



Inspection carried out Under Canon 804 and 806
and in accordance with Section 48 of the Education
Acts 2005 and 2011

DIOCESE OF SALFORD

Name of School St Joseph's RC Primary School
Whalley Road, Hurst Green, Clitheroe, BB7 9QJ
Inspection date 28th January 2020
Reporting Inspectors Damian Harrison, Helen Arnold, Dee Raynor

Type of school	Primary
URN	119641
Age range of pupils	3-11
Number on roll	90
Appropriate authority	The Governing Board
Chair of Governors	Andrew Snape
Headteacher	Moya Smith
Religious Education Subject Leader	Fiona O'Connor
Date of previous inspection	19 th March 2015
Grade of previous inspection	Outstanding

Explanation of the Grades - 1 = Outstanding, 2 = Good, 3=Requires Improvement, 4 = Inadequate

Overall effectiveness of St Joseph's RC Primary School	Overall grade	2
The Catholic Life of the school (incorporating Welcome, Welfare and Witness)	Grade	2
Religious Education (incorporating Word)	Grade	2
Collective Worship	Grade	2

CHARACTERISTICS AND CONTEXT OF THE SCHOOL

St Joseph's is a small Jesuit Roman Catholic primary school, serving the rural community of Hurst Green and the surrounding area. The school serves the parish of St Joseph's, Hurst Green and St Peter's, Stoneyhurst. The number of children in receipt of free school meals is very low, currently at 2%. The proportion of children with English as an additional language is also very low at 2%. The number of children with Special Education Needs support (10%) is below the national average. 67% of the children are Catholic and 57% of the staff are Catholic. The headteacher holds the Catholic Certificate of Religious Studies. She was appointed to the school in 2015. Currently, the headteacher is also fulfilling the headship at another Catholic primary school, in an executive capacity.

OVERALL EFFECTIVENESS

St Joseph's is a good Catholic school with a strong Jesuit tradition and warm welcome. Children and parents feel a great sense of belonging and they love their school. Pupils feel well cared for and, in the main, they behave well. There is a need to review the school's mission statement in order to revitalise the Catholic life of the school. The children achieve well and receive a good Catholic education. Improvements can be made by allowing the children more opportunity to question and research, and so take greater ownership of their learning. There is a strong prayer tradition at the school, and the children's experiences of worship are varied. Pupils enjoy prayer, sing beautifully and are deeply respectful.

THE KEY STRENGTHS OF THE SCHOOL INCLUDE:

- The children are engaged, enthusiastic and inquisitive and are very proud of their school. They have a strong sense of social justice and their faith is very important to them.
- Parents and children feel very valued, involved and included in the school community. They are encouraged to engage in school life, feel listened to and are always warmly welcomed.
- There are significant strengths across the staff team. The Religious Education subject leader drives forward the subject with passion and has the good subject knowledge to further develop Religious Education and to support the improvements needed to improve teaching and learning.

AGREED AREAS FOR DEVELOPMENT:

- To carry out a full review of the school's mission statement, in line with the Jesuit tradition of the school, to bring added vibrancy to the Catholic life of the school - with the presence of God being fully realised and recognised.
- To develop the pupils' ambassadorial roles, including the GIFT/chaplaincy team, in order to build on the children's passion and sense of service in their contribution to the common good.
- To develop a more systematic approach to the improvement of the quality of teaching and learning in Religious Education, with a clearer strategy for school evaluation and development and the use of external quality assurance.
- To allow the children greater freedom in expressing their creativity and imagination so that they can have more opportunity to debate, question and challenge in order to achieve increased ownership and independence in their learning and their expression of faith.

THE CATHOLIC LIFE OF THE SCHOOL (incorporating Welcome, Welfare and Witness)

The Catholic Life of the school (incorporating Welcome, Welfare and Witness)	Overall grade	2
Outcomes - The extent to which pupils contribute to and benefit from the Catholic Life of the school		2
Provision - The quality of provision for the Catholic Life of the school		2
Leadership - How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school		2

St Joseph's is a strong Christian community with the Jesuit tradition at its heart. The Jesuit Pupil Profile, and the virtues included in this, give the foundation to the school's faith identity, with much of the Catholic life of the school built around these values. Pupils and their parents are deeply proud of their school and what it stands for. One parent said 'We are blessed to have our children come to this school'. They feel fully included and welcomed. The children know the values and tradition of the school and recognise the centrality of this in all they do. There is a distinctive Catholic ethos which supports the children in their moral, spiritual and personal growth. The pupils have a strong ethical conscience and eloquently articulate their passion to make a contribution to the world they live in. They are very much aware of the needs of others - locally, nationally and globally. They are proud of the charitable work they have been involved in such as the 'Hummingbird' project and 'toilet twinning' and have a sharp awareness of environmental issues such as plastic waste and climate change. They wrote letters to the local mayor, the member of parliament and celebrities to raise awareness of such issues.

Whereas the Jesuit tradition in the school is strong and lives at the heart of the school, this is not the case with the school's mission statement. Leaders and governors recognise that there is a need to review this important aspect of the school's identity and to involve all stakeholders in this. This will allow a more vibrant expression of the values of the school and its unique and authentic character. The staff and pupils feel well-cared for and relationships are good. The 'small school' family atmosphere is highly valued and the informal processes in place are highly developed to meet the children's pastoral needs. In the main, the children get on well with each other and have good friendships, treating each other with respect and consideration. The children are generally well-behaved but on occasions can be easily distracted and boisterous.

Leaders at all levels, including governors, have successfully protected the school's Catholic ethos and are committed to enhancing this further. They work well with parents who are fully engaged with the school, forming an effective partnership, which clearly benefits the pupils. They have correctly identified the need to develop the school's mission statement and this is high on their list of priorities. Pupils want greater opportunity and freedom to pursue their ambassadorial roles more effectively and need more clearly defined roles and responsibilities in order to achieve this, particularly relating to GIFT team / chaplaincy and the Eco / climate change teams.

RELIGIOUS EDUCATION (incorporating Word) -

Religious Education (incorporating Word)	Overall grade
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

Children enter St Joseph's at least at the expected levels for their age, and in many cases above. They make good progress through the school and enjoy their learning. They demonstrate an impressive knowledge of the liturgical year, the significance of colours and scriptural readings. Knowledge is key at St Joseph's and children are expected to know and understand the foundations of the Church at an academic level. However, work in the children's books lacks consistency and does not always reflect the clear ability of pupils. Pupil behaviour in lessons is good, especially when pupils are fully engaged and challenged in their learning.

On occasions, lessons are overly teacher led and can lack pace and momentum, leading to children losing focus and interest. The children at St Joseph's show great potential and are keen to be taken to the next level of their learning; they are inquisitive and articulate and ready for greater creativity and independence. Teacher subject knowledge is good. Lessons and learning would be significantly enhanced if children are challenged to consider more philosophical questions that encourage them to think more deeply and thoughtfully about their understanding of faith and the Church's teaching. Knowledge is layered and connections made, thereby helping children to contextualise their learning. Teacher questioning

checks pupil understanding but does not extend learning so that children are able to make accelerated progress. Teacher feedback varies and children do not always respond to the advice given. The school has invested in quality resources to support the delivery of 'Godly Play' in Key Stage 2. This is a positive initiative for the school and valued by the children. To introduce this to Key Stage 1 and Foundation Stage would enhance provision and make Bible stories more meaningful for younger children.

Governors and staff have invested in St Joseph's and are very proud of the school's achievements. The Religious Education subject leader directs the subject with passion and fervour. It is well resourced and professional development for the Religious Education subject leader is prioritised. In order to improve Religious Education across the school, the proficiency of every teacher and not just the Religious Education subject leader needs to be developed. Training in effective pedagogy would help all staff and ensure consistently good teaching and learning in Religious Education. Monitoring of the quality of teaching and learning needs to be more rigorous and evaluative. In order to identify the steps for improvement, regular and accurate scrutiny of curriculum delivery, pupil voice and staff confidence needs to be set in place so that leaders are able to make incisive and strategic decisions that will lead to improvements. Opportunities to observe Religious Education in other schools is advised in order to learn from the most innovative and effective practice across the Diocese.

COLLECTIVE WORSHIP

Collective Worship	Overall grade	2
Outcomes - How well pupils respond to and participate in 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

St Joseph's is a prayerful community. The children participate in prayer with reverence and interest and lead Collective Worship well. They fully understand the relevance of this to their daily lives. They are very much at ease with this aspect of school life. They sing beautifully and this is a wonderful strength of the school. They read with clarity and expression and bring drama and acting skilfully to enhance school assemblies. The children enjoy meditation and periods of silence. Opportunities for prayer are varied and the children readily engage in these with confidence and enthusiasm. They are eager to have greater autonomy to play a more defined role in the design and creation of acts of worship, particularly linked to their own personal and curriculum interests and particular times of the liturgical year. With the children's excellent creative and imaginative ability, this will be an exciting journey to go on.

Prayer is a priority in the school with a wide variety of experiences for the children. The celebration of a monthly Holy Mass is an important and integral part of the school's Catholic life. Other opportunities include assemblies, meditation, the Rosary and Godly Play. The Virtues of the Jesuit Pupil Profile give a starting point for some activities and the daily *Examen* allows the children the chance to bring themselves back into the presence of God - this is a deeply valued and traditional part of school life. Children are able to take part in both private prayer as well as praying together. The school works hard to involve the broader school community in the spiritual life of the school. The beautiful chapel provides a focus for this, a wonderful asset at the heart of the school.

Leaders and governors are keen to develop new approaches in the school to broaden and improve prayer and worship, whilst keeping the 'Ignation' tradition at heart. Professional development is prioritised. The Religious Education subject leader has attended a wide range of training, including very recently, training to prepare, organise and deliver retreats. *Lectio Divina* is being introduced to enhance the place of Sacred Scripture in the children's experiences of prayer, and to make stronger links between their knowledge and understanding of the Word and their personal response to it. The meditative element of this is now well established. Further work is needed to give the children the chance to respond to the scriptural reading and to explore how they might change as a result - and then to decide on the actions they would like to take to carry forward God's message through acts of kindness and compassion.