



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Joseph's Catholic Primary School
Wesham**

**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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School URN:

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Headteacher:

Mrs Cate Gilli-Ross

Chair of Governors:

Mr Gerard Lawrenson

Lead Inspector:

Mrs Adrienne Delaney

Team Inspector:

Miss Jan Hornby

Date of Inspection:

8th November 2017

INFORMATION ABOUT THE SCHOOL

St Joseph's is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. It is a below average-sized primary school with currently 101 pupils on roll, of which approximately 68% are baptised Roman Catholics. Other pupils come from no faith or other Christian backgrounds. Most pupils are of White British heritage with just under 3% coming from other cultural backgrounds.

The school socio economic indicator is A, with approximately 53% of pupils coming from the least deprived areas.

Approximately 13% of pupils are on the SEN Register and of these approximately 4% have Education, Health and Care Plans (EHCP). This is higher than the Lancashire average of 1%.

The number of pupils attending St Joseph's has risen steadily in the past five years.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	15	15	15	13	14	14	15	101
Catholics on roll	7	13	10	6	12	11	10	69
Other Christian denomination	4	1	2	4	2	2	3	18
Other faith background	0	0	0	0	0	1	2	3
No religious affiliation	4	1	3	3	0	0	0	11
No of learners from ethnic groups	0	0	1	1	1	0	0	3
Total on SEN Register	0	1	1	1	1	1	4	9
Total with Statements of SEN (EHCP)	0	1	0	1	0	0	2	4

Exclusions in last academic year	Permanent	0	Fixed term	1
Index of multiple deprivation	A			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Joseph's	48
The Willows	12
Holy Family Warton	4
Our Lady Star of the Sea	3

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	16.9
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	Continuous Provision	6.25h	6.25	6.25	6.25	6.25	6.25	
% of teaching time	Continuous	25	25	25	25	25	25	

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	Continuous	6.25	6.25	6.25	6.25	6.25	6.25	
% of teaching time	Provision	25	25	25	25	25	25	

STAFFING	
Full-time teachers	5
Part-time teachers	2
Total full-time equivalent (FTE)	6
Classroom Support assistants	9
Number of Catholic teachers FTE	3
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0
Teachers with CTC	0

ORGANISATION	
Published admission number	15
Number of classes	4
Average class size KS1	23
Average class size KS2	30

EXPENDITURE (£)	Last financial year 2015-16	Current financial year 2016-17	Next financial year 2017-18
Total expenditure on teaching and learning resources	£ 7000	£ 3000	£ 3000
RE Curriculum allowance from above	250	250	250
English Curriculum allowance from above	500	500	500
Total CPD budget	3000	3000	3000
RE allocation for CPD	500	500	500

How the school has developed since the last inspection
<p>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 governors are well informed and able to monitor attainment and progress in curriculum RE. Improvements are consistently identified and acted upon through rigorous marking, monitoring and assessment.</p> <p>The school has an outstanding capacity to sustain this continuous improvement because of the dedication of the governors together with the leadership team and all staff. Inspection has shown that self-evaluation is accurate and issues arising from in-house moderation meetings have identified new areas for development in curriculum RE.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

OVERALL EFFECTIVENESS

St Joseph's is an outstanding Catholic school where the Mission Statement, that quotes Archbishop Romero's words, 'Aspire not to have more but to be more' is lived out daily. The effective leadership of the headteacher, together with the dedication and commitment of the governing body ensure that the Catholic Life and Religious Education at St Joseph's are of the highest priority. Pupils, parents and parishioners are very proud of their school. They value the good communication and the links that are made with home, school and parish.

On the day of inspection one Year 6 pupil described St Joseph's as a place where 'we are cherished and never forgotten.' and another spoke of it as a 'loving and caring' school where 'the love of Jesus is spread'. Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school's mission 'Through Christ's love, we embrace our sense of community, our faith our children, our families and our opportunities to learn,' underpins the life of St Joseph's. The leadership has ensured that recommendations since the last inspection have been addressed successfully. The Parish Priest, who is also RE governor, works with the RE leaders in school and they are tireless in their efforts to ensure that the Catholic Life of the school and curriculum RE remain outstanding. The work of the governors, headteacher, RE leaders and the support staff in raising standards and putting the Catholic Life of the school at the forefront of their plans for St Joseph's, is a great strength of the school.

The Catholic Life of the school is outstanding. Governors and staff set good examples, support and value each other, are proud of their school and work well together. The Parish Priest is a regular and welcome visitor to the school and, as RE governor provides written reports to the governing body, demonstrating his commitment to the school. The spiritual, moral, social and cultural development of pupils is excellent and has an impact on everyday life at St Joseph's. This can be seen through pupils' responses to each other and to their understanding of the notion of the Common Good. On the day of the inspection a member of the Eco Group mentioned that caring for the planet was important and that 'Pope Francis encourages this in Laudato Si'. The pupils actively and willingly become involved in a variety of activities supporting their own and the wider community. They have fund raised for CAFOD, the Bethany choir and many work as 'Mini Vinnies', following the path of St Vincent De Paul. This contributes to pupils' social,

emotional and moral development. Parents appreciate this oversubscribed school and they welcome opportunities to participate in school life. Gospel values permeate school life and pupils are helped to grow in faith, make the most of their abilities and become, as their mission statement states 'the best they can be'.

Opportunities for Prayer and Liturgy are outstanding; pupils act with reverence and join in prayers and hymns confidently and with apparent joy. Prayers and Liturgies observed in Key Stage Two demonstrate that children prepare and plan these with thought and care. They make full use of resources available to them and appreciate the opportunities they are offered, for example, Masses, Benediction, liturgies and Exposition.

The quality of curriculum RE is outstanding and pupils are provided with an excellent 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 outstanding. Clear action plans are in place to continue to raise attainment and progress. The monitoring and assessment of all strands of curriculum delivery have an excellent effect on evaluation of the provision of curriculum RE.

Teachers' subject knowledge is good and continues to develop and has a positive impact on the delivery of curriculum RE. Teachers are well supported in terms of professional development. The curriculum meets the needs of all learners in line with diocesan and national recommendations. Governors and leaders take full account of the '*Fit for Mission? Schools*' guidance.

The recent HRSE recommendations are being acted upon and the policy is in place. Resources for teaching have been purchased.

The school's capacity to maintain improving standards is outstanding.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Improve outcomes for all pupils by:
Continuing to share the best practice that exists in the teaching of RE so that staff consistently deliver outstanding lessons.
- Give pupils more opportunity to deepen their understanding of different cultures and faiths. This could be achieved by:
 - promoting issues through the curriculum
 - working with other faith schools to develop meaningful learning opportunities
 - purchasing relevant materials and artefacts.

Celebrate successes by:

- Continuing the very strong involvement of the Parish Priest and parish links in the school community.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- 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

1

1

1

The Catholic Life of the school is outstanding. Inspection confirms that the pupils benefit from the Catholic character of the school and that they contribute greatly to it.

Governors, leaders, teachers and support staff at St Joseph's are committed to supporting the Catholic ethos of the school and its mission and this culture is embedded in the life of the school family.

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 know that they belong to St Joseph's Catholic Parish family and are proud to be part of the school and parish. For example, on the day of inspection a Year 6 pupil stated that 'We keep God in all our actions'. Pupils' leadership of Prayer and Liturgy is outstanding. From the Foundation Stage onwards pupils develop their ability to share their faith through whole class Prayer and Liturgy. During the inspection Foundation Stage and Year 1 pupils demonstrated their involvement in Prayer and Liturgy by choosing a cloth and artefacts to aid prayer and reflection. When asked about the choice of a cross for the altar, one pupil said 'It helps me think about Jesus.' Pupils could identify a picture of a baby receiving the Sacrament of Baptism and comment upon it accurately. In response to questioning a Year 1 pupil mentioned the need to become 'More Christ like' in her actions. This understanding is developed throughout Key Stage Two and on the day of inspection Year 5 and Year 6 pupils shared their Prayer and Liturgy which they had planned themselves. They used New Testament readings and the group responded by using liturgical responses. Many pupils attend the weekly prayer group that is led by a retired priest.

Pupils understand that their Catholic faith is different from other faiths and that they share this distinctiveness with other Catholic schools. Activities that have enabled this understanding are the celebration of Mass, Benediction and Exposition with the parish. Key Stage One children can discuss fundraising and Key Stage Two children speak enthusiastically of their participation in the Eco Group and Mini Vinnies. They talked about their fundraising as being a 'democratic decision' as a response to local and global issues.

On the day of inspection a Year 6 pupil said that 'We start and end everything with prayer'. This articulation of ethos encourages best behaviour and focused learning. Catholic principles and values underpin behaviour, relationships and policies, resulting in a strong and 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 outstanding provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the delivery of a strong Catholic education. Gospel values drive the school's philosophy and they can be seen in all aspects of school life. An example of this is the prominence of religious displays that celebrate its Catholic Life. The head teacher provides a clear direction for the spiritual and moral development of her staff and pupils and she gives the Catholic Life of St Joseph's the highest priority. Together with her governors, management team and all staff she provides a strong vision for the school.

The governors, leaders and managers are fully committed to partnerships with the diocesan family of parishes and schools. The school has good links with the primary and secondary schools in the local Catholic cluster and facilitates a Catholic trainee teacher scheme (Catholic Teaching Alliance).

Children vote for charities that they will support. They have raised outstanding amounts of money for refugees, CAFOD and a local hospice.

The quality of provision for the Catholic Life of the school is outstanding. St Joseph's is a welcoming, inclusive, friendly community with a strong family ethos where everyone is welcomed and valued. The sense of family and community in all aspects of school is evident and is demonstrated in the quality of relationships that exist between pupils, parents, parish community, school staff and governors.

The school is a prayerful community that provides a stimulating learning environment to reflect the school's mission and Catholic character. Staff and governors work hard to develop and enhance the school for the benefit of everyone at St Joseph's. Staff INSET has ensured CPD in RE and staff subject knowledge has been strengthened through reflection days and training through the local cluster and from lead teachers.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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

1

1

1

Inspection confirms that the school's judgement that the extent to which pupils enjoy and achieve in Religious Education is outstanding.

The majority of pupils at St Joseph's enjoy RE, are religiously literate and engaged in their learning. Through active participation in prayer and liturgies, together with outstanding curriculum coverage, pupils show excellent knowledge and understanding of the Catholic Faith. They understand the part of their mission statement that aspires to put Christ at the Centre of all school life, and they are aware of the demands of religious commitment in everyday living. For example, one Year 6 pupil said 'We follow Jesus by showing a good example and being Christ like' The vast majority of pupils make rapid and sustained progress in RE from a low baseline in RE when they join the school in Foundation Stage. They develop and apply a range of skills as they progress through the Foundation Stage and Key Stage One. Key Stage Two pupils observed on the day of inspection could reflect upon their own scriptural knowledge of being parts of the one body, enabling them to love and forgive each other.

The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document 'Fit for Mission? Schools. RE is at the centre of the school's curriculum and is given priority in the improvement planning where targets are clearly identified, prioritised and implemented so as to maintain outstanding teaching and learning. Since the last inspection the culture has continued, ensuring that the common vision and commitment to high standards remain at the forefront of school life. This is largely due to the excellent practice of the head teacher who has recently begun to share her role as RE subject leader with an enthusiastic new RE subject leader.

Together they are set to ensure that pupils continue to make progress in their religious literacy. Professional discussions during staff meetings and at other times explore how enthusiastic and secure theological teaching motivates pupils and deepens their understanding of the subject.

Teaching in RE is outstanding. This excellent practice should be shared amongst staff within school so that every RE lesson is always outstanding. In lessons observed teachers showed good subject knowledge, built on prior learning and differentiated tasks to suit the needs of the children. Next step marking is embedded across the

school and work in all exercise books is exemplary. Pupils know their next steps for learning and can articulate how to improve their work. Targets are clearly displayed in their books and pupils can readily discuss them.

Since the last inspection the school has continued to implement its rigorous system of monitoring and evaluation. This includes governor and staff discussions about curriculum content, the monitoring of lesson plans, book scrutiny, informal and formal observation of lessons and pupil interviews. This practice, together with outstanding pastoral and behaviour support, has had a good impact on the continuous improvement in teaching and learning in RE. Teachers make pupils aware of how to improve their work by high quality marking to inform pupils of their next steps.

Teachers' planning is based on the Lancaster Diocesan Curriculum Wheel and enhanced by the use of Come and See, We Believe, and the Caritas scheme, and therefore avoids being heavily reliant on one scheme of work.

Teachers confidently enrich the curriculum with other valuable resources e.g. CAFOD's Universal Church topics. Staff are using these and other resources to enhance teaching and learning in all the strands of the attainment targets. Useful resources have been purchased to complement the teaching of HRSE. Staff subject knowledge is very good due to teacher's drive for excellence in RE and also to the opportunities for CPD offered to them. Governors are informed of the curriculum through reports at meetings and regular visits to school. The RE governor (who is also the Parish Priest) and the HRSE governor have an outstanding understanding of the requirements of curriculum RE.

Every class has an area for pupils to celebrate Prayer and Liturgy. Children highly value these. For example, members of the Foundation Stage/Year 1 class were seen to spontaneously kneel down and close their eyes in prayer around the prayer table. All classes have access to the parish church and attend services there regularly.

Pupils' progress in RE in each of the attainment targets, (knowledge and understanding of religion and an ability to reflect on meaning), is good and is reported to parents in reports and on Open Days. Religious Education is at the top of core curriculum subjects in the report format. Communication with parents is excellent and appreciated by them. The open door policy, invitation to RE based activities, Masses, Prayer and Liturgies and assemblies, together with regular newsletters being sent home and the website class areas being regularly updated ensure that parents are fully informed about RE matters.

Pupil attainment and progress in RE remains outstanding. Since the last inspection, the subject leader has continued to facilitate training and model excellent practice so that standards in teaching RE have been maintained. Analysis of the progress of all groups of learners takes place and celebrates success.

The school serves a mainly white British community where well over half the pupils are baptised Catholics. Pupils show respect for each other and can articulately discuss their faith and that of others. Their knowledge could be further enhanced by

more opportunities to learn about faiths and cultures different from their own. Good quality teaching and effective learning are present in RE lessons. Pupils enjoy RE because teachers make their lessons engaging, interesting and relevant.

Since the last inspection the parish priest and governors, working with the headteacher and staff, have continued to enable opportunities to reflect on the teaching of RE and the Catholic Life of the school and to provide relevant and good quality training. This contributes to good subject knowledge and confidence and enjoyment of teaching and learning in RE. Pupils are inspired and motivated through this good practice and so make excellent progress as learners. Good teaching, effective use of resources and the sound deployment and dedication of adults in the classroom ensure that children grow in their knowledge and understanding of the Catholic faith.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<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. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	1

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	1	1	1	1