



Archdiocese of Birmingham

Section 48 Inspection Report

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Part of the St John Bosco Multi Academy Company
Hillcrest Road, Dudley, West Midlands, DY2 7PW

Inspection dates:

26th & 27th September 2018

Lead Inspector:

Maureen O'Leary

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- The school leaders and governors make the promotion of the Catholic Life of the school their highest priority. They are steadfast in their efforts to improve the Catholic Life of the school, so that it benefits the whole community.
- Weekly, focused and meaningful self-evaluation of the Catholic Life of the school ensures that provision for pupils is constantly improved. As a result, all pupils experience a rich and effective Catholic education.
- Great care is taken to provide an outstanding environment for pupils and staff to work in, which truly proclaims the school's Catholic mission. This care reflects the view that each individual who enters the school deserves the utmost respect and dignity.
- Due to the vision of the headteacher and deputy headteacher, the subject of Religious Education is highly valued in the school and is seen as "a subject like no other".
- Supported by the excellent Religious Education subject leader, teachers are enthusiastic to continually improve their teaching. As a result, pupils make very good progress in Religious Education and for many pupils this progress is outstanding.
- The uplifting and vibrant prayer life of the school sustains the whole community. Everyone participates fully during times of prayer, where great reverence and devotion to God is shown.
- The school's links with the parish are very strong. The school has an excellent working relationship with the parish priest and sisters, which benefits both the school and the parish.

FULL REPORT

What does the school need to do to improve further?

- Complete the planning and implementation of a whole school curriculum that promotes the Catholic Schools' Pupil Profile.
- Ensure that the balance between the provision of Catholic Life and Collective Worship in Religious Education lessons is reviewed, so that there is always adequate time to teach the strategy richly.
- Share the excellent practice of the Catholic Life of the school with other establishments in the diocese and beyond.

THE CATHOLIC LIFE OF THE SCHOOL

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

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.

- The staff at St Joseph's School are a living example of the school's mission statement to, "work, learn and grow together guided by Jesus' teachings." They continually teach the pupils to live out this mission statement and the school's values of Respect, Forgiveness, Truth, Kindness and Equality, during lessons, assemblies and the day to day life of the school. This means that pupils have a profound understanding of their school's mission and develop very well both morally and ethically.
- The pupils' desire to treat everyone according to their school mission and values directly influences the way they behave towards each other and anyone who comes into their school community. As a result, pupils are extremely well behaved and polite. They love to greet visitors with a smile and a hello.
- Pupils are eager and proud to lead and participate in the Catholic Life of the school. For example, the school operates a Fairtrade shop, which the pupils value. They understand how this enterprise promotes equality. There is an active Mini Vinnies group who visit the elderly. The pupil led 'kindness crew' and Anti-Bullying Ambassadors support other children, knowing that they are acting as Jesus would want them to. Pupils love to receive 'mission awards', which recognise their contribution to the mission of the school.
- Pupils are given opportunities to regularly explore their understanding of vocation. As a result, they are able to explain how God is calling them to be a particular person. This reflection on their vocation influences the way they act and how they treat others.
- Although the school is situated in an area of high deprivation, the community's contribution to helping others through charitable donations is impressive. The work of the Mini-Vinnies, donations of food (three times a year) to the Good Shepherd Shelter in Wolverhampton, sponsor monies for a range of charities and support of CAFOD fast days are evidence of this generous commitment.

- The pastoral care of pupils and their families is a central feature of the work of St Joseph's. Leaders and staff are highly focused on protecting and upholding the dignity of every member of the school community. The high-quality pastoral care and absolute commitment to the dignity and respect of everyone is a major contributor to the harmonious faith-driven community of the school.
- Pupils and staff are immersed in an environment that celebrates the school's Catholic faith. The pupils especially value the Bible garden, where each class grow food and reflect on scripture. (This activity is greatly supported by the school's caretaker.) Each class also has two creation guardians, who make sure that the school is vigilant about recycling and looking after God's world. Immense care has been taken to maintain and develop the school building into a dignified and sacred space for the entire community.
- Through the school council and the school mission team, pupils are effectively involved in the self-evaluation of the Catholic Life of the school. Their views are listened to and acted upon. For example, pupils wanted the Archbishop to re-visit the school. So, they sent him a written invitation and a visit is now arranged for March 2019.
- The school and parish priest work very effectively together to develop the Catholic Life of the school. The parish priest has a very strong commitment to the school – celebrating weekly Mass, hearing confession for pupils each half term, supporting the delivery of the Religious Education curriculum and the sacramental programme. The pupils greatly value his part in their school and parish life. For example, when Year 1 saw a video of Fr Emmanuel in a lesson, there was great excitement. Also, during Lent 2018, some classes chose to support the parish church with their fund raising, "so it can be kept for everyone to pray in".
- The school provides many opportunities for pupils to come to an awareness of other faiths and cultures, both in this country and abroad. For example, the school's Brilliant in Britain week and their long association with a school in Poland helps pupils to show the greatest respect for other peoples' beliefs and to celebrate cultural diversity.
- The school has implemented a scheme of work for Relationships and Sex Education throughout the school to complement the 'All that I Am' programme. This scheme of work fully meets the requirements set out in the Relationships and Sex Education Audit.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- The headteacher and deputy headteacher are inspirational leaders. As a result, every member of staff is keen to help each pupil to be the person God has called them to be. The whole school is aspirational for the pupils' spiritual, moral and academic development.
- Leaders are deeply committed to promoting the Catholic Life of the school. Great effort is made to provide very regular opportunities for staff and pupils to explore the school's mission and values. One way in which this is promoted is through two Mission, Vocations, Values and Prayer (MVVP) weeks.
- Although the school has achieved outstanding outcomes for Catholic Life, there is no sense of complacency by school leaders, governors or staff. The culture of rigorous, weekly self-evaluation means that the provision of Catholic Life is constantly being improved. For example, a review of the whole school curriculum is informing the development of a curriculum celebrating the Catholic Schools' Pupil Profile.
- Leaders and Governors have completed the Relationships and Sex Education Audit. Consequently, they identified where provision could be enhanced and took effective action to make improvements.
- Leaders provide induction of new staff and regular training for all staff that affirms their understanding of Catholic Life, as well as deepening their

knowledge, understanding and commitment to the school's mission statement. As a result, all staff have a secure understanding of their role in ensuring the school's high-quality provision for Catholic Life and understand how their work enables the school's mission to be achieved.

- The school listens carefully to parents' views and this has helped them to deepen parental engagement with the Catholic Life of the school. For example, they provide individual prayer bags for each pupil, so everyone gets to use the resources all year round. Parents also help in their child's application for the 'mission award'. Leaders have also creatively combined social events with aspects of the school's Catholic Life. As a result, vast numbers of parents are involved with the school's various Catholic Life theme weeks, who may otherwise not have attended.
- Governors have high expectations of leaders and themselves in relation to Catholic Life. They commission a full Catholic Life report from leaders at each governor's meeting and expect the head to report in detail. They ensure the link governor attends regular training with the diocesan education service and always ensure that the headteacher is set challenging performance targets linked to Catholic Life. They also expect and ensure that school leaders set Catholic Life targets for staff. They ensure the CES governing body SEF is reviewed at every meeting.
- The Catholic Life link governor is a regular visitor in school, monitoring and evaluating the provision of Catholic Life, Religious Education and Collective Worship. She works proactively with senior leaders and is deeply committed to her role both within the school and academy.
- School leaders and governors understand their role as servants of the Archdiocese and ensure diocesan policies are fully implemented at the school. The school provides support to other schools within the Diocese through the work of the headteacher as a National Leader of Education (NLE) and as an associate headteacher for the Diocesan Education Service. In addition, some teachers are Specialist Leaders in Education (SLE). The headteacher's presentation about faith and leadership at the diocesan leadership conference provided further support for leaders in Catholic education.

RELIGIOUS EDUCATION

The quality of Religious Education.	Outstanding
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
The quality of teaching, learning and assessment in Religious Education.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Outstanding

How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.

- Religious Education lessons are planned carefully by class teachers to meet pupils' needs. Termly pupil performance meetings ensure that pupil progress is tracked effectively (using key assessment data) and information from these meetings informs teachers' planning. As a result, almost all pupils make good progress and many make outstanding progress. This progress is especially strong in the early years and upper key stage 2.

- Teachers plan lessons that engage pupils. Religious artefacts are used very effectively as 'fascinator' to arouse pupils' interest and to develop their questioning about their learning.
- All teachers have a high regard for the subject of Religious Education and work hard to provide the very best teaching possible. The vast majority of class teachers have excellent subject knowledge. Because of this, pupils have a very good knowledge and understanding of religious vocabulary. This knowledge successfully increases as pupils move through the school.
- The vast majority of teaching provides a very good range of activities for pupils to take part in and to complete. These tasks include some more extended pieces of writing that allow pupils to be reflective and to link their learning to their own experiences of faith.
- Throughout the school, teachers create very positive environments for learning. They have very high expectations for pupils' behaviour and engagement with lessons. Consequently, pupils' attitudes to learning in Religious Education lessons are excellent.
- Teachers' questioning of and feedback to pupils continually makes them think about how to apply their Religious Education knowledge to the way they live their lives. In the vast majority of teaching, this questioning and feedback means pupils are highly reflective and inquisitive about their learning. For example, in one lesson observed during the inspection, the teacher's meaningful connection of the story of Cain and Abel to the pupils' lives meant that they were encouraged and inspired in their own faith.
- Where teaching and learning is not meeting the high expectations of senior leaders, the school had accurately identified areas for development and well-planned support has already been put in place.
- Additional adults in lessons are very effective in supporting both teaching and learning. Parents are also given the opportunity to work alongside their child twice a year during RE lessons. The excellent relationships that are established with pupils means that they are able to engage in lessons and are encouraged to work independently.
- Pupils view their work in Religious Education as special and, on the whole, present their work neatly and to the best of their ability. There now needs to be a whole school focus on improving the presentation of work, so that it is consistently high.
- Although pupils are given some opportunities to evaluate their work in Religious Education, the school has rightly judged that this area could be further improved. The high standards in a number of classes needs to become embedded across the school.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- The subject of Religious Education is very well led by the deputy headteacher. She is passionate about making sure that it is the best it can possibly be. Pupils' learning is carefully monitored and any necessary improvements to teaching are quickly implemented. The school has accurately identified that boys learning in Religious Education is not as rapid as girls lower down in the school. Clear interventions to teaching have resulted in a narrowing of this gap, as pupils move through the school. As a result, many pupils make outstanding progress in Religious Education.
- Where areas for improvement are identified in specific year groups, appropriate action is taken by the Religious Education subject leader to improve teaching. In year groups where teaching is less than outstanding, targeted support and regularly monitoring ensures that improvements are made.
- Governors regularly receive information about the pupils' attainment and progress in Religious Education and the quality of teaching. As a result, they have a very accurate

and detailed understanding of the strengths and any areas for development. They regularly review actions taken by the school, to ensure any necessary improvements are made to both teaching and learning.

- The school leaders and governors fully meet all the requirements of the Bishops' Conference. They ensure that Religious Education is highly regarded and given at least 10% of curriculum teaching time.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Outstanding
How well pupils respond to and participate in the school's Collective Worship.	Outstanding
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Outstanding

How well pupils respond to and participate in the school's Collective Worship.

The quality of Collective Worship provided by the School.

- Heartfelt prayer is the foundation of the school. Times of prayer are valued by staff and pupils. One member of staff said, "In the moments of silence and calmness, we are reminded of what is important in our lives and the work of Jesus that we are called to do."
- Staff show the greatest reverence during times of prayer and act as models for pupils. As a result, times of prayer involve the sincere participation of staff, pupils and parents/carers.
- The celebration of Mass in the school, each week, is a joyous occasion for the school community. The importance of this sacrament is shown in the way pupils are prepared to take part and by the reverent way they sit, sing, dramatise the Gospel and speak.
- The preparation of pupils from all year groups, by the Reception teacher, to play in the percussion band and to sing in the choir is very thorough. As a result, the music and singing at Mass is accomplished and devotional.
- The school also prepares a monthly Sunday parish Mass, which is very well attended by pupils, all staff, governors and parishioners. This joint celebration reflects the very high regard that the school and the parish have for one another.
- The school ensures that pupils are able to experience a rich variety of prayer. In class and with the whole school, they use guided meditation, silent prayer, personal reflection, spontaneous prayer, their own written prayers and traditional prayers of the Church.
- Staff at the school provide many opportunities for pupils to plan and lead Collective Worship. In early years, pupils take it in turns each day to be the 'prayer leaders', thus fostering a culture of leading Collective Worship from an early age. Pupils are able to write and share their own prayers in class, assemblies and in Mass. Pupils, from Reception class onwards, also plan and deliver very thoughtful prayer services for their prayer partner class, as well as separate services for their parents and carers. Pupils take great care with the preparation of these services, which reflect their genuine enthusiasm for Collective Worship.
- The pupil led school mission team are a very active group in the school. They are constantly looking for ways to improve the whole school's experience of prayer, so that everyone can come closer to God. They regularly monitor the prayer areas throughout the school. As a result of their monitoring, they have installed holy water stoops at the

entrance to the school hall. They wished to give everyone, entering the hall for Collective Worship, the opportunity to bless themselves as they prepared to pray.

- The school environment presents many opportunities for pupils to pray spontaneously. Thoughtful and inspiring images, including the stations of the cross spread throughout the school, encourage pupils to pray as they move around the school. Many pupils love to spend their playtimes in the prayer area. They see this as a sacred space and choose to remove their shoes before entering. They especially value praying in this space after receiving the Sacrament of Reconciliation each term.
- A number of initiatives help to engage parents, carers and the wider family to participate in Collective Worship. Weekly Masses, assemblies, class liturgies and workshops are very effective in encouraging all parents to participate. School parish Masses on Sundays and the annual Advent and Lent services in the Church are all well attended.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- The opportunities for Collective Worship are extremely well planned by the school's leaders, who see prayer as vital to the faith development of the whole school community.
- School leaders have the knowledge and skill to deliver meaningful Collective Worship that reflects the seasons of the Church and the liturgical year. Pupils are given explicit messages from these times of prayer which challenge and inspire them to live out the Gospel message.
- Collective worship is monitored on a weekly basis and governors receive termly feedback on the provision. The link-governor visits the school and observes Collective Worship each term. As a result of stringent monitoring and accountability, the standard of Collective Worship is high and all staff and leaders are committed to its ongoing improvement.
- The development of staff in their own spiritual formation and their ability to lead Collective Worship is seen as a priority for school leaders.
- Great effort is made to include families in the prayer life of the school. Governors have committed resources to providing each child with a prayer bag.

SCHOOL DETAILS

Unique reference number	140147
Local authority	332 3302
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Academy
Age range	3-11 years
Gender of pupils	Mixed
Number of pupils on roll	213 (excluding nursery)
Appropriate authority	The Board of Directors
Chair	Andrew Bant
Headteacher	Mark Hinton
Telephone number	01384 818925
Website address	www.st-jo-dud.dudley.sch.uk
Email address	m.hinton@st-jo-dud.dudley.sch.uk
Date of previous inspection	December 2013

INFORMATION ABOUT THIS SCHOOL

- The school is situated in an area of Dudley with high deprivation. It serves the parish of Our Blessed Lady and St Thomas Of Canterbury Catholic Church.
- The percentage of Catholic pupils is currently 62% and has been rising.
- The percentage of disadvantaged pupils is in line with the national average.
- The school's deprivation indicator is significantly above the national average.
- The percentage of pupils with special educational needs and/or disabilities is broadly in line with the national average.
- The percentage of pupils from minority ethnic origins is significantly above the national average.
- The percentage of pupils with English as an additional language is significantly above the national average.
- Attainment on entry is below age-related expectations.
- Since the last inspection, a new Religious Education subject leader (the deputy headteacher) was appointed in April 2017.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Maureen O'Leary and Sr Susan Collins
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across seven Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with a group of governors (including the chair of governors, the Catholic Life link governor and the parent governor), the headteacher, the Religious Education subject leader and the parish priest. Parents were spoken to informally on the playground.
- The inspectors attended a whole school Mass, a whole school assembly (led by the headteacher) and a prayer partner liturgy attended by Year 3 and Year 6. They undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Catholic Life action plan, teachers' planning and learning journals.