



ARCHDIOCESE OF LIVEPOOL

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

LEIGH

Inspection Date 20 November 2012

Inspectors D. Melly J. Mosinski

Unique Reference Number 106501

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Primary

Age range of pupils 4-11

Number on roll 206

Chair of Governors Mr S. Aspden

Headteacher Mr P Ackers

School address Mather Lane
Leigh
WN7 2PR

Telephone number 01942 606395

E-mail address
headteacher@admin.saintjosephs.wigan.sch.uk

Date of last inspection 17 March 2009

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Joseph's school is an average sized Catholic Primary School situated in Leigh and mainly serving the parish of St Joseph.
- There are 206 children on roll of whom 192 are baptised Catholic, 14 come from other Christian denominations, and there are no pupils from other faith or religious traditions.
- There are 11 teachers of whom 11 teach Religious Education. Ten are Catholic. Five teachers have a suitable qualification in Religious Education.
- Since the last inspection a new headteacher has been appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

St Joseph's is an outstanding school in providing Catholic Education.

Inspection Judgements

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

- Pupils' knowledge and understanding of the school's Mission Statement is outstanding as is the part they play within it. They are involved at the beginning of every school year in its evaluation.
- Pupils have a very strong sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community: they have a school council, they act as play leaders, class monitors and prefects.
- Pupils are actively involved in developing the Catholic character of the school by their involvement in the review of the Mission Statement and the living out of it on a daily basis, their planning, leading and participation in Collective Worship and their participation in school Masses.
- Pupils benefit from participation in retreat activities particularly the morning and afternoon sessions led by Fr Steve helped by pupils from the high school.
- Pupils have a firmly embedded sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities especially by visiting and singing in local care homes. They also have links with the Osteoporosis Society, Nugent Care; Let the Children Speak and the local Heritage Project. They show respect and understanding of other faiths and religions.

How well pupils' achieve and enjoy their learning in Religious Education

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' achievements in Religious Education are outstanding.
- Pupils' attainment in Religious Education is outstanding. Pupils make outstanding progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils' generally attaining or even exceeding levels appropriate for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.

- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- In Collective Worship pupils' interest, response and active participation is outstanding.
- They act with reverence and are keen to participate in a variety of gatherings
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are now becoming increasingly more confident preparing and leading worship from their earliest years.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching is outstanding in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources including other adults, ICT, God's Story, music and song to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking which is excellent. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work. Plans are in place to encourage pupils to evaluate each other's work.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Religious Education Curriculum Directory. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.

- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as visits to the sea side, the health centre, the cinema, Acorn Farm, The Halle, The Liverpool Philharmonic, The Planetarium, Hawks are Us, the kitchen garden and the outdoor sensory garden area all have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions particularly Judaism and Hinduism. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- Collective Worship has a high profile and is central to the life of the school.
- The Collective Worship provided is outstanding in reflecting the Catholic character of the school and taking into account the needs of the pupils. Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are now providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of celebrations of the '*Come and See*' programme and the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school and show an outstanding understanding of, and commitment to, the Mission of the Church.
- This is reflected in the Schools own Mission Statement. All who form part of the school community including parents, the priests, governors and children are involved at the beginning of each school year in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The monitoring is very thorough and rigorous and has a great impact on the future planning. The subject leaders are outstanding in their leadership and management of the subject.

- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school through their involvement in the development of the Mission Statement and the living out of it on a daily basis. They are involved in planning and leadership of Collective Worship and school Masses. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the schools strengths and outline areas for further development. The Self Evaluation Document is outstanding in every way. It is very thorough and impacts on the Catholic life of the school.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it: there is a rolling programme to release staff to attend topic days and other in-service provided by the Department for Christian Education. Teachers are also encouraged to follow the course leading to the Catholic Certificate in Religious Studies.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A range of opportunities for Spiritual and Moral developments are provided for staff. They use the 'Come and see for yourself' on a regular basis.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are very positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school: they are invited to work with the children on current topics in the home; they come into school to listen to children read and to be of any help they can.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their commitment to the school and their involvement in its day to day running. They obviously work very closely with the head teacher and all the staff and are passionately committed to ensuring that the pupils get the best that is possible during their time in the school.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. This is all well documented. Good practice is shared and celebrated. Peer observation of lessons is soon to be introduced.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leaders and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leaders are outstanding in guiding Religious Education. They show great enthusiasm and commitment and introduce new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

- The Self Evaluation Document is rigorous in identifying targets and the school improvement plan outlines timescales and lines of accountability
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

What does the school needs to do to improve further?

- Raise attainment and accelerate progress further by:
 - To ensure the planned peer lesson observations are introduced in order to share good practice.
 - To ensure governors are invited to attend moderation meetings following formal assessment so that they are more aware of standards
 - To ensure that Religious Education leaders monitor planning, especially differentiation, so that children make next steps in attainment.
 - To ensure that all staff and pupils are given opportunities to plan and lead Collective Worship to enhance provision.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate	Grades
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