



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST JOSEPH CATHOLIC PRIMARY SCHOOL

WITHNELL

Inspection Date Wednesday 25 June 2014

Inspectors Rev D Melly Mrs A Williams

Unique Reference Number 119680

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 76

Chair of Governors Mrs C Jones

Headteacher Mr S Lawman

School address
Bury Lane
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Date of last inspection 1 May 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 a much smaller than average sized Catholic Primary School situated in Withnell and serving the parish of St Joseph.
- There are 76 children on roll of whom 44 are baptised Catholic, 22 come other Christian denominations, and 10 from other faith or religious traditions.
- There are 5 teachers of whom 4 teach Religious Education and 1 has a suitable qualification in Religious Education. Three teachers are baptised Catholic.
- Since the last inspection a new headteacher has been appointed, the new Come and See programme has been well embedded and given great prominence and a Nurture Room has been created.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

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.

- 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 and understand the part they play within it. They were involved in its evaluation recently and in creating the school motto.
- Pupils have an outstanding sense of belonging to the school community and value and respect others. They feel listened to and that what they suggest is acted on.
- Pupils are encouraged to take on roles of responsibility in the school and wider community by being members of the school and eco councils, being playground buddies, house captains, security guards and by leading Collective Worship.
- Pupils are actively involved in developing the Catholic character of the school by living out the Mission Statement especially when they show care for each other and when they lead and participate in Collective Worship.
- Pupils benefit from participation in away days and retreat activities when they visit they attend the Good Shepherd Mass and when they go on residential to Anderton Centre in Rivington and Hothersall Lodge in Longridge. There they are encouraged to reflect on their experiences and to keep a journal.
- 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.
- 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, the immediate neighbourhood served by the school and the wider community when they help at the Sunday celebration of the Mass, when they sing for the local community and when they make up food parcels to be given out at harvest time. They are always involved in fundraising for various charities. 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 outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a knowledge and understanding of the Catholic faith that is expected of their age and stage of development.
- 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 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 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

- Pupils' response to and participation in Collective Worship is outstanding.
- They show great interest, respond very 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 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 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 and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding 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.
- Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources including other adults, Information and Communication Technology including video clips and PowerPoint and story 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 especially at the Friday assembly.
- 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.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- 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 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 the breakfast and after school clubs and the use of quiet areas for reflection 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. This helps to promote tolerance and respect for those who think differently. They have made visits to other places of worship and have had visitors to school to share their faith with the pupils.

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 has provided opportunities for staff to develop their skills in planning, leading and evaluating Collective Worship.
- The teachers have provided 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 and carers to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. The involvement of the parish priest and the parish catechist is particularly valued here. Both are very much part of the school community.

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, monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and

implement improvement to outcomes for pupils. Governors are outstanding in their involvement in monitoring.

- 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 recent 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 can evaluate its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the school's performance and celebrate and plan future improvements.
- Outstanding 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 outline areas for development. The SED is very detailed and accurate and obviously has a great impact on the Catholic life of the school.
- The school provides very 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. This is usually in-house and is led by the Religious Education Coordinator. There are hopes that a 'Spirituality Day' could be provided for all the staffs of the cluster group in the near future.
- The quality of Collective Worship is a priority for the school and a great deal of effort has obviously been put into its development. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- Opportunities for spiritual and moral developments are provided for staff especially by using the Come and See for Yourself section of the programme.
- 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.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their enthusiastic support and gentle but firm challenge.

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 outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and 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 a robust 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.
- Continuing professional development opportunities are provided for all mostly by the Religious Education coordinator.
- 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 is outstanding in guiding Religious Education. She shows great enthusiasm for the Catholic life of the school and for the Religious Education curriculum and introduces 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, 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 the Friday assembly.

What the school needs to do to improve further?

- Enhance provision for curriculum Religious Education by:
 - Implementing the plans in the SED to develop the moderation in the school itself and within the cluster group;
 - implementing the plans in the SED to ensure that the higher ability pupils are encouraged to achieve their full potential;
 - implementing the plans in the SED ensure that work is well presented in the work books.
- Enhance provision for the Catholic life of the school by:
 - implementing the plans to have a spirituality day for all staff in the cluster group.

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

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