



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

PENKETH

Inspection Date Tuesday 6th May 2014

Inspectors Mrs Maria Eves Miss Julie Mosinski

Unique Reference Number 111373

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 314

Chair of Governors Mr B Homan

Headteacher Mr A J Saunders

School address Walton Avenue
Penketh
Warrington
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Date of last inspection Tuesday 10th February 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 Primary school is a larger than average sized Catholic Primary School situated on the outskirts of Warrington serving the parish of St Joseph's Penketh.
- There are 314 children on roll of whom 305 are baptised Catholic, 9 come from other Christian denominations.
- There are 15 teachers, including the headteacher, of whom 13 teach Religious Education and 6 have a suitable qualification in Religious Education. Several members of staff are currently working towards achieving CCRS. Ten teachers are baptised Catholic.
- Since the last inspection there have been changes to the school staff and leadership.
- A new Religious Education lead has been appointed together with a new deputy headteacher. A review of governance has been undertaken resulting in three new governors recently being appointed.
- A pastoral and learning mentor has been appointed and four members of the teaching staff have left and four new teaching staff appointments have been made.

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 Catholic Primary School is a good school in providing Catholic Education.

Inspection Judgements

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement 'Learning, growing, belonging, happy together in God's family'. They speak with confidence about how they endeavour to live this mission and they understand the part they play within it. They are actively involved in its evaluation and the planned review of the Mission Statement will further strengthen this and ensure ownership by all those involved in the school community.
- St. Joseph's is a caring, inclusive, nurturing community. The Pastoral and Learning Mentor is a strength of the school, supporting pupils who may be experiencing emotional or behavioural difficulties. Pupils have a strong sense of belonging to the school community and value and demonstrate a high level of respect for others. .
- Pupils are encouraged to take on roles of responsibility in the school and wider community, for example, school council playground buddies and special friends. With the playtime 'Friendship Stop' pupils at St. Joseph's support their peers, demonstrating care, consideration and fairness for all.
- Pupils are actively involved in developing the Catholic character of the school by the way they confidently participate in collective worship, lead school assemblies and participate in parish and community celebrations with enthusiasm and a sense of togetherness. The proposed development of an Ethos group will include pupil representation in its membership.
- Pupils benefit from participation in away days and retreat activities, for example Year 6 pupils visit the Foundry in Widnes and attend a transitional day at St. Gregory's High School.
- Behaviour of pupils is outstanding. Pupils have a good 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. This is supported by Circle time and the SEAL programme.
- Pupils 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 have a good understanding of the importance of service and support for those in need and are involved in service to the local faith and religious communities. For example they support CAFOD, Nugent Care and Mtwarta, a village in Africa. They show respect and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.

- They make good progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- 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 the appropriate level 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 good as shown by their interest, enthusiasm and behaviour.
- Pupils are successfully encouraged to work independently and collaboratively.
- Pupils are eager to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the Scriptures. Display and focus tables, both in classrooms and around the school, are of a high standard and link with Come and See and the Liturgical Year.
- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident, preparing and leading worship.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.
- Teachers display good 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 and extends their knowledge and understanding.
- Some outstanding teaching was observed on the day and in the best lessons there was excellent planning that ensured the needs of all groups of pupils were met. Highly effective questioning challenged pupils' thinking and the pace of the lessons ensured all pupils remained interested and motivated. All teachers provided opportunities for pupils to work independently and collaboratively and good strategies such as Talking Partners enabled pupils to discuss and share ideas with each other. Good use is made of time and resources. Children with additional needs are very well supported by Teaching Assistants whose support, encouragement and challenge enables pupils to make appropriate progress and enjoy their learning. Information and Communication Technology is effectively used to maximise learning.

- Pupils are informed of their progress and how to improve both orally and through marking. 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 good.
- The school has assessment strategies which provide information on the achievement of all the pupils. The planned development of a rigorous tracking system will further enhance this.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers give pupils opportunity to evaluate their own work.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good in meeting pupils' needs.
- The school, using the Come and See programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. 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 after school clubs have a positive impact on the curriculum.
- The Religious Education curriculum provides good 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. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- 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 provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide 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 good in promoting monitoring and evaluating the provision for the Catholic life of the school in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved 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 good in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements.
- Good opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development.
- The school provides good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- 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 development are provided for staff and pupils.
- 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 positive relationships at every level within the school.
- Parents are consulted regularly and analysis of questionnaires indicates the positive support parents have for St. Joseph's. The school is keen to maintain this positive relationship with parents and is always seeking ways to further strengthen this. Parents are involved in a variety of ways in the life of the school and regularly attend school celebrations and assemblies.
- There is a link governor for Religious Education and governors regularly visit school. A recent review of governors has resulted in the appointment of three new governors. Governors are united in purpose and are fully committed to the Catholic ethos evident in St. Joseph's.

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.

- The headteacher, subject leader and governors demonstrate great ambition, determination and commitment to improving outcomes for all pupils. They are successfully developing and embedding the systems that will enable them to monitor and evaluate the provision for Religious Education in the school.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is a programme for the monitoring and evaluation cycle.

- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
The subject leader guides Religious Education with deep commitment. New initiatives are introduced when appropriate and good 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, 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 the school needs to do to improve further?

- Continue to implement the areas for development identified in the school's own self evaluation document, particularly by:
 - undertaking a review of the Mission Statement involving all stakeholders. This will strengthen the shared vision and ensure ownership by all who make up the school community;
 - develop the tracking system to enable robust analysis of data to impact on planning and provision, resulting in improved outcomes for all pupils.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

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	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

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