



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

# St Joseph's Catholic Primary School

Mill Hill Lane, Derby, DE23 6SB

<b>School URN:</b>	112926
<b>Inspection Date:</b>	05 October 2015
<b>Inspectors:</b>	Mrs Caroline Caille and Mrs Fionuala Boucher

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Good	2

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### St Joseph's Catholic Primary School is a good Catholic school.

- The Catholic Life of St Joseph's Catholic Primary School is outstanding. Pupils are rightly proud of their supportive and joyful school community, where high quality relationships are fostered at all levels. Pastoral care is a priority, catering for the moral, spiritual, social, and cultural needs of all pupils. Leaders and managers, including governors, are highly ambitious for the continued development of the Catholic Life of the school.

Leaders and managers offer staff increasing opportunities to receive formation in the development of spiritual and liturgical understanding, to which there is a good response.
- The quality of Collective Worship is good. Children respond positively and with reverence to a range of worship opportunities. Pupils can create an atmosphere conducive to prayer and reflection when leading worship; they relish the opportunities provided. Committed staff ensures that there is a clear purpose, message and direction during Collective Worship, which most staff are confident to lead.
- The quality of teaching and the provision of Religious Education is good. The majority of teaching is at least good; some outstanding teaching is evident. Pupils are enthusiastic and interested in lessons; they can articulate their understanding of their learning. Pupils have a developing understanding of what they need to do to improve their work. Leaders and managers have worked hard to develop emerging systems for collecting and using data, as well as improving approaches to assessment through continuing professional development.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Joseph's is a one-and-a-half form entry Catholic Primary School serving the parishes of St Joseph's, Derby, and Our Lady of Lourdes, Mickleover.
- There are 10 classes between Year 1 and Year 6, in some mixed and some single aged groups. There is in addition one large Early Years Foundation Stage class unit comprising of 51 pupils.
- 84% of the pupils on roll are baptised Catholics; 10% belong to other Christian denominations; 2% have another faith background; 3% of pupils have no religious affiliation.
- 17.6% of the school population is registered as having a special need or disability.
- There are 33 different languages spoken by pupils at St Joseph's; 50% of pupils have English as an additional language; 68% of pupils belong to ethnic minority groups.
- The school received Pupil Premium funding to support 19% of pupils in school in 2014-15 and currently receives funding for 16% of pupils in school this academic year. (This funding is for pupils who are in local authority care and those known to be eligible for free school meals).
- 75% of pupils transfer to a Catholic secondary school on transition to Y7.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Develop the monitoring of Collective Worship over time to evaluate and strengthen opportunities for spiritual growth in pupils and staff.
- Ensure that all groups of pupils, particularly boys, are supported to achieve and continue to make sustained progress year on year in their work in Religious Education.
- Build on the good work being undertaken to further develop assessment procedures and tracking in Religious Education in order to embed good and better practice across all year groups.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

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

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding**

- Pupils are proud to be members of St Joseph's Catholic Primary School. They have an excellent understanding of their mission statement, which is the driving force in school life. For example, in a Year 3 class the mission statement is used as a phrase to gather the children: the teacher says 'Hand in hand...' and pupils respond in union with '...we learn with God.'
- The Catholic ethos is strong. The pastoral care of every child is at the heart of everything undertaken in the school. As a result, pupils are happy, confident and secure in their spiritual and emotional growth.
- The behaviour of almost all pupils is exemplary. Pupils are responsive to the needs of others within and beyond the school community; this is evident in lessons and conversations with pupils. A typical response is, 'The best thing about this school is: we are a family.'
- Pupils take a leading role in activities which promote the school's ethos, for example through their various fundraising activities and by the manner in which Year 5 and 6 pupils care for younger children. This is recognised and celebrated through the *Faith in Action* work carried out by members of the children's chaplaincy team.

**The quality of provision for the Catholic Life of the school - outstanding**

- All stakeholders recognise the value of the school's mission statement which is evident in the strength and quality of relationships at all levels.
- Pastoral care for pupils and staff are given a high priority. The school uses a *Faith in Families* worker to support children and their families. Staff feels supported by school leaders and appreciate the staff Mass celebrated for their own wellbeing and formation.
- Positive relationships between staff pupils and all stakeholders support the work of the school. Staff work well together to develop and enhance the Catholic Life of the school.

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- All classes have a prayer focus area which reflects the current topic and the liturgical season, serving as a clear sign of the Catholicity of the school. Class Prayer Journals are an excellent way for children to involve their families in their faith journey.
- The school has introduced a new programme for Relationships and Sex Education in line with diocesan guidelines. They have consulted and informed parents of the changes.
- The school has high expectations of behaviour which is evident both during lessons and in the playground.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding**

- Leaders and managers at St Joseph's give the Catholic Life of the school the highest possible priority through leading by example. Distributed leadership enables a member of staff to lead specifically on the aspect of Catholic Life, placing it in a high profile position.
- Good engagement with parents is fostered; parents in turn support the school well and they praise its impact on the formation of their children. They are appreciative of the strong sense of community evident at the school.
- The headteacher, subject leader for Religious Education and governors are public witnesses to the mission of the Church: they are deeply committed to the Catholic Life of the school. This is seen as a core responsibility and one that the headteacher has prioritised in recent years, with the development of a team of staff responsible for leading Catholic Life, Collective Worship and Religious Education in the school.
- The monitoring of Catholic Life is in place and impacts positively on the policy and practice across the school. Leaders and managers have a clear, accurate view of the school's strengths and areas for development and these provide a focus for improvement.
- The governing body is very supportive of the leadership team and is confident that the Catholic ethos is central to all school improvement. Governors visit regularly and are highly supportive of and involved in the Catholic Life of the school. Their support of staff is highly regarded and enhances whole school life.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	2
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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### How well pupils respond to and participate in the school's Collective Worship - outstanding

- Pupils respond positively and with reverence to a range of opportunities for Collective Worship; for example, traditional class prayers, meditation and personal prayer. Pupils are engaged and participate to an outstanding extent during prayer group, key stage gatherings and class prayer times.
- Prayer punctuates the day and is integral to school life. Pupils are instrumental in writing a range of prayers - some of which are penned at home on a voluntary basis, thus securing familial support and involvement.
- Pupil-led liturgy has been introduced into the school and pupils are keen to participate fully and lead this aspect of school life. This is evident in Key Stage 2 Collective Worship where pupils gather, for example, special intentions and ideas from the playground to be included in prayers. Pupils also employ strategies to include contributions from all, for example by distributing paper for thoughts to be spontaneously recorded and giving children and adults time to reflect and write in a very calm, prayerful atmosphere.
- Class Masses were introduced last year and pupils respond positively to these special occasions; this practice is to become a regular occurrence in the school's diary.

### The quality of provision for Collective Worship - good

- Collective Worship is well resourced and planned with a clear purpose, message and direction. At one Key Stage 2 gathering, as children left the hall everyone received a sticker with the statement 'I am a good Samaritan,' reminding them of the good example they had heard through scripture and enabling pupils to see themselves as capable of supporting others in a similar way. *Statements to Live By* are a well-established focus for worship; new planning and evaluation formats have been introduced recently which will enable provision to be evaluated over time.
- Staff and pupils demonstrate a strong commitment to the prayer life of the school, evidenced in the number of pupils and staff involved in the regular lunch time prayer group and also in the regular use of the class Prayer Journals.

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- Parents of all denominations are welcomed to Acts of Collective Worship; they are appreciative of the invitation to be involved and speak positively about their experiences.
- Pupils share positive messages about the support provided to them by staff and their developing experience when preparing and leading worship. 'If something in the liturgy goes wrong, or something we need isn't there, we don't make a fuss – we stay sensible'.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good**

- The subject leader for Religious Education, the Religious Education team and the headteacher are highly skilled and committed to the development and enrichment of Collective Worship across the school. They have supported staff in developing a consistent approach to prayer and Collective Worship, raising the profile of this aspect of school life – particularly over the last year.
- Staff understand the Church's liturgical year and enable pupils to appreciate the traditions of the Church in an engaging manner. A range of attractive displays reflect thoughtful ways in which pupils can be stimulated and reminded about key points.
- Staff have been supported through diocesan and school based training and professional development. Most staff now feel confident in exploring and leading Collective Worship in the classroom. Planning formats have been adopted from training sessions and adapted for different settings.
- Senior leaders and governors regularly review Collective Worship and are eager to improve provision further through evaluation processes. Views of staff pupils and parents are sought and taken into account.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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**How well pupils achieve and enjoy their learning in Religious Education – good**

- By the end of Key Stage 2, 84% of pupils achieve level 4 and in Key Stage 1 86% of pupils achieve level 2. This is broadly in line with diocesan averages. (The expectation is that pupils will achieve Level 2 by the end of Key Stage 1 and level 4 by the end of Key Stage 2). There is a consistent picture of positive outcomes for pupils at St Joseph's over the last three years.
- Pupils enjoy Religious Education, demonstrate good behaviour and are keen to succeed. Behaviour for learning is good, with pupils working well in their lessons. Some pupils are able to talk about their targets: 'My target is to recognise signs and symbols in Baptism.'
- Pupils have a developing understanding of what they need to do to improve due to a clear focus across the school on *driver words*. Pupils describe how they are supported in the classroom: 'The teacher comes round the tables to help; she sets us off and comes back to see how we are doing.'
- When discussing their work, most pupils agree that work in Religious Education is as interesting, varied and challenging as work in other subjects. Some pupils felt that improvements could be made around creativity in lessons.

### **The quality of teaching and assessment in Religious Education – good**

- The majority of teaching is at least good; there is evidence of outstanding teaching. In an outstanding Foundation Stage lesson, pupils were enthralled by the concept of a new character en route to their classroom and were thoroughly engaged in a wide variety of preparations to welcome him into the classroom. In an outstanding upper Key Stage 2 lesson, the teacher's clear modelling and questioning led to rapid progress in learning and excellent pupil engagement.
- Where the pace of lessons is slower, children are compliant but less engaged, leading to slower progress. In less focussed teaching, opportunities to maximise learning and keep all groups of pupils 'on task' throughout lessons, can be lost.
- A clear system of assessment is established and well used in most classes; this is an improvement since the last inspection. There is growing evidence of clear marking and pupil response, evidenced in written work with books and verbally during the lesson.
- Achievement and effort are often celebrated. Staff are encouraging and nurturing during lessons and have a good awareness of the capabilities of pupils.

### **The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – good**

- Good use is made of data in order to forward plan and close gaps. Cohorts that require additional input have been identified through the scrutiny of data in order to focus support and resources where they are required. Some pupils, particularly boys, are not achieving as highly as other groups of pupils. This has been identified as a point of action by leaders and managers.
- Leaders and managers support staff well and now ensure that work is moderated across the school, within the family of Catholic schools and the diocese. This is a good and improving model developed through a consistent approach to planning and assessment across the school. Releasing the subject leader for Religious Education in 2014-15 enabled bespoke support to be provided for new and recently qualified staff as well as to other teachers for professional development opportunities. Colleagues have acknowledged this as greatly beneficial.
- The leadership of Religious Education has a positive impact on the moral and spiritual development of pupils as well as their religious understanding. Increasingly, pupils are making links between their written work, oral responses and life outside the classroom.
- A range of approaches are used to stimulate when planning the Religious Education curriculum. Pupils particularly enjoy creativity within Religious Education and report that the best lessons are those in which they can use a wider range of skills than simply writing.
- While the team approach to planning is a strength, the next step is for teachers to ensure that work is tailored to the needs of all pupils, particularly boys. The school rightly identifies groups of pupils who need additional support and extra attention and have made plans accordingly.

## SCHOOL DETAILS

<b>School Name</b>	St Joseph's Catholic Primary School
<b>Unique Reference Number</b>	112926
<b>Local Authority</b>	Derby

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the 2005 Education Act in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 10 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the Religious Education staff team, three governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms and examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr John Rimmer
<b>Headteacher:</b>	Mrs Tracey Churchill
<b>Date of Previous School Inspection:</b>	19 May 2010
<b>Telephone Number:</b>	01332 361660
<b>Email Address:</b>	head@stjosephs.derby.sch.uk

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.