



# St Joseph's RC Primary School

Wallsend Road, North Shields, Tyne and Wear, NE29 7BT

School Unique Reference Number: **108617**

<b>Inspection dates:</b>	01 – 02 March 2016
<b>Lead inspector:</b>	Karen Holmes
<b>Team inspector:</b>	Lisa Stokoe

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's RC Primary School is a good Catholic school because:

- St Joseph's is a warm, welcoming school where the mission and ethos of Catholic Education is at the heart of the community. Staff and pupils are valued and nurtured.
- The quality of Collective Worship is good. Worship is central to the life of the school and pupils, guided by staff, demonstrate developing skills in planning, preparing and delivering Collective Worship.
- The Catholic Life of the school is outstanding because the welfare and personal development of each pupil is at the heart of the school's ethos and the staff are united in implementing this across all areas of school life.
- The quality of Religious Education is good and the areas for development since the last inspection have been addressed.

**It is not yet outstanding because:**

- There are inconsistencies across the school in the accuracy of assessments and in the quality of teaching and marking.
- In Collective Worship there are limited opportunities for pupils to fully plan, prepare and lead worship independently.
- All stakeholders are not fully involved in monitoring and evaluating the Catholic Life of the school.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Joseph's is a larger than average sized Catholic primary school which serves the parishes of St Joseph's and St Cuthbert's, North Shields.
- It is situated in an area of high deprivation where the proportion of pupils who are supported by the pupil premium is high. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those pupils who are looked after by the local authority.)
- The proportion of disabled pupils is low and the proportion of those with a special educational need is average.
- Almost all pupils are white British and an average number speak English as an additional language.

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

- Improve the Catholic Life of the school by:
  - Involving all stakeholders in planning, monitoring and evaluating the Catholic Life of the school.
- Improve Collective Worship by:
  - Further developing creativity and imagination in worship in all its forms.
- Improve Religious Education by:
  - Ensuring that all teachers have a secure knowledge of attainment at each level in Religious Education
  - Ensuring the best practice in marking is used consistently throughout the school.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1
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- 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 outstanding.**

- Pupils have a strong sense of belonging to their school family and are happy to promote the school ethos within their own families and the local and wider communities. Pupils are extremely polite and well mannered, demonstrating good social awareness through their treatment of others. As a year six pupil explained, 'Jesus loves us and he wants us to learn and follow his path and always do the right thing'.
- The School's Mission Statement has been well established for a number of years. Pupils recognise and regularly use the Mission Statement within class prayers and Collective Worship. They now need to be more active in planning, monitoring and evaluating this within the life of the school.
- Pupils embrace activities which promote the Catholic Life of the school such as school council and Mini Vinnies. They display great enthusiasm when discussing their achievements such as buying a goat through CAFOD's world gifts, supporting a member of staff whilst working as a volunteer in Africa and raising money for a child to have a much needed operation. They are keen to take part in fundraising and are very proactive in their efforts, recently producing power points to convince others that their project is the best to support.
- Pupils value the Catholic tradition of their school and as a result they are often involved with parish celebrations and diocesan celebrations; for example the induction of the new parish priest, Faith 15, year six at the Youth Village and Youth Friday.

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

- St Joseph's is a school that is extremely committed to Catholic tradition and ethos; displays, artefacts and the many sacred spaces created throughout the school support this and are of an exceptionally high quality.
- There is a strong sense of community in all areas of school life evidenced in the quality of relationships that exist between all stakeholders. The team work within the school is a key strength. As one parent said, 'Everyone in school goes above and beyond to give support to the whole family when it is needed'.
- Policies and procedures are in place to ensure the highest levels of support to pupils and there is an explicit commitment to the most vulnerable and needy. Pastoral support

provided within the school enables pupils, staff and parents to access help and advice when required and this has a significant positive impact on pupils and their families.

- Excellent standards of moral and ethical behaviour are promoted through the school's high expectations which are rooted in Gospel values.

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

- Leaders and managers are clearly committed to the mission of the Church. They are conscientious in their delivery, providing a strong sense of spiritual purpose, with a focus on improving standards and the fullest personal development of all pupils. This strong promotion of Catholic values is shared by the whole community who demonstrate great pride in their school.
- The Religious Education coordinator is a driving force within the school and is considered to be a highly effective role model by all stakeholders.
- Systems to monitor and evaluate the Catholic Life of the school are currently being introduced but have not yet had the time to have impact.
- The school recognises the need to involve parents and carers and has addressed this by giving a management role to a member of staff to raise standards and involvement within this area. They have also implemented a timetable of events for the year to promote this aspect.
- Governors discharge their statutory and canonical duties well. They work effectively with the coordinator and headteacher and are committed to upholding the strong caring ethos that exists.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- 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.**

- St Joseph's is a prayerful and spiritual school where worship is a regular and meaningful part of the day. Collective Worship contributes positively to the spiritual and moral development of pupils.
- The majority of pupils at St Joseph's respond very respectfully when participating in Collective Worship in small and larger gatherings. Pupils are encouraged to create an atmosphere conducive to prayer, reflecting in silence and joining in community prayers with confidence.
- Dependent upon their age, pupils are developing skills to plan and prepare Collective Worship, supported by the class teacher. This does tend to be very formulaic but is done with increasing confidence, enthusiasm and a degree of independence.
- Pupils have a good understanding of religious seasons and festivals and the implication this has for Collective Worship.
- Interest in, and respect for other faiths was clearly articulated by pupils. They understand that other faiths have different traditions and these are respected.
- Pupils participate actively in the school's sacramental preparation programme following diocesan guidelines.

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

- There is a clear policy for Collective Worship with a well-structured programme of liturgies and assemblies which are thoughtfully resourced. Staff work with pupils to enable them to plan, prepare and lead worship carefully planned for their developmental age.
- Adults provide good role models for the pupils but need to provide more opportunities for pupils to plan, prepare and deliver Collective Worship independently and with spontaneity.
- Prayer is central to the life of the school and there are opportunities for staff and children to pray together which has a positive impact on the school's sense of being a family community.
- Prayer opportunities are offered to pupils throughout the day where pupils are given time to reflect and share thoughts. The use of prayer journals has promoted a sense of reflection and prayer.

- All staff prepare Collective Worship which is mindful of the Church's liturgical heritage, rites and seasons when developing quality experiences for all pupils. However, the school needs to develop more creativity and innovation when planning and preparing a range of Collective Worship opportunities as it is very formulaic.
- Acts of Collective Worship are well resourced where resources, artefacts and music are available for pupils and adults to use. All classes have a spiritual focal point with well thought out resources which provide pupils with stimuli for thought and reflection.
- Sacramental preparation is now well embedded and in line with Diocesan policy. The school works effectively with the parish and together they are constantly seeking ways to increase family involvement.

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

- The Religious Education coordinator is a source of inspiration to the school community. She is highly visible and has a very accurate picture of the strengths and areas for improvement in Collective Worship. She provides support and encouragement for pupils, staff and families.
- Leaders plan and deliver Collective Worship which is relevant to all pupils. This was evidenced in Collective Worship with different age ranges where the same theme was adapted to be relevant to the age and understanding of the pupils.
- Leaders have a clear vision that Collective Worship is seen as a priority for continued professional development. They show good understanding of the elements necessary for Collective Worship. They provide opportunities for pupils to reflect upon the church's liturgical year, seasons, rites and symbols such as the 'travelling crib' and the 'Lenten Promise'.
- Staff work together to show a shared vision and are receptive and keen to move forward together. They have a shared sense of direction and understanding of what is required to bring about further improvement.
- Leaders ensure that pupils have excellent sacramental preparation, working closely with the parish priests and catechists.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

2
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- 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.

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

- Most pupils enjoy and understand the value of Religious Education. They find it interesting and can explain why it is important, 'stories in the Bible shape our lives and our decisions'. They are committed to their learning in Religious Education and view it as an important part of the curriculum.
- Behaviour in lessons is good with the majority of pupils concentrating well and displaying positive attitudes to their learning.
- Pupils make good progress across a range of skills and are developing well in their knowledge and understanding. They demonstrate good prior knowledge and are able to use this well in their new learning. There are no specific differences in the progress made by pupil groups, although attainment is variable.
- From well below average starting points in early years foundation stage pupils make good progress through key stage one. Good progress continues through key stage two. Pupils' books evidence a good standard of work, although there are inconsistencies across year groups.
- Books evidence a good range of written activities where progress is evident. 'I can' targets are used which are specific to planning. Differentiation is mainly by outcome of task based on attainment level objectives.
- As a result of effective support staff, pupils with special educational needs and disabilities are well supported and achieve well according to their age and capacity.

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

- Teaching is mainly good with achievement and effort recognised. Generally, teachers are confident in their subject knowledge but recognise that more specialist knowledge in Religious Education will impact positively upon the quality of their teaching.
- Teaching is effective in enthusing pupils and ensures that they learn well. In the best lessons teachers use a range of resources, such as puppets, to enthuse and motivate pupils. Questioning, to clarify and deepen understanding, promotes good learning. This was evidenced when pupils were able to put forward valid reasons for their choices when discussing Judas' motives for betraying Jesus. The 'Come and See' programme is used effectively and teachers access diocesan resources to support their teaching.
- There is a lack of consistency in the guidance given by teachers in marking: consequently

pupils are not always clear about what is expected of them in order to improve their work.

- Effective assessment procedures are embedded into Religious Education which inform the teacher of the level at which pupils are working. These are not always accurate and staff need a more secure idea of attainment at each level. Consequently the accuracy of assessment, and therefore progress, is inconsistent.

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

- The role of Religious Education leader is given high priority within the school which ensures that Religious Education has a high profile. Leaders and managers are well aware of the areas for development in the teaching of Religious Education and see this as a high priority within the school improvement plan.
- The Religious Education leader in school is very knowledgeable, enthusiastic and well aware of what the school needs to do in Religious Education to maintain and further enhance the current provision.
- There is a shared common purpose amongst staff to gain a higher level of accuracy and consistency in assessment, marking and feedback so that they are all consistently working at the same level.
- The school has good links with a variety of agencies, the wider community, local schools and parishes to provide a curriculum, and activities, which promote learning and enjoyment.
- Religious Education is well resourced. The curriculum meets the requirements of the Bishops' Conference well.
- Governors are regular visitors to school. They discharge their statutory and canonical duties well.

SUMMARY OF INSPECTION JUDGEMENTS

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

**2**

**CATHOLIC LIFE:**

**1**

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

1

The quality of provision for 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.

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 RC Primary School
<b>Unique reference number</b>	108617
<b>Local authority</b>	North Tyneside
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese 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 Margaret Nagle
<b>Head teacher</b>	Mrs Carol Jewitt
<b>Date of previous school inspection</b>	April 2011
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