



Catholic Schools Inspectorate inspection report for
St Joseph's Catholic Primary School

URN: 140641

Carried out on behalf of the **Right Rev. John Wilson, Archbishop of Southwark**, on:

Date: 14-15 June 2023

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| Overall effectiveness The overall quality of Catholic education provided by the school..... | 2 |
| Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission..... | 2 |
| Religious education (p.5) The quality of curriculum religious education..... | 2 |
| Collective worship (p.6) The quality and range of liturgy and prayer provided by the school..... | 2 |
| The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference | <input checked="" type="checkbox"/> |
| The school is fully compliant with all requirements of the diocesan bishop | <input checked="" type="checkbox"/> |
| The school has responded to the areas for improvement from the last inspection | Fully |

Summary of key findings

What the school does well

- School leaders know their school well and have a shared clear vision as to how to build on current early progress in moving the school forward, having established a cohesive staff team and leadership capacity
- Governors are a growing strength of the school. They are knowledgeable and ambitious for St Joseph's
- There is a strong, growing and effective partnership between the school and parish, which contributes exceptionally well to pupils' spiritual formation
- The physical environment likewise enhances the pupils' and staff's spiritual development and formation. There is an ambience of calm and respect
- Communication with parents is strong and reflects the promotion of an atmosphere of mutual respect where every person is valued as a unique gift from God and where individual talents are recognised and celebrated

What the school needs to improve:

- Having established a number of pupil voice groups, i.e. Minnie Vinnies, school council, chaplaincy group and eco group, these need to be further embedded so their impact on school life is evident and pupils can articulate this
- As part of the planned development of religious education leadership, disseminate the currently identified good practice to ensure the provision of religious education is consistent throughout the whole school so that all pupils benefit from good quality teaching and learning and reach their full potential
- Develop the school's policy for collective worship to improve opportunities for all pupils to prepare, lead and evaluate prayer and liturgy so they undertake liturgical ministries with confidence and understanding

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Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



St Joseph's has made steady progress over a recent transition period. The school has responded to changing demographics, more special needs, an increasing ethnic diversity cohort and a broader range of socio-economic backgrounds. It is commendable how the school's newly established leadership and religious education teams have had an impact. As a parent wrote, 'St Joseph's has played an instrumental part in the spiritual education of my child. It is a positive environment which lives Catholic values'.

Pupils in St Joseph's are confident, articulate and great ambassadors for the school. They can speak keenly about their Catholic school. The newly written school mission statement, 'Love of learning, Love of one another, Love of the world, Love of God,' reflects the core of the school's broad and balanced curriculum that promotes the school's spiritual, moral, social and cultural teachings. Pupils understand their role in caring for those in need locally and globally through the range of charity support they engage in. Pupils have a strong sense of respect, awareness and understanding of other faiths, and the majority demonstrate high levels of good behaviour and manners.

The unique Catholic identity of St Joseph's is evident because of the strong sense of family, inclusivity, mutual respect and the physical environment. Displays create a deep respect for the Catholic life and mission of the school.

Governors, staff, pupils and parents acknowledge that they all benefit from the Catholic life of the school. A parent wrote, 'I am pleased my child can explore faith confidently at school.' Staff provide the highest levels of pastoral care with a deep commitment to the most vulnerable.

Pupils enjoy their relationships, sex and health education (RSHE) lessons which are fully rooted in the church's teachings, well-planned and meaningful. Parents are supportive and can access the lesson resources via a link on the school website.

The passion of all stakeholders at St Joseph's is noteworthy and reflects the strong sense of partnership and an outward-looking approach. There is evident pride in the school and an acknowledgement by all that there is a common purpose to maximise opportunities for all pupils. A parent noted in their questionnaire response, 'St Joseph's is such a supportive and caring school. They have helped my child when other schools gave up on them. The difference is that the staff are calm and caring and want to help. They really have a calling. The school's Catholicity is in everything they do, like helping families and charity work'. Leaders are dedicated to promoting and leading the school's Catholic life. Several new governors serve the school well, helping to shape and support the improvement of the school's faith life. Staff at all levels attend relevant training. Leaders have developed a motivated and committed staff team who are committed and caring and speak positively about leaders. Parents and carers are overwhelmingly positive about the school, and good strategies are in place for engaging them to support the Catholic life of the school. The parish priest and the parish community have established good working relationships with the school team.

Staff expressed positivity about being part of the St Joseph's community, with one saying on their staff questionnaire, 'I am happy to work in an environment where faith is embedded'. They commented that their well-being is a priority.

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Religious education

The quality of curriculum religious education

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| Religious education key judgement grade:..... | 2 |
| Pupil outcomes How well pupils achieve and enjoy their learning in religious education..... | 2 |
| Provision The quality of teaching, learning, and assessment in religious education..... | 2 |
| Leadership How well leaders and governors promote, monitor, and evaluate the provision for religious education..... | 2 |

In a mutually supportive teaching environment, there is a consensus for continued improvement and aspiration to improve teaching and learning further. Pupils enjoy their religious education lessons and speak enthusiastically about how they learn and 'help' each other. Pupils build on their learning each year, progressing in knowing, remembering, and doing more. Pupils, including those with special educational needs, achieve well. Pupils are generally religiously literate, using their learning in religious education to emphasise viewpoints and think ethically. They speak with confidence about what they have learned and take pride in their work. Pupil achievement in religious education is in line with other core curriculum subjects. Behaviour for learning is good, and pupils actively engage with their learning. They work collaboratively and independently as appropriate to achieve success. The quality of work is of a good standard. There are growing opportunities for pupils to engage in discussion, debate, art, music and poetry, reflecting much stronger cross-curricular links. As seen in some lessons, recording learning in good quality Big Books provides an excellent example of the curriculum content. Lesson structure delivery emphasises and enhances pupils' religious literacy. A parent said, 'My child always discusses his religious education confidently and how much he enjoys the lessons. He often comes home discussing his learning and shows a deep level of understanding and empathy which I know has been nurtured and developed at St Joseph's'.

Most teachers are confident in their subject knowledge. They are supportive of one another and value religious education. Teachers revisit prior learning to support pupils in linking different areas when introducing new material.

Teachers are aware of the need for Catholic Social Teaching to underpin the curriculum, although this work is yet to be embedded. In the best lessons observed, teachers planned lessons carefully

to ensure pupils were given opportunities to present their learning in a variety of forms. As a result, pupils are enthusiastic and engaged in their learning. Teachers use questioning to identify where pupils are in their understanding. They could improve this by asking more open-ended questions, allowing pupils to explore their answers more deeply. Activities for pupils with SEND are appropriately scaffolded. In lessons that are planned well, pupils fulfil their potential and achieve learning objectives. Assessment is reviewed and evaluated by the religious education leader. Pupil progress meetings ensure that next-step improvement actions are identified and implemented. Teacher judgements have been validated through religious education moderation carried out with partner schools. The parish priest regularly visits the school, and all admire his religious education input. Booklets produced to support pupils' visits to the church and celebrations they participate in provide good learning tools as well as a record of pupil involvement.

Leaders and governors have adopted '*The Way, The Truth and the Life*' religious education scheme that delivers the curriculum aims as required by the Religious Education Curriculum Directory. Leaders and governors give the subject at least the same status as other core subject areas. The religious education budget is equitable to other core subjects. The subject leader has a clear vision for teaching and learning and good expertise in securing this vision. There is a capacity to continue developing the teaching of religious education. There is a focus on ensuring high-quality learning experiences for all pupils. Leaders have processes in place to monitor the teaching of religious education, which is improving pupil outcomes. It will be important to sustain this process over time for outcomes to improve further.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

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The school is a prayerful community, with the programme of the school day punctuated with opportunities for prayer. Pupils enjoy the opportunities to engage in prayer and liturgy, which is reflected in their levels of participation. The school's policy for collective worship should provide opportunities for all pupils to develop their role in preparing, leading and evaluating prayer and liturgy. Pupils have a good knowledge and understanding of the liturgical year and make connections to the cycle of prayer, liturgy, and various seasonal and parish and school traditions. There is a sense of respect for faiths other than their own. Pupils are reflective and can articulate how they live out and follow the example of Jesus in their daily lives. A parent stated, 'We are practising Church of England Christians but felt the ethos of St Joseph's was and is the perfect place for our children to grow in their faith as well as being stretched and challenged in their learning and beliefs.'

Praying together is part of the daily experience for all pupils and staff, positively impacting the school's sense of community. They enjoy a range of opportunities for prayer and liturgy and actively participate in it. Pupils know a good range of traditional prayers and responses and use these prayers, and their own, as part of their regular praying in school. Their school prayer is understood and said with enthusiasm. It would be appropriate to encourage opportunities for spontaneous prayer. Prayer areas around the school are well presented and used.

Acts of prayer and liturgy are age-appropriate, centred on themes and messages that are accessible to all pupils. Developing spirituality is seen as central to supporting the Catholic ethos of St Joseph's. Pupils say they enjoy worship and can talk about what they have learnt.

The school works well with parents who appreciate increased opportunities to attend such celebrations, which are being expanded. The school has a collective worship policy reflecting the prayer life at St Joseph's. All pupils should be given opportunities to develop their roles, prepare, lead and evaluate prayer and liturgy, and refine their skills in this area. Assembly themes were clear and challenging, as demonstrated in one which focussed on Corpus Christi. Good use of focal points, scripture, questions and answers, and music was made. Pupils experience awe and wonder and show genuine interest and concentration. Governors and the parish priest, a governing body member, are involved in the school's prayer life, whose support for the school is greatly appreciated and recognised as a considerable asset to the school by all members of the school community.

The academy principal, executive principal, parish priest and religious education leader are passionate role models in their understanding of the traditions of the Catholic church and the importance of developing this in the pupils at an age-appropriate level.

Information about the school

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| Full name of school | St Joseph's Catholic Primary School |
| School unique reference number (URN) | 140641 |
| Full postal address of the school | St Peter's Park Road Broadstairs Kent CT10 2BA |
| School phone number | 01843861738 |
| Name of head teacher or principal | Mr Brett Kirk |
| Chair of governing board | Ann Yandell |
| School Website | www.st-josephs-broadstairs.kent.sch.uk/ |
| Multi-academy trust or company (if applicable) | Kent Catholic Schools Partnership |
| Type of school | Primary |
| School category | Academy |
| Age-range of pupils | 4 to 11 |
| Trustees | Michael Powis |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 11 th October 2016 |
| Previous denominational inspection grade | Outstanding |

The inspection team

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|----------------------|----------------|
| Mr Stephen Beck | Lead inspector |
| Mrs Josephine Erokwu | Team inspector |

Key to grade judgements

| Grade | England | Wales |
|-------|----------------------|--|
| 1 | Outstanding | Excellent |
| 2 | Good | Good |
| 3 | Requires improvement | Adequate and requires improvement |
| 4 | Inadequate | Unsatisfactory and in need of urgent improvement |