

# St Joseph's Catholic Primary School

URN: 141457

Catholic Schools Inspectorate report on behalf of the Bishop of Middlesbrough

27–28 February 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

#### Religious education (p.5)

The quality of curriculum religious education

2

#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

## What the school does well

- The mission of St Joseph's Catholic Primary school, Christ be our Light, in life, in love and learning is known by all and is a central part of the life of St Joseph's with all members of the school community embracing the vision.
- The religious education curriculum is well planned and delivered with a creative approach meeting the needs of all pupils including the most vulnerable.
- The leadership team ensures all staff are highly aspirational for the pupils in their care particularly the most vulnerable, they lead exceptionally well by example and the executive headteacher is a true example of servant leadership.

- The appointment of the executive head teacher and deputy head teacher has given new focus and revived the Catholic life and mission of the school. This has helped to strengthen teaching and learning across all year groups

### What the school needs to improve

- Provide consistently high-quality feedback so that all pupils know how well they are doing and are provided with opportunities to improve.
- Secure rigour and focus in teacher questioning to ensure challenge for all pupils in their RE lessons.
- Embed a clear and comprehensive strategy for systematically building up pupils' skills in leading and evaluating prayer & liturgy as they progress through the school.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

#### Pupil outcomes

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

1

#### Provision

The quality of provision for the Catholic life and mission of the school

1

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

1

The clear drive and determination of the leadership team have ensured that the St Joseph's recently reviewed mission statement is clear and understood by all and is lived out by all members of the school community. Their active participation significantly enhances the Catholic life and mission of the school. All members of the school community talk enthusiastically about how this has a positive impact on the way they behave and act towards each other. This is very evident in how staff and pupils talk about a member of staff who died and how their faith and the sense of community supported each other through this difficult time. The staff ensure this is a very inclusive school that supports all members of its community. The school environment is clearly Catholic through high quality displays which pupils can identify with. The school hall provides a beautiful, engaging Catholic environment as a centre point in which to work, learn and pray displaying recent work, the school mission, Lent foci, Catholic social teaching and scripture icons. Pupils articulate an increasingly confident understanding of Catholic social teaching and its implications. Chaplaincy is strong as the new leadership team look to implement new strategies, with pupils being extremely positive about their encounters with the parish and clergy and looking forward to their visits. They contribute well to the opportunities provided by the school.

Staff make an exceptional contribution to the school's Catholic life and mission. Staff embrace the mission statement and implement it across the curriculum evident in the quality of relationships and the whole of school life. There is a strong culture of welcome and the school goes the extra mile which contributes to the sense of belonging to the St Joseph's community. The school is a haven within its community. Staff provide the highest level of pastoral care for pupils and there is a concrete commitment to the most vulnerable. Pupils show a deep respect

for one another sharing whole school events such as a Day of Kindness which was recently celebrated. Behaviour at all times is of a very high standard. Chaplaincy is well planned and provides a range of well-prepared and effective opportunities for the spiritual and moral development of pupils and staff. All pupils know about other faiths and show respect. Pupils are aware of those in need within their local community, nationally and globally and this is shown throughout the variety of charities the school has supported recently including cancer care, CAFOD and mission together. The provision for relationships, sex and health education is carefully planned and meets all statutory and diocesan requirements.

The development of the Catholic life and mission of St Joseph's is viewed by leaders and governors as a core leadership responsibility. Leaders ensure that Christ is at the heart of the school. They work diligently to ensure that all staff have access to a wide range of training and are inducted into the Catholic life of the school. Staff members speak highly of the leadership team and appreciate the quality of training that they can access from within school, the Trust and the Diocese. The school is well supported and challenged by the academy Trust and receive regular quality assurance visits which set clear targets on how the school can improve. The school's religious education leader is dedicated and highly experienced in supporting other staff members in developing best practice. Leaders highly value the staff team and provide high quality pastoral care which is explicit and concrete in terms of its physical and well-being impact. Highly experienced governors have passionate ambition for the Catholic life of the school and provide appropriate challenge and monitoring of the school.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

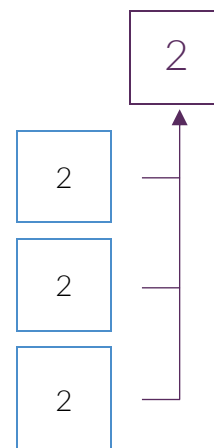
How well pupils achieve and enjoy their learning in religious education

#### Provision

The quality of teaching, learning, and assessment in religious education

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils enjoy their religious lessons and respond well to the variety of creative tasks on offer within lessons and are keen to demonstrate their knowledge and understanding. Staff deliver a religious education curriculum which ensures pupils are interested in their work, showing genuine interest and engagement. Pupils are religiously literate and understand the demands of commitment in everyday life as seen in a lesson where pupils could discuss fasting, alms giving and prayer during Lent. Behaviour in lessons is very good and the trend in attainment and progress for all groups of pupils over recent years is good including those with special educational needs and for those whose whole family circumstances make learning more challenging. Presentation of religious education work is good and shows signs of emerging individuality and creativity as they move through the school. The recent changes to the marking and feedback policy have increased pupils understanding of how well they are doing and how they can improve their work. This now needs further embedding to ensure all pupils respond to the higher challenge of learning.

Staff have good subject knowledge, and this is reflected in their teaching, which is good. Expectations are high and staff are skilled in offering a wide variety of different approaches within lessons to assist pupils in meeting these. Planning is linked to pupils' current assessment so that within lessons they learn well. The deployment of capable, well-informed teaching assistants is good, and this ensures that all pupils, regardless of need or ability, are fully engaged in classroom activities, making good progress. Where lessons are stronger, they include varied teaching strategies including drama, art, collaboration and use of media. There are good examples of progress evident in lessons through discussions with pupils, in class books and classroom displays. Praise is used to encourage pupils to do their best and this motivates them well. In the best lessons, teachers use questioning skilfully, with pupils' knowledge and

understanding being developed. Pupils are allowed time to reflect and extend their thinking, this allows them to consolidate their learning and consider the moral and spiritual dimensions of their learning.

Leaders and governors ensure that the school curriculum for RE is a faithful expression of the Religious Education Directory. Religious education items of teaching and budgetary spending are at least comparable to other core subjects. Leaders and governors provide a strong commitment to high quality and varied professional development in the subject so that it covers both subject knowledge and pedagogical development. The experienced subject leader is much respected by other colleagues resulting in teaching that is at least consistently good. The school uses the Come and See scheme which provides learners with good opportunities to progress sequentially through the subject content. The RE curriculum provides opportunities for learners to make progress. All leaders ensure that the needs of all groups of pupils are planned for within the RE curriculum and that pupils are provided with engaging enrichment activities that enhance pupil learning in religious education. Their understanding of religious education in the school, informed by monitoring and self-challenge leads to good outcomes. This is particularly evident through the contribution of extremely competent and experienced educational professionals who are members of the governing body.

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

#### Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils' respond very well to the experiences of prayer that the school offers. They demonstrate the ability to be prayerful, reflective, attentive and engaged. Whole school prayer and liturgy is delivered in a way that encourages both reverence and conscious participation. During whole school prayer and liturgy all pupils sang the new school song joyfully with great enthusiasm. Pupils understand the shape and meaning of the Church's liturgical year and are familiar with the use of scripture, symbolism, silence, meditation and liturgical music. They can describe parts of the liturgical year and how the school plans for different seasons in the Church's year. Pupil leadership of prayer and liturgy has recently been a focus for the school and the impact of this work is tangible. Pupils' skills in planning, leading and evaluating is not yet fully embedded. Pupils use their experiences from outside school to inspire their prayer within school, for example children have prayed for the people of Ukraine and the Middle East. Through their understanding of Catholic social teaching, they have put these prayers into action for example, clothes collected for Ukraine and charity shoe boxes.

The centrality of prayer and liturgy is essential to the life of the St Joseph's and forms part of routine gatherings of pupils, staff and leaders. There is a daily pattern of prayer that reflects the rhythm of the prayer life of the Church and this is evident through the use of prayer spaces and displays throughout the school. Staff are committed to the delivery of effective prayer and liturgy and the use of the available space in the school is good. However, the outdoor prayer space is yet to be fully developed. Each classroom has a designated prayer space and there are seasonally appropriate scripture passages which are central to liturgy. Time and attention are given to prayer areas around the school to ensure that they are used appropriately and are well cared for and conducive to prayer. Leaders support staff to lead appropriate prayer and worship through clear guidance using different resources to plan and prepare for liturgy. Parents engage

well in prayer and liturgy and speak fondly of how this was used as a way of welcoming them into the school. Parents speak highly of the stay and pray sessions the school offers on a termly basis. Prayer and liturgy has a clear message or mission and reflects relevant themes or liturgical seasons and covers the Church's year and traditional feasts. The parents state the executive headteacher is a welcome addition to the school and appreciate the open-door policy and the significant contribution he makes to the Catholic life of the school.

Leaders and governors ensure that the school policy on prayer and liturgy is well known and useful to all staff. Throughout pupil-led prayer and liturgy, leaders ensure, as pupils move through the school, that they become more confident in applying their skills as leaders of prayer and liturgy. However, pupils' skills in evaluating this process is not yet secure. There is a liturgical year planner and holy days are appropriately celebrated. The sacramental programme is run by the parish in the school and is well supported by the school. Staff who are new to the school are given a clear system of induction by the school, the Diocese and the Trust and they appreciate the ongoing formation which they receive from all sources during their time at St Joseph's. The quality of provision is monitored by leaders and purposeful training is delivered to enhance the experiences provided for the pupils. Staff welcome the support and the training they receive from the leadership team and the Trust. The quality of prayer and liturgy in the school is enhanced by the high-quality resourcing that is prioritised by leaders.



## Information about the school

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|--|---|
| Full name of school                            | St Joseph's Catholic Primary School   |
| School unique reference number (URN)           | 141457  |
| School DfE Number (LAESTAB)                    | 8073308   |
| Full postal address of the school              | St Joseph's Catholic Primary School,<br>Rosecroft Lane,<br>Loftus,<br>Saltburn-by-the-Sea,<br>North Yorkshire<br>TS13 4PZ |
| School phone number                            | 01287640613   |
| Headteacher                                    | Mr. Simon Geaves  |
| Chair of Local Governing Body                  | Ms. Sarah-Jane Smith  |
| School Website                                 | <a href="https://stjosephs.npcat.org.uk">https://stjosephs.npcat.org.uk</a>   |
| Trusteeship                                    | RC Diocese of Middlesbrough   |
| Multi-academy trust or company (if applicable) | Nicholas Postgate Catholic Academy Trust  |
| Phase  | Primary   |
| Type of school                                 | Academy   |
| Admissions policy                              | N/A   |
| Age-range of pupils                            | 2-11  |
| Gender of pupils                               | Mixed   |
| Date of last denominational inspection         | January 2019  |
| Previous denominational inspection grade       | 2   |

## The inspection team

Angela Spencer

Mark Brennan

Lead

Team

## Key to grade judgements

| Grade | England              | Wales  |
|-------|----------------------|--|
| 1     | Outstanding          | Excellent  |
| 2     | Good                 | Good   |
| 3     | Requires improvement | Adequate and requires improvement                |
| 4     | Inadequate           | Unsatisfactory and in need of urgent improvement |