

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND
RELIGIOUS EDUCATION**

School: St Joseph's Catholic Primary School

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School URN: 119629

Headteacher: Mrs Margaret Wright

Chair of Governors: Mr Paul Taylor

Section 48 Inspector: Mr Chris Wilkins

Date of Inspection: 7th December 2012

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St Joseph's is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school serves the parish of St Joseph's, Wesham and the surrounding community. It is a smaller than average primary school with 82 pupils on roll. 56 pupils are Catholic and 17 are from other Christian denominations. There are no pupils who speak English as an additional language and few from minority-ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average. The majority of pupils transfer to St Bede's Catholic High School, Lytham.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	82
Planned Admission Number of Pupils:	15
Percentage of pupils baptised RC:	68%
Percentage of pupils from other Christian denominations:	21%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	6%
Percentage of pupils from ethnic groups:	1.5%
Percentage of pupils with special needs:	16.5%

Staffing

Full-time teachers:	5
Part-time teachers:	0
Percentage of Catholic teachers:	60%
Percentage of teachers with CCRS:	60%

Percentage of learning time given to RE:

NR	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parishes served by the school:

St Joseph's, Wesham

Overall Effectiveness

1

Capacity for sustained improvement

1

MAIN FINDINGS

St Joseph's is a successful and aspirational community of faith where all are valued and respected. This is shown through the love and care shown for each other by all pupils, staff and governors. The school is outstanding in all areas of its work. It is well led by the headteacher who is passionate about moving the school forward and ensuring the best opportunities for the pupils. Governors work closely with the headteacher and are strong and supportive, providing effective challenge to the school. They are well informed about the progress and needs of the school. Staff are all strongly focused on providing the best education they can for the pupils in their care. The quality of self evaluation is very good and the School Development Plan gives a high profile to Religious Education.

St Joseph's is an inclusive school, where work is well-differentiated, expectations are high and quality support is provided for those pupils with specific needs. Parents are supportive of the school and think highly of the work the school does. Pupils are polite, keen to learn and knowledgeable about the Catholic faith. The school has clearly and effectively addressed the issues raised at the last inspection as more able pupils are appropriately challenged and assessment is rigorous. The provision for Catholic education is excellent. It is clear that staff are aspirational, for and take a pride in, their pupils.

What the school needs to do to improve further

- Ensure leadership succession planning enables continued growth in Teaching and Learning in Religious Education.
- Ensure that older pupils have opportunities for extended writing in Religious Education lessons to help to develop their thinking and record their excellent understanding.
- Further enhance pupils' spiritual development by bringing families and the parish community closer together.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

The teaching at St Joseph's is outstanding which is evidenced in the pupils' learning. This is due to a stimulating approach, excellent use of dance, differentiated and challenging questions and a wide range of approaches being used to enable pupils to learn in a variety of ways. Identification of steps to success in lessons accelerates pupils' learning and enables the pupils to assess their own progress. This was particularly evident in a lesson observed in Year 3/4 where differentiation and inclusion were particularly effective.

Pupils share their own faith and values freely in this supportive and caring school. The Catholic life of the school leads the curriculum and is central to the success achieved in other subjects.

When pupils were discussing their work they demonstrated a developed understanding of the Catholic faith and the Mass. Pupils enjoy RE showing a high level of participation and a commitment to succeed. They recall with enthusiasm their trip to Beacon Fell to "get closer to God."

The quality and progress of learning for pupils with particular learning needs and/or disabilities is outstanding. This is due to the activities being designed to meet different needs and to the additional adult support given in RE lessons. The supportive attitudes demonstrated by the children towards each other embody their living out the mission of the school.

From a starting point below national averages on entry to the school, as identified by rigorous assessment, the pupils make good progress in RE during Foundation Stage and enter Key Stage 1 just below expected levels. Pupils' progress in RE in Key Stage 1 and 2 is outstanding with many pupils leaving Year 6 attaining at least in line with expectations with the majority exceeding this.

Pupils love coming to St Joseph's and embrace the school's mission of working together to fulfil the potential of all. They take full advantage of the opportunities the school provides for their personal spiritual development. They are proud of their school and eager to show it off to visitors. They do this showing emotional intelligence and demonstrating a good knowledge about all aspects of their Catholic school.

Pupils participate well in assemblies and in class worship and have well established opportunities to lead and plan Collective Worship. For example, in a Key Stage 1 act of Collective Worship, pupils led a well-structured prayer service and reflected on their liturgy afterwards. In a whole school assembly, pupils were attentive, listened to the Word of God

reverently, and answered questions in ways that displayed a good understanding. Pupils of all ages clearly enjoy Collective Worship and participate fully with enthusiasm and confidence.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

1

The outstanding leadership of the school at all levels is based on a desire to enable every child to become a caring and informed member of society. The head teacher communicates a strong sense of spiritual purpose to teachers, parents and pupils alike, with a focus on nurturing the faith development of the pupils. She supports colleagues, monitors the quality of teaching and learning and standards in RE and identifies the development needs of RE. This is done through analysis of assessment data, the findings of work scrutiny, lesson observations and feedback from the pupils and staff. This has resulted in a focused action plan which is clear in its steps to raise standards in RE. This document is used to inform the School Development Plan. Resources for RE are varied and abundant and they support teaching and learning well. They range from good quality religious texts, to schemes to support guided meditation.

The head teacher has planned well with other leaders for the transfer of the role of RE subject leader to another member of staff. This has been well thought out and will help develop and expand leadership and management in the school.

Governors have the expertise to meet school's needs. They are influential in determining the direction of the Catholic life of the school through their constructive relationships with staff, parents and the parish. The governing body is highly effective in providing support and challenge to the head teacher and ensuring that standards are driven up. They fully meet their statutory and canonical responsibilities. They have a view of pupils as "citizens in our community" and are working to bring school and church even closer together.

Leaders and managers have established outstanding links locally and in the wider world to the benefit of the pupils attending St Joseph's. Strong links exist with the parish and Father Manny is a regular visitor and a valued member of the school community. Frequent opportunities are made for pupils to visit church, for instance, weekly Mass attendance and specific occasions such as Christingle. The school jointly runs a Preschool in conjunction with a local Church of England school, a service which supports the local community. Links with a local special school provide mutual support for pupils with additional needs. School leaders ensure that pupils have a sound knowledge of different religious beliefs and customs through projects like "Building Bridges" which support the

development of an understanding of other cultures. They also have established links with schools in China and the Holy Land which add to pupils' knowledge of the wider world. Community Cohesion is excellent and the school is a welcoming community where every member is valued and respected.

PROVISION

How effective the provision is for Catholic Education

1

The teaching of RE is outstanding. Lessons are well planned and delivered in a wide variety of ways that engage and stimulate the pupils. This leads to excellent progress and a deep level of understanding. High quality questioning is a feature of lessons and is a strength across the school. Resources are wide ranging and used thoughtfully. Adults providing support in lessons are confident and able, ensuring progress of pupils across the ability range.

Assessment is firmly embedded in the teaching and learning in school from the moment pupils join the school and remains a focus across the school. Planning is detailed and focused on next steps and helps to ensure high quality teaching. There is clear evidence that the curriculum is evaluated against the needs of the pupils and opportunities for learning are sought beyond RE lessons. Effective steps to success make sure that pupils are receiving academic guidance at the level they need it. Assessment is a strength of the school.

The RE Curriculum is outstanding because it is based on a whole school approach to meet the needs of all pupils. It enables the spiritual and moral development of all pupils to be central to school life. The headteacher rightly describes this as one of the main reasons for the success of the school as a whole. This development is consolidated by the staff's high expectations of attitude and behaviour and their strong focus on self belief. Pupils say that they are encouraged to make the best of their skills and talents given by God.

Provision for Collective Worship is outstanding. Assemblies and liturgies are well planned and contribute to pupils' spiritual development. Pupils are, from an early age, actively involved in Collective Worship and given opportunities for personal reflection. Opportunities are provided for pupils to engage in a wide range of worship activities and the school ensures that "the children are given a sacred experience."

St Joseph's Catholic Primary School is truly outstanding and the love, respect and care that are present extend throughout the school and into the parish community.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	1
• how well do pupils achieve and enjoy their learning in Religious Education?	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' attainment in Religious Education	1
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	1
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?	1
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils?	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	1
• how effectively leaders and managers promote Community Cohesion?	1
PROVISION How effective is the provision for Catholic Education?	1
• the quality of teaching and purposeful learning in Religious Education?	1
• the effectiveness of assessment and academic guidance in Religious Education?	1
• the extent to which Religious Education curriculum meets pupils' needs?	1
• the quality of Collective Worship provided by the school?	1