- The level of challenge posed to pupils in upper Key Stage 2 needs to be increased. Pupils need to use different sources of evidence to meet the standards set out by the Bishops' Conference of England and Wales for attainment target 3.
- Teachers are generally confident in their subject knowledge. Where this confidence is less secure, such as teachers new to teaching in a Catholic school, the Religious Education leader provides good support.
- The behaviour of pupils in Religious Education lessons is very good and relationships between adults and pupils are excellent. Because of this, most pupils concentrate well and enjoy their learning.
- Work in pupils' exercise books is generally of a good standard, well presented and fully completed. In the younger classes pupils are not being given enough opportunities to 'mark, make, and write', as teachers are summarising the learning on printed sheets.
- Pupils' work is marked regularly; however, it does not help them sufficiently to identify the strengths and areas for improvement in their work. As a result, progress is not always rapid.
- The curriculum is based on the diocesan scheme 'Learning and Growing as the People of God' and follows its recommendations in terms of planning and assessment.
- Achievement and effort are usually celebrated, leading to good levels of motivation from most pupils.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- Religious Education does not completely fulfil the bishops' requirements as pupils in Key Stage 2 do not all receive their full entitlement of lessons.
- Governors are dedicated and committed to improve outcomes for all pupils. They know the school well and are aware of areas for development.
- Leaders are not monitoring and evaluating Religious Education in a planned and systematic way. There is no link between the self-evaluation document and the school's action plan.
- Leadership of Religious Education is currently shared between the part-time subject leader and the headteacher. The headteacher has focused on supporting the school community following the fire which has taken considerable time and energy. The school has identified that to facilitate this important role in school, a full-time member of staff will be appointed to meet the requirements of the archdiocese.
- The teacher responsible for RSHE has a well written action plan and is supporting staff effectively to help them implement the scheme of work.
- Most of the recommendations from the Section 48 Monitoring visit in February 2019 have not been actioned. Governors need to hold leaders to account and ensure that areas for development from this inspection are implemented.

COLLECTIVE WORSHIP

The quality of Collective Worship	Good
How well pupils respond to and participate in the school's Collective Worship	Requires Improvement
The quality of Collective Worship provided by the school	Good
How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship	Good

CW1 How well pupils respond to and participate in the school's Collective Worship**CW2 The quality of Collective Worship provided by the school**

- Collective worship is central to the life of St Joseph's, where praying together is part of the daily experience for all members of the community. Pupils clearly enjoy praying together and are reverent when praying.
- Inspectors observed an assembly for younger pupils where the pupils were keen to be involved, eager to respond, and shared ideas enthusiastically.
- The pupils can listen to 'One Life Music' in assemblies, and they articulate a good knowledge of why we pray to God.
- Pupils are just beginning to promote their own class liturgies. They need to be given the opportunity to experience a wide variety of prayer styles to frequently inspire deep thought and heartfelt response. The leadership of prayer by pupils needs to be introduced into all classrooms in an age-appropriate way.
- The prayer leader role has been re-introduced within the school. These pupils are enthusiastic about their role in supporting their peers in planning and leading Collective Worship, although this is yet to start. Previously, they acted out the Christmas story which was filmed for the rest of the school to watch.
- Pupils demonstrate an understanding of the Church's liturgical year, its seasons, and feasts.
- Opportunities are planned to facilitate attendance by other adults associated with the pupils and the school. The parents and leaders have enthusiastically embraced this and are keen to re-establish and sustain levels of engagement post-pandemic. Parents express a desire that Masses will be celebrated back in the school again soon.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- Leaders know how to plan and deliver good quality prayer and liturgy. They are models of good practice for staff and pupils.
- Leaders need to create capacity to enable pupils to instigate, plan and deliver their own acts of Collective Worship, and thus develop their confidence in doing so.
- Leaders and governors need to adopt a formal system of monitoring Collective Worship to ensure further well targeted development.
- Opportunities for other members of the school community, such as parents, pupils, and governors to contribute to the evaluation of Collective Worship need to be developed.
- The school is not fully meeting the bishop's requirements as Mass is not celebrated for pupils and staff on Holy Days of Obligation.

SCHOOL DETAILS

Unique reference number	116876
Local authority	Worcestershire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	3-11
Gender of pupils	Mixed
Number of pupils on roll	186
Appropriate authority	The governing body
Chair	Mr Duncan Kennedy
Headteacher	Mrs Catherine Bryan
Telephone number	01905 773572
Website address	www.stjosephsdroitwich.co.uk
Email address	office@st-josephs-droitwich.worcs.sch.uk
Date of previous inspection	3 November 2015

INFORMATION ABOUT THIS SCHOOL

- St Joseph's is a smaller than average primary school serving the parish of Sacred Heart and Saint Catherine of Alexandria.
- The percentage of Catholic pupils is currently 53%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of SEND pupils is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is average.
- Since the last inspection a new headteacher and subject leader have been appointed.
- A serious fire in January 2021 has limited leaders' ability to fully address action points needed to move the school forward.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Sister Susan Collins and Krystyna Bickley.
- The focus of the inspection was on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across 7 Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with a governor, the headteacher, the Religious Education subject leader, the RSHE lead, parish priest, and parents.

- The inspectors attended phase and pupil led Collective Worship, undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning, Catholic Life floor books and headteacher's reports to governors.