



# St Joseph's RC Primary School

Low Grange Avenue, Billingham, Stockton, TS23 3NN

School Unique Reference Number: **111678**

**Inspection dates:** 08 – 09 October 2015  
**Lead inspector:** Mrs Lisa Stokoe

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	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 RC Primary School is a good Catholic school because:

- St Joseph's is a good Catholic school. It is an inclusive community where everyone is welcomed and valued. The motto taken from the mission statement 'Walk in the light of Christ', is at the heart of everything the school does.
- The quality of the Catholic Life of the school is good. Leaders act as role models for all, with high expectations and a shared vision for the school.
- The quality of Collective Worship is good. Prayer is central to the life of the school and a key part of every school celebration.
- The quality of Religious Education is good. The areas for improvement from the last inspection have all been addressed and the school is continuing to ensure that all pupils make good progress through the new systems and policies put in place.

It is not yet outstanding because:

- Pupils are not skilled in planning and leading Collective Worship independently.
- There are inconsistencies across the school in the quality of marking and feedback. Planning differentiated tasks for all ability groups is also inconsistent across the school.
- Governors are not sufficiently involved in the formal monitoring of the Catholic Life of the school.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Joseph's is an average sized primary school serving the Billingham parish of St Thomas of Canterbury.
- There are approximately 37% baptised Catholic pupils in the school.
- The proportion of pupils known to be eligible for the Pupil Premium is above average.
- Almost all pupils come from a white British background.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. An above average proportion of pupils is supported at school action plus or have a statement of special educational need.

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

- Develop the provision of Collective Worship further by:
  - Offering more opportunities for pupil involvement in planning, preparing and leading Collective Worship independently throughout the school and in a wide variety of contexts.
- Continue to develop the quality of teaching and learning by:
  - Ensuring teachers consistently plan differentiated tasks that are sufficiently challenging for all pupils throughout the school.
  - Improving the pace and progress in Religious Education, in lessons and over time, making sure it is in line with other core subjects.
  - Ensuring marking and feedback is consistently effective and constructive throughout the school by giving pupils opportunities to respond.
- Improving the quality of the Catholic Life of the school by:
  - Ensuring that governors are formally involved in all aspects of monitoring the Catholic Life of the school.

## CATHOLIC LIFE

### THE QUALITY OF 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.
- 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.**

- The school motto 'Walk in the light of Christ' is taken directly from the longer mission statement and is highly visible in school and accessible to all. As a result pupils appreciate the school community to which they belong and have a strong sense of belonging. Older pupils are regularly involved in activities which promote the school's ethos such as caring for younger members of the school during break and lunchtimes as buddies and class prefects, office duties and school councillors. They willingly take on positions of responsibility within the school community.
- Relationships within the whole community are very positive and pupils value the opportunities they are given. They are alert to the needs of others and demonstrate this by their enthusiastic involvement in CAFOD and foodbank collections. The sponsorship of two children who had their hair cut for the Little Princess Trust (wigs for children with cancer) was overwhelming.
- Pupils exhibit good emotional awareness demonstrated by their polite manners and consideration of others in need. They understand the need to be reconciled when relationships are troubled and can articulate this by apologising and moving on. There is no current provision for relationship and sex education.
- Pupils value the Catholic tradition of their school and are proud of it. Two classes attend weekly Mass on a rota basis and the pupils have also attended diocesan events such as Faith 15. These, and other activities, are developing the awareness of the importance of spiritual values. Pupils also show an interest in, and are developing knowledge of, the religious life of others.

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

- St Joseph's is a welcoming community with a strong family ethos. There is an overwhelming sense of belonging and all are respected and cared for. As one parent said, "School is like a big family where everyone is welcome". The excellent relationships and the close cooperation of the whole school team are key strengths of the school.
- The school's Catholic character is effectively reflected through displays and artefacts in the learning environment and the creation of focal points around the school provides pupils with opportunities for thought and reflection.

- The school provides high levels of pastoral care to pupils and carers and there is a commitment to the most vulnerable in policy and practice. The employment of a therapist one day per week demonstrates this commitment. The school is also mindful of the pastoral needs of staff and works hard to meet the needs of all.
- A number of policies have recently been reviewed and are being implemented to good effect. This includes the 'Behaviour and Discipline Policy' and the 'Anti-Bullying Policy', both of which are firmly rooted in gospel values.

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

- The headteacher, staff and governors have a very strong sense of purpose and commitment to the Catholic mission of the school. The headteacher communicates a strong sense of spiritual purpose, with a focus on promoting high standards and the fullest, personal development of the pupils. Good leadership ensures a very inclusive and welcoming community where the gospel message of sharing and caring is seen in action.
- Systems to monitor and evaluate the Catholic Life of the school have been introduced but have not yet had time to have impact. The governing body is very supportive but does not sufficiently hold leaders to account in this area and needs to challenge and question further.
- The school has implemented successful strategies for engaging with parents and carers; they have a clear understanding of the school's mission and are highly supportive of it.
- Governors promote and appreciate the Catholic Life of the school and are committed to the school's mission and ethos.

## 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 community. There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' very good behaviour and consideration for others.
- All pupils from nursery to year six act reverently and show respect when participating in acts of worship. They listen well and are happy to take part in Collective Worship, liturgies, Masses and assemblies. They sing joyfully and respond positively to prayer.
- Pupils prepare and lead worship, with adult support, with increasing confidence and enthusiasm although they are not yet given sufficient opportunities to plan and lead worship independently in a variety of contexts.
- Pupils demonstrate a good understanding of the religious seasons and feasts and were able to discuss what being part of a prayerful community means to them. Acts of worship celebrated during Advent and Easter were commented upon as 'very emotional' and 'special'. The whole school celebration for the feast of St Joseph was also enjoyed by all and was instrumental in launching the new house teams of Matthew, Mark, Luke and John.
- Adults provide good role models for the children and contribute significantly to the spiritual and moral development of the pupils. Pupils show respect for different faiths and are aware that religious beliefs are important.

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

- Daily acts of Collective Worship as a school, key stage or class show the centrality of prayer to the entire school community. There are also key opportunities for staff and pupils to pray together in a variety of forms.
- There is a clear policy and planning document for Collective Worship and the school ensures that it is both regular and inclusive. The planning of worship is thorough throughout the school year and ensures that feasts, key points in the liturgical year and gospel values are given prominence and are of a high quality. Traditions such as the Rosary and Stations of the Cross also have a high status within the school.
- Resources have been improved through initial purchases and a specific budget has now been identified for the current year.

- All pupils are included in Collective Worship with pupils from reception to year six leading whole school acts of worship in a variety of forms attended by parents and parishioners.
- Staff are in the early stages of building skills to help pupils plan and deliver Collective Worship independently, but this is not impacting on provision.

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

- The headteacher and governors place the school's life of prayer and worship at the very heart of the school. They constantly seek to develop it through the school and parish community. Parents value this and speak highly of the impact on pupils.
- The headteacher is a highly visible exemplar of good practice and is a source of inspiration to all stakeholders. As Religious Education and worship coordinator she ensures good quality experiences of Collective Worship are provided. She is able to lead the school community in its understanding of the liturgical year, its rites and symbols in a way which engages pupils and ensures that displays and artefacts around the school reflect this.
- Diocesan and cluster training has been accessed by all staff to support formation in the development of their spiritual and liturgical understanding, development of skills and achievement of performance management targets.
- Pupil voice and parental questionnaires have recently been collected and analysed. Ideas and areas for development have been identified and built into the current year's plans.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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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.**

- Pupils enjoy and understand the value of Religious Education and are keen to do well. Behaviour in lessons is good with the majority of pupils concentrating well and disruptions are rare.
- Pupils make good progress, both in lessons and over time, across a range of skills and are developing well in their knowledge and understanding. The majority of pupils understand their targets.
- Outcomes for pupils are good overall. From 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 age groups and classes.
- Inspection findings and evidence presented by the school shows no notable differences between groups of learners. Pupils identified as having special educational needs make good progress because of the quality of targeted support from staff.
- The majority of pupils attain in line with the diocesan average at the end of key stage one and at the end of year four.

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

- Teaching is mainly good with some examples of outstanding teaching. In the best lessons pupils are set challenging tasks which are well matched to their learning needs and which successfully engage all pupils. Teachers demonstrate high expectations of behaviour and engagement and, as a result, pupils concentrate well.
- Relationships between teachers and pupils are positive and additional adult support in the classroom is used well. As a result most pupils and groups of pupils including those with special educational needs and/or disabilities make good progress.
- Teachers use diocesan plans and guidance to deliver well planned activities through a range of teaching strategies which help pupils to develop and extend their knowledge and foster curiosity and enthusiasm.
- Whilst some books show work of a very high standard, there are inconsistencies in differentiation across classes with tasks which have insufficient challenge.

- There is a lack of consistency in the guidance given by teachers in marking, through the 'green pen' marking scheme, as this is not used consistently throughout the school. Consequently pupils are not always clear about what is expected of them in order to improve their work or given sufficient time to respond to feedback.

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

- The headteacher has linked the school development plan and the SEF48 to a very detailed action plan following the previous diocesan inspection. Leaders have a clear picture of the school's strengths and areas for development, founded on sound observations and the action plan ensures that the school is continually improving. An effective tracking system is also now in place and pupils are monitored to ensure they make progress.
- As Religious Education coordinator the headteacher inspires the confidence and commitment of others through her very clear leadership and vision. She provides valuable support for staff to ensure that they feel well equipped to deliver quality experiences for pupils.
- Leaders have conducted a wide range of activities related to monitoring outcomes and provision and the school is now well placed to further improve and support teaching.
- Religious Education compares favourably with other core subjects in terms of staffing, resources and time given so that it now meets the requirements of the Bishops' Conference well.
- Diocesan guidelines for sacramental preparation are followed enthusiastically by all; the parish and the school work together to ensure all pupils are fully prepared to receive the sacraments.

## 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.

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

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

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**COLLECTIVE WORSHIP:****2**

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

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The quality of provision for Collective Worship.

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

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**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.

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## SCHOOL DETAILS

<b>School name</b>	St Joseph's RC Primary School
<b>Unique reference number</b>	111678
<b>Local authority</b>	Stockton
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>	Mr Michael Doherty
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<b>Date of previous school inspection</b>	March 2014
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