



# St Joseph's Catholic Primary School, a Catholic Voluntary Academy

Rosecroft Lane, Loftus Cleveland, TS13 4PZ

School Unique Reference Number: **14157**

<b>Inspection dates:</b>	31 – 01 February 2019
<b>Lead inspector:</b>	Meg Baines
<b>Trainee inspectors:</b>	Helen Lickess, Angela Spencer

Overall effectiveness	Previous inspection:	Good	Grade
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's Catholic Primary School, a Catholic Voluntary Academy is a good Catholic school because:

- The headteacher and her staff model a desire for learning and a genuinely strong Catholic ethos which is at the heart of all the school does. Very good relationships exist within the school community. Staff and pupils work hard and are proud of their school. There is a warm welcome extended to all visitors which demonstrates their school mission: "Christ be our light in life, love and learning" in action.
- Pupils' spiritual, moral, social and cultural development (SMSCD) is a strength. The children are proud of their school and are well prepared by the school to become good citizens involving themselves in the school council and the eco and anti-bullying teams. Pupils want to contribute to the well-being of the school and their efforts embraces a range of charitable giving.
- The chaplaincy team's contribution to the Catholic Life of the school is good. Collective Worship is frequent and often pupil led. Every classroom has a religious focus. Pupils say they enjoy school and feel safe. They benefit from frequent attendance at Mass in their local church.
- Behaviour is excellent. Both in and out of the classroom pupils conduct themselves extremely well. In class behaviour for learning is outstanding. Pupils treat adults and each other with respect.
- Good and sometimes outstanding teaching is bringing about good outcomes for pupils in Religious Education (RE). Teachers and teaching assistants use well established routines in the classroom and challenging questions which make pupils think deeply about their learning. The curriculum for RE is well planned with appropriate interventions for pupils with Special Educational Needs and Disabilities (SEND). These pupils are making good progress.
- The provision in the EYFS is outstanding. Pupils from a range of backgrounds make very good progress as a result of excellent teaching and monitoring. Leaders have an accurate view of the school which is reflected in their Diocesan Self Evaluation Form (DSEF). Governors know the school well and challenge leaders, ensuring good progress, high attainment and good overall effectiveness.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Joseph's school became an academy in October 2014 and in September 2018 joined the Nicholas Postgate Catholic Academy Trust. The school serves three Catholic parishes; St Anthony's Brotton, St Joseph's Loftus and Our Lady Star of the Sea Staithes.
- The school is a smaller than average one form entry primary and has been serving pupils from East Cleveland for over 100 years. Situated on the outskirts of Loftus and surrounded by fields and more recently private housing.
- A large proportion of pupils travel to school either by bus or by one of the school's two minibuses.
- There are 147 pupils on roll plus 22 children in the Nursery (2 year olds) with a planned admission of 210. Of these 45% are baptised Catholics with 54% from other Christian denominations and 1% with no religious affiliation. 70% of teaching staff are baptised Catholics, 20% of whom have CCRS.
- Pupils come from a range of socio-economic backgrounds. 99.4% of pupils are white British.
- Most targets from the previous section 48 inspection have been addressed and largely met.
- There are currently 2 Looked-After Pupils and 2 Children in Need with 20 pupils on the SEND register.
- In 2018 the school exceeded its floor targets.
- The percentage of pupils in receipt of free school meals is 13.29% which is below the national average, 18.8 % of pupils are pupil premium.
- Attendance at the end of 2018 was 96.7%, which is above the national average.
- The school holds the Artsmark Award, Sports Award, Enhanced Healthy Schools Award, Eco-Schools Bronze Award and Rights Respecting Schools Level 1 Award.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further improve the quality of teaching and continue to raise attainment in RE by:
  - Developing more clearly defined success criteria and attainment targets within RE for ease of use by staff, pupils and leaders.
  - Improving monitoring, tracking and recording systems to enable leaders to analyse more efficiently pupils' progress and the impact the good teaching is having on progress.
- Develop pupils' leadership and confidence in planning and leading Collective Worship and Catholic Life by:
  - Involving them more frequently in planning and delivering Acts of Collective Worship.
  - Extending the chaplaincy team to include pupils from across the age range
  - Broadening the pupils' experiences of Collective Worship to witness a wide range of prayer forms.
  - Involving governors more fully in monitoring Collective Worship.
- Develop opportunities for the on-going formation of staff.

## CATHOLIC LIFE

### QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- 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.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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#### The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.

- Almost all pupils at St Joseph's value and actively participate in the Catholic Life and mission of the school. Many have contributed to or have been involved in the creating of the school's Mission Statement. Pupils live out the mission by being actively involved in the planning of events for charity and in the way they treat each other. They are very well behaved and are kind and caring towards each other, examples of which were evident in the classrooms and at play. Behaviour across the school was exemplary, in formal and informal settings.
- The Catholic Life of the school is important to the pupils at St Joseph's. They talk about doing things for families who are less fortunate than themselves. They are aware of their responsibilities as part of a Catholic school. The school council group spoke eloquently about the needs of others, talking with confidence about taking leading roles in activities which demonstrate the Catholic Life of the school such as charitable works. For example "The Christmas Hamper Appeal" and the work of the Mini Vinnies through their food bank collections. They showed a genuine understanding of what it means to do service for the local community. As one pupil put it: "We represent our school by helping other people. Jesus said, "Help one another". Follow his steps." The school also has an active Eco Team and anti-bullying ambassadors who work within school to ensure everyone feels included.
- St Joseph's is a caring school. It enjoys a good reputation within the local community and parish for its nurturing and caring ethos which is reflected in the school's mission statement, "Christ be our Light in Life, Love and Learning".
- Evidence of everyday kindnesses was seen and this kindness was shown also to the inspectors, in for example pupils offering to clear away our trays at lunchtime and waiting while holding doors open for us and each other. Staff stated that they felt supported and knew help would be available should it be needed. All the school community know who to go to in order to seek help and support. Pupils say they are happy and feel safe in school.
- Pupils are not involved in the formal chaplaincy team, however they do take part in what is provided by the school and value events such as retreats and visits to the church. Pupils are involved with maintaining the Sacred Spaces in their class rooms. They spoke about the importance of doing jobs in the service of others.
- Pupils have a respectful regard for each-others' faith background, this was highlighted in one lesson on Unity. Pupils spoke well about integration in school. The behaviour of pupils throughout the inspection was excellent. They are lively and alert to the needs of others. They respond well to calls on their time and generosity. Pupils seem proud of their religious identity and are confident in expressing their own beliefs. They are knowledgeable about the beliefs of others.

**The quality of provision for the Catholic Life of the school is good.**

- Leaders, staff and pupils are committed to the school's mission statement which is revisited every year thereby ensuring that it is central to all that happens at St Joseph's. Life at St Joseph's reflects the Catholic Life and mission through its retreats, Continuous Professional Development (CPD) on Catholic Life, staff prayer or reflection.
- The chaplaincy team is made up of two part-time lay chaplains. They liaise with the head and RE lead and enjoy support from the local clergy. Lay chaplains co-ordinate the preparation for the Sacraments between church and school. Parents say they are appreciative of this. There is currently little pupil involvement in planning and monitoring Catholic Life.
- This is a joyful community. There is a strong sense of community expressed in daily worship through prayer and singing hymns. The pupils are able to articulate views about their worship.
- St Joseph's is a warm and welcoming school with many visible outward signs of Catholicity. The strong Catholic character of the school can be seen in every classroom, corridor and social space including the dining hall.
- The creation of a dedicated outdoor prayer space highlights the importance of Catholic Life at St Joseph's. Resources are good and well used. Pupils share bibles and other artefacts in their classrooms.
- The curriculum reflects the school's commitment to Catholic social teaching to care for our common home and the dignity of every human person and is supported by groups outside the curriculum such as the Eco-Team and Anti-bullying Ambassadors and the school council who all work to this aim.
- Chaplaincy provided by the school is good and both supports and promotes the Catholic Life of the school. The chaplaincy team meets together at school and has strong links with the parish of St Joseph's. In concert with the clergy they plan Masses and other events. During May and October, for example, they meet with pupils to pray the Rosary. They are seen as a helpful 'resource' for staff, who refer to them regarding events throughout the Church's liturgical year.
- Structures for pastoral support of both pupils and staff are in place. Leaders and governors ensure that all policies are Catholic in nature and reflect the Bishops' Conference and guidance. Pastoral programmes on Relationships and Sex Education (RSE) namely 'Journey in Love' and Personal, Social and Health Education (PSHE) are in place and taught well by class teachers with occasional outside speakers, this is reflected in the strong moral compass pupils have. The school uses "Statements to live by" which are a focus for Collective Worship and circle time. The PSHE curriculum provides opportunities for moral and spiritual development.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.**

- Leaders at St Joseph's school are committed to the Church's mission in education. The headteacher and the RE lead share a drive and commitment for education, reflecting the church's mission in that drive. The headteacher and her leadership team enjoy a supportive relationship which is reflected across the school. Leaders are hard-working and committed. They lead by example. This drive to follow Christ's example to love one another, putting the pupils at the centre of life at St. Joseph's has a clear impact on outcomes and the atmosphere in the school. It is a positive place to be.
- The provision for Catholic Life is given a high priority. All staff have been encouraged to access training with the Diocese and the head has begun to liaise with other local Catholic primaries in the Trust. The RE co-ordinator

along with staff meet regularly with the other co-ordinators in order to moderate their RE work. His approachable style and his relatively recent introduction of pupil progress meetings with individual staff has raised a focus on RE which is beginning to bear fruit. His strong leadership is matched by his experience, energy and enthusiasm for the role. Another recent innovation has been the desire to develop greater creativity in RE lessons. Following on from training the RE lead has led CPD on this topic. On joining the school new staff follow a well-planned induction programme for teaching in a Catholic school, however there is no formal ongoing staff formation programme at present.

- Leaders monitor the Catholic Life of the School. The school's Diocesan Self Evaluation Form (DSEF) is an accurate reflection of where the school is in terms of attainment, progress, RE and Catholic Life. It reflects the priority the school gives to Catholic Life.
- Parents are highly supportive of the school. They say that communications between school and home are excellent and agree that the school offers a distinctively Catholic education. They believe that the school promotes strong partnerships with parents.
- Having recently joined The Nicholas Postgate Trust, governors and are ambitious for the school and look forward to the benefits of being in the Trust. They set themselves high targets and standards for staff and pupils. They set challenges for the headteacher but are also highly supportive of her and have a visible presence in school with each class having a dedicated member of the governing body. In this way they make a highly significant contribution to the Catholic Life of the school by giving of their time and wealth of expertise and by setting invaluable examples of the highest moral and personal standards.
- The school is outward facing. It is involved in Diocesan training which records demonstrate staff have attended. It responds well to diocesan initiatives and policies thus promoting the Bishop's vision for the diocese throughout the school.

## COLLECTIVE WORSHIP

### QUALITY OF COLLECTIVE WORSHIP

2

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

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

- Acts of Collective Worship are frequent. During them pupils respond reverently and sing joyfully. Pupils arrive in the school hall quietly, led by their 'Leading Lights' with hands joined ready for prayer.
- Pupils lead Acts of Collective Worship with some degree of independence and some are given the opportunity to plan. Some pupils spoken to described their experience of preparing for Collective Worship and expressed a desire that more be involved.
- Pupils have an understanding of the Church's liturgical year, its seasons and feasts. They were able to attribute the different coloured vestments to the different parts of the year with accuracy. They talked about different hymns that they sang at different times of the year.
- Every classroom has a well-kept sacred space which is a focus for class liturgies and reflections. Each has a worship record in the form of a book where prayer, stories and readings are recorded and available for use throughout the week. In each area the Bible and a Crucifix are the focus. All pupils seen said they valued and took a full part in prayer and liturgy. Those pupils spoken to were able to articulate well why they pray and understand what it means to be loved by God. They enjoy their worship and some take an active role in reading from the Bible or prayers.
- Pupils are beginning to use a variety of approaches to prayer including use of artefacts and liturgical music. Pupils spoken to say they value and participate voluntarily in acts of worship and prayer.

Pupils have a well-developed understanding of and respect for those of other faiths. They are benefitting from living and working in a faithful, praying community. Worship in school is having an obvious impact on the spiritual and moral development of pupils regardless of their faith background.

#### The quality of provision for Collective Worship is good.

- Pupils are given many opportunities to pray throughout the school day. They do this as part of their daily routine. When they do they show respectful silence or speak responses clearly. Acts of Worship are part of the fabric of the school and follow the formula: gather, word, response and mission as a starting point for worship in school. There is some evidence of greater creativity being brought into Collective Worship.
- Pupils have a good understanding of the purpose of worship and are familiar with some of the forms it can take.
- Evidence was seen of the school following the Church's liturgical year in worship and in displays around school. The highly effective displays in the main hall and corridors support this. The head teacher works closely with the RE lead and the lay chaplaincy team to model and lead the programme for Collective Worship. Adults in school

know the pupils well and are working to extend further the range and types of worship on offer to include greater numbers in the planning and delivery. The examples of Collective Worship seen included pupils reading and leading prayer. Singing is a feature of Collective Worship.

- Staff are adept at planning and leading worship themselves. They have a good understanding of the Church's liturgical year and the seasons and feasts therein. In key stage 2 (KS2) for example pupils were encouraged to participate fully in the act of Collective Worship by setting up the focal point, passing round a crucifix and by responding extremely well to questions about who we should pray for today. Pupils were eloquent in describing the range of people and things they would like us to pray for. Their Collective Worship linked well with their previous day's work in RE.
- There are excellent links with the parish, which is closely situated, enabling Collective Worship to be carried out within the larger community every two weeks when a class walks down to Mass in the community, strengthening links between parish and school.
- Parents are very supportive of the school. They say they are encouraged to attend school for Acts of Collective Worship. They are occasionally asked to 'stay and pray' and parents' response to this invitation is very positive. They like being able to come to school and say they are always made to feel welcome.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.**

- Leaders have a very good understanding of how to deliver effective and meaningful Collective Worship. They also have extensive experience and knowledge of the Church's liturgical year, its seasons and feasts and therefore ensure that seasons, feasts and celebrations are recognised and provide a focus throughout the school year. This is not yet formally monitored.
- Leaders ensure the RE leader and the chaplaincy team are up to date with pedagogies and innovations regarding the delivery of Collective Worship. They attend training on such and disseminate ideas. Governors do not currently closely monitor the quality of this dissemination or look for ways to ensure that high quality, vibrant Collective Worship is happening more often in school.
- Leaders continue to model good practice themselves and are visible during acts of Collective Worship and sometimes take a lead. However they are keen for pupils to plan and deliver Worship as much as possible in a variety of contexts and are working to this end.
- Staff and pupils are ably supported by the curriculum lead, the lay chaplains and the senior leadership in ensuring Collective Worship is part of the fabric of St Joseph's school.
- Leaders evaluate Collective Worship on behalf of governors. As part of their learning walks governors themselves observe Collective Worship and a written report is generated. Governors are not yet taking formal responsibility for monitoring this. The RE leader and lay chaplains report to the headteacher on this topic. The school is looking forward to working more closely with the Trust in anticipation of support for Collective Worship by offering opportunities to share good practice and liaison across its schools.



## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

2

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

2

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#### How well pupils achieve and enjoy their learning in Religious Education is good.

- Most pupils, from their varied starting points, make good progress in each key stage. Pupils in EYFS and KS1 make better than good progress. Well planned and targeted interventions for pupils with additional needs are ensuring SEND pupils make at least good progress in line with all other groups. Pupils are very well supported by staff to enable them to achieve their best.
- Most pupils, relative to their age and stage, have a good level of religious literacy and are given the opportunity to develop their oracy skills in RE, therefore their theological literacy is good. They are beginning to show confidence in their own knowledge and understanding which are sound and to think ethically and theologically.
- Some pupils are aware of their own progress in RE and know what to do to improve. Others were confused about their attainment and progress. The school's marking scheme is used and understood by all, but there is currently no ongoing record for pupils or leaders to access in order to obtain a quick verification of where they are in terms of attainment. All pupils approach their work in RE with enthusiasm. Pupils from across all key stages stated that they enjoy their RE lessons, stressing that the teachers made the lessons interesting. Progress levels were corroborated through scrutiny of books, teacher assessment and end of term data as well as through lesson observations where progress was identified.
- The quality of pupils' current work is good, well presented and regularly marked. Differentiation and support for all learners was observed in most lessons.
- Behaviour for learning in every lesson observed was outstanding. Pupils are actively engaged in lessons and want to do well. Their work is celebrated in class and in the 'Awards Assembly' every Friday and therefore pupils are all motivated to do well.

#### The quality of teaching and assessment in Religious Education is good.

- Teaching of RE at St Joseph's is never less than good with some outstanding practice observed. Teachers are effective and consistent in their planning and delivery of lessons ensuring that pupils' learning is good and that they make good progress over time. Lessons are appropriate to age and stage, most offer stretch and challenge and all offer support where needed.
- Teachers track their pupils' progress and use outcomes in their planning to ensure further progress is made. Teachers who are new to the role are well supported by the school.



- Teachers have very good subject knowledge and employ a range of teaching styles and techniques to deliver good lessons. Where outstanding teaching was observed it had great pace, creativity, focus and engaged and motivated pupils to do well and to complete tasks to a good standard.
- Following recommendations from the interim review the school now has a very effective pupil progress meeting schedule which is proving effective alongside a refined marking and feedback policy.
- Teachers used 'Big Questions', 'driver words' and other appropriate questioning to elicit answers which demonstrated pupils' knowledge and understanding of the topic. Teachers use time well to maximise learning. Evidence of progress was seen in lessons and in pupils' books across a period of time.
- Pupils' work is moderated regularly together with the other Catholic primaries in the Trust. Attainment is mostly good, reflecting the good quality of teaching seen during the inspection. The standard of work in books is also good. Staff and pupils work hard on presentation of work which is good.
- All classrooms have driver words on display and displays in general support learning. Effective use is made of other adults in the classrooms with teachers adeptly employing them in a support role, often adapting tasks and explanations making the content of lessons accessible to all groups.
- As well as highly effective teaching assistants the school benefits from an effective use of a wide range of resources including the high quality working environment, use of digital media, artefacts and a variety of teaching pedagogies. In Early Years Foundation Stage (EYFS) recording of activities by support staff enabled the teachers to employ a wide range of excellent teaching methods which engaged and inspired the younger pupils. In key stage 1 outstanding classroom management and use of well managed resources achieved the same outcome.
- Achievement and effort in the class are often celebrated in a variety of ways. There is a house point and award system which the pupils responded well to. Very good use of praise and encouragement was also noted across the school in all settings and situations, leading to highly motivated pupils.

#### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.**

- Leaders and the headteacher have ensured that the school meets the requirements of the Bishops' Conference and that a minimum of 10% of curriculum time is dedicated to the teaching of RE.
- Leaders at St Joseph's have ensured that RE has parity with other core subjects in terms of CPD, staffing, accommodation and resources. It is regarded as a core subject in pupil reports to parents and has a high priority in headteacher reports to governors.
- RE is given a high priority by the school in progress meetings and staff meetings. The RE lead reports regularly to the senior leadership team which in turn reports to governors about progress in RE and Catholic Life of the school. The RE subject leader works closely with the headteacher to produce an annual action plan. There is a monitoring timetable for pupil progress meetings wherein the RE leader monitors closely the standards in RE. He reports to the headteacher and the link governor for RE who also carries out learning walks. Her role is to challenge the staff to meet the targets in the RE action plan. The RE leader is knowledgeable and passionate and highly respected in the school and Trust community. He is a highly respected practitioner and has worked with all teachers to raise the standards of teaching in RE.
- Leaders ensure that RE is well planned and delivered through their monitoring of teaching and learning and outcomes. Leaders are aware of the standards in RE and use the School Improvement Plan (SIP) as a starting point for their planning. Governors use the SIP in preparation for each visit they make. Equally high levels of challenge and support were seen both in documentation and in formal questioning of staff and governors by the inspection team.
- The RE leader has a clear vision for teaching and learning and has shown that he is prepared to drive creativity in order to continue to raise standards in securing this vision. He and the headteacher effectively employ lesson observations and other strategies in order to monitor and raise expectations of teaching and learning, thus

engaging the school community and ensuring that outcomes are at least good. The RE lead collects and analyses assessment data, including for those with additional needs and for the three pupils with English as an additional language (EAL), discussing outcomes with staff in pupil progress meetings, in senior leadership team (SLT) and in reports to governors. Accurate monitoring is not yet fully embedded.

- The headteacher, governors and other school leaders take pride in the status of RE on the curriculum, ensuring that it is effectively planned. It meets the needs of all groups in the school and ensures a smooth transition between the key stages. RE enjoys a high status at St Joseph's amongst staff, pupils and parents. In a school where pupils often travel large distances to school, communication is key and a strength of the school. Leaders at St Joseph's are highly effective at engaging with the parent body and the community at large with an inspiring Catholic vision for their school, one which places teaching of RE at the heart of its success.

## SUMMARY OF INSPECTION JUDGEMENTS

### HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

**2**

### CATHOLIC LIFE:

**2**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

**2**

The quality of provision for the Catholic Life of the school.

**2**

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

**2**

### COLLECTIVE WORSHIP:

**2**

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

**2**

The quality of provision for Collective Worship.

**2**

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

**2**

### RELIGIOUS EDUCATION:

**2**

How well pupils achieve and enjoy their learning in Religious Education.

**2**

The quality of teaching and assessment in Religious Education.

**2**

How well leaders and managers monitor and evaluate the provision for Religious Education.

**2**

## SCHOOL DETAILS

<b>School name</b>	St Joseph's Catholic Primary School, a Catholic Voluntary Academy
<b>Unique reference number</b>	14157
<b>Local authority</b>	Redcar and Cleveland
This Inspection Report is produced for the Rt Reverend Terence Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of Governors</b>	Miss Sarah Smith
<b>Head teacher</b>	Mrs Alison Toward
<b>Date of previous school inspection</b>	June 2014
<b>Telephone number</b>	01287640613
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