



# Archdiocese of Birmingham

## Section 48 Monitoring Visit

### ST JOSEPH'S CATHOLIC PRIMARY SCHOOL WHITNASH

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Inspection dates	16 <sup>th</sup> May 2013
Reporting Inspector	Teresa Quick

Monitoring Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary aided
Age range of pupils	4-11 years
Number on roll	209
Appropriate authority	The governing body
Chair of governors	Mr Brian Malone
School address	Rowley Road Whitnash Leamington Spa CV31 2LJ
Telephone number	01926 427552
E-mail address	admin3547@we-learn.com
Date of previous inspection	April 2008
DFE School number	937/3547
Unique Reference Number	125719

<b>Headteacher</b>	<b>Mr Jim Goggin</b>
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DIOCESAN EDUCATION SERVICE





17<sup>th</sup> May 2013

Diocesan Education Service,  
Don Bosco House,  
Coventry Road,  
Coleshill,  
B46 3EA

Mr Jim Goggin  
St Joseph's Catholic Primary School  
Rowley Road  
Whitnash  
Warwickshire  
CV31 2LJ

Dear Mr Goggin

Section 48 Monitoring inspection: 16<sup>th</sup> May 2013

Thank you for the welcome you, your staff and pupils gave me when I inspected your school on 16<sup>th</sup> May and for the information you provided both before and during the inspection. I am grateful for the time given by all including the chair of governors and parish priest in speaking with me.

The inspection was a "light touch" monitoring inspection because your school was judged at the last section 5 inspection to be outstanding and because it is now five years or more since you last received a section 48 inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I attended a whole school liturgy, read school documents, including a summative self-evaluation, interviewed senior leaders, the chair of governors, the parish priest, the subject leader for RE, and pupils from Years 2 and 6. In addition I was accompanied on a learning walk by the subject leader. I observed in 4 lessons, and looked at a sample of pupils' written work. In addition, I gathered evidence of some of the outstanding practice in the school as part of a diocesan wide survey of good practice in Catholic life and religious education.

### **Catholic Life**

The self evaluation of the quality of the Catholic life and collective worship is accurate and based on reliable and effective processes that are in place. The outstanding Catholic life of St Joseph's comes from the deeply held faith and commitment of the leadership of the school to the ideals they hold for a Catholic school. The Catholic mission embodied in the school's mission statement is central to the development of the pupils' spiritual, moral and vocational understanding. The strong and dedicated Catholic leadership ensures that all staff and pupils share and help promote the Catholic ethos. The school rightly judges its Catholic life to be outstanding. This judgement is reliably based on effective monitoring and evaluation processes which involve all stakeholders. There are a range of monitoring activities that relate specifically to Catholic life provision and outcomes. There are systems in place to enable pupils, parents, all staff and governors to regularly feed their views into this monitoring and evaluation system. It is as a result of these findings that an accurate knowledge of the school's strengths and areas for development is formulated. These are incorporated in future planning or, where appropriate, implemented quickly. Perhaps the most interesting is linked to pupil involvement that led to the formulation of the mission statement. RE and Catholic life is led by an experienced capable subject leader working in collaboration with the headteacher. There is evidence of regular audits of Catholic life, the ethos of the school and spirituality together with community cohesion. These are analysed and shared with staff. The outcomes feed into the action plan to support the school's continuous development and improvement to its Catholic life. Opportunities are not missed to include initiatives instigated by the Church to promote the Catholic life of the staff and pupils.



Faith based targets are a feature of performance management. All adults in the school, through formal and informal discussions, understand that they are responsible for the promotion of the Faith. Staff regularly check and assess pupils' participation and response to the Catholic life and collective worship. There is sound evidence on which to base the judgement that both are outstanding. It is clear from the pupils' response to collective worship that differing styles of prayer are well embedded with meditation now being part of whole school prayer services as well as classroom prayer. There is close contact with the parish in particular with the monthly children's Sunday Mass. Music is used effectively in acts of collective worship to enhance prayerful experiences for the children both in school and in the parish Sunday Mass. The governing body are a supportive and challenging influence within St Joseph's. There is a close working relationship between the headteacher, the chair of governors and the priest. There is huge respect for one another as they work for the benefit of the pupils. There is a biennial retreat for staff and governors where they can meet together for prayer and contemplation. The governors are not complacent. They know that theirs is an outstanding Catholic school but they work towards further improvement in its Catholic life and learning in RE. They are fully informed and are involved in decisions within the school. RE has been given priority with an RE committee to have a strategic role in the promotion and monitoring of RE and the Catholic life of the school.

### **Religious Education**

Self-evaluation is accurate and reliable in its judgement that progress and attainment in religious education are outstanding. Rigorous monitoring in RE is embedded and feeds into the school's action plan. The headteacher and the subject leader monitor how well teaching, assessment and the curriculum promote purposeful learning, enjoyment and achievement of pupils. They monitor and evaluate the achievement of pupils in RE through planning scrutiny, lesson observations, book trawls and pupil and link governor discussions. They look at the progress and quality of learning for individuals, different groups and pupils with special educational needs and disabilities. Records are clear and detailed. Findings are fed back to teaching staff during staff meetings. All teaching staff have an RE based target as part of their professional development. Overall teaching is outstanding with support for new and non Catholic staff provided by senior staff. The school is rightly proud of the quality of the teaching in RE, the input from the teachers and the support staff. The displays throughout the school proclaim that this is a Catholic school with work of excellent quality in RE whether it is through extended writing, art, ICT or the photographic evidence of Catholic life. The exceptional quality of teaching also impacts well on the pupils' spiritual, moral and vocational development. RE and the Catholic dimension of the school are key issues for governors' meetings where they get regular information about learning and teaching and curriculum developments. There is a planned monitoring programme in place and a working party composed of teachers, governors, parents and pupils reviews the Catholic life of the school. Subsequently governors are well informed and up-dated on a regular basis.

The school has clearly identified in its planning the areas of development to maintain its outstanding practices. The governors have identified how they can develop their role further in their support of the school and pupils' learning. Now they have to embed the newly formed RE governors committee in their monitoring and evaluation role to be in an even better position to monitor, evaluate and report on the Catholic life and religious education in the school.

Yours sincerely

Teresa Quick  
Diocesan Inspector