

ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

BRINDLE

Inspection Date 25TH March 2014
Inspectors Mrs Maria Eves Mrs Angela Williams
Unique Reference Number 119669
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary
Age range of pupils 4 - 11
Number on roll 97
Chair of Governors Mrs Julie Telford
Headteacher Mrs Val Plant
School address Bournes Row
Hoghton
Preston
Lancashire
PR5 0DQ
Telephone number 01254 853473
E-mail address head@st-josephs-hoghton.lancs.sch.uk
Date of last inspection 19th June 2012

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 smaller than the average sized Catholic Primary School it is situated in Brindle Lancashire serving the parish of St. Joseph's, Brindle.
- There are 97 children on roll of whom 71 are baptised Catholic, 14 come from other Christian denominations, and 12 have no religious affiliation.
- There are 6 teachers, including the headteacher of whom 6 teach Religious Education and 4 have a suitable qualification in Religious Education. Three teachers are baptised Catholic.
- Since the last inspection a new headteacher has been appointed in January 2013. The assistant headteacher was appointed as Religious Education co-ordinator in February 2013. The chair of governors was newly appointed in November 2013 and the link governor was appointed in February 2014.

Key for inspection grades

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

© 2014 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness:

St Joseph's 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 'To Love, Learn and Follow Jesus'. They speak with confidence about how they endeavour to live this mission and 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.
- 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. At the request of the School Council a Head Boy and Head Girl have been appointed. A strong buddy system 'Big Friends, Little Friends' between Reception and Year 6 pupils is well established and contributes greatly to the caring and nurturing ethos evident in the school.
- Pupils are actively involved in developing the Catholic character of the school by the way they confidently lead and participate in collective worship, lead whole school assemblies and participate in parish and community celebrations with enthusiasm and a sense of togetherness. The extremely talented school choir regularly holds concerts for the local community in addition to participating in area events such as 'Sing Together' in Blackburn Cathedral.
- Pupils benefit from participation in away days and retreat activities. An annual residential visit to Robin wood is arranged for Years 5 and 6 pupils. This enables the pupils to further develop responsibility and independence and to demonstrate care, consideration and respect for all.
- 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 and the school follows the Archdiocesan scheme of work 'All that I am'.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils strive to meet their potential in all aspects of school life and readily embrace all opportunities offered to them through the school's enrichment activities.
- Pupils are involved in service to the local faith and religious communities. Pupils have a good understanding of the importance of service and support for those in need. They support local, national and international charities, for example, pupils contribute to and prepare food parcels for distribution in the parish. They arrange many fund raising activities, for example Nugent Care, Macmillan and CAFOD and have recently established links with a school in Gambia. 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. During the inspection pupils of all ages were able to articulate and discuss Religious Education with confidence and the level of knowledge and recall pupils demonstrated was of a very high standard.
- 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. Spiritual development is given a high priority and is rooted in the teachings and beliefs of the Catholic Church. Conversations with pupils and evidence in workbooks indicate that pupils are given many opportunities to reflect on the links between the life and teachings of Jesus and their own lives.
- Pupils' engagement in and enjoyment of their learning is good 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

- Pupils' response to and participation in Collective Worship is outstanding.
- 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 become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- The pupils' enthusiastic singing enriches the prayerful experience. They reflect in silence and join in community prayers appropriately and with confidence.
- Pupils are exceptionally confident preparing and leading worship from their earliest years. This is a strength of the school.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- The R.E. curriculum is rich and creative in its approach.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress. All teaching observed on the day of inspection was outstanding.
- Teachers are enthusiastic and demonstrate good subject knowledge. They deploy a range of teaching styles to motivate and inspire pupils. Open questioning, hot seating and talking partners are used well to develop pupils' confidence, challenge pupils' thinking and enable pupils to make good progress.
- Teaching Assistants are actively involved in supporting pupils' learning. They demonstrate

great sensitivity to individual children's needs whilst supporting and challenging their learning using a variety of strategies including highly skilled questioning.

- Creative 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.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources including other adults and Information and Communication Technology to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through highly effective marking that identifies next steps for learning. They are given opportunities to discuss their work and how to improve.
- All achievements are celebrated at St. Joseph's and star awards are presented at a weekly assembly. This helps motivate pupils, builds self esteem and recognises the contribution of all.
- The assessment of pupils' work in Religious Education is good.
- The school has good assessment strategies which provide information on the achievement of all the pupils. The planned development of a rigorous tracking system will further strengthen this area.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils 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. Religious education is at the heart of the curriculum and pupils are set in ability groups which, together with good planning, secures effective differentiation and facilitates good progress.
- 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 have a positive impact on the curriculum.
- The Religious Education curriculum provides many good opportunities for pupils' spiritual and 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 outstanding. 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. They are united in purpose and fully committed to the Catholic ethos so evident in St. Joseph's. They plan and implement improvement to ensure positive outcomes for all 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 will be involved in the planned development and review of the Mission Statement. This will result in its aims and practical objectives directing and guiding every aspect of school life and will be a useful tool by which the school continues to evaluate 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. The planned development of a rigorous tracking system will enable this to be more effective.
- Good opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school.
- 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 Religious Education co-ordinator attends all Archdiocesan training and disseminates this to staff. The school has established excellent relationships with neighbouring Catholic schools and they work together supporting each other and sharing good practice.
- The quality of Collective Worship is a priority and strength of 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. Plans are in place for staff and governors to attend a spiritual retreat in the autumn term at Ampleforth Abbey.
- 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 is a strong sense of spiritual purpose with a focus on teamwork and high standards this results in positive, harmonious 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 receive Wednesday Word, regular newsletters and are invited to assemblies and liturgical celebrations throughout the year.
- Governors are good in fulfilling their responsibilities. They are enthusiastic, dedicated and committed to ensuring the best outcomes for all at 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.

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Religious Education of the school in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is an established programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Professional development opportunities are provided and there is a commitment to on-going professional development to ensure all staff continue to demonstrate secure subject knowledge and improve their skills in teaching Religious Education.
- Assessment information is collated by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The Religious Education co-ordinator and headteacher, although they have only been in post since 2013, are demonstrating exceptional practice in guiding the subject. They show great enthusiasm, ambition and commitment. They introduce new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document identifies 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 at all levels.

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;
 - developing the tracking system using the recommended Archdiocesan materials 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
-------------------------------------------------------------	---

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	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	2
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	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