



# St Joseph's RC Primary

Durham Road, Ushaw Moor, Durham, DH7 7LF

School Unique Reference Number: **114272**

<b>Inspection dates:</b>	13 – 14 March 2017
<b>Lead inspector:</b>	Karen Holmes

<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>		Requires Improvement	3

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- St Joseph's is a good Catholic school. It is a welcoming family community, helping pupils to develop their faith.
- Collective Worship at St Joseph's is good. It is central to the life of the school and is a key part of all school celebrations.
- The Catholic Life of St Joseph's is outstanding. Governors, senior leaders and staff have high aspirations and a shared vision with regard to the Catholic mission and ethos of the school. Pupils make an outstanding contribution to the Catholic Life of the school, taking a leading role in activities which promote the school's ethos within school, parish and the wider community.

It is not yet outstanding because:

- Religious Education provided at St Joseph's requires improvement. Whilst most pupils are enthusiastic about their lessons, teaching is not planned to fully challenge and extend learning.
- Collective Worship needs to be more creative and varied, using a wider range of activities to engage and enthuse pupils.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

■ The school is a smaller than average sized school serving the village of Ushaw Moor, Durham. The majority of pupils are of white British ethnicity and the percentage of pupils entitled to free school meals is broadly average. The proportion of pupils identified as having special educational needs is slightly higher than the average. The majority of pupils in the school are baptised Roman Catholics. The school is federated with the neighbouring school of Our Lady Queen of Martyrs, sharing a headteacher, governing body and parish priest. The school has been through a period of instability but now has a substantive headteacher in post.

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

- The school needs to raise the achievement of all pupils by:
  - Improving the quality of teaching to ensure that it is at least consistently good across the school
  - Ensuring all teachers use assessment information to plan challenging, differentiated activities which consistently build upon, and extend, pupils' learning
  
- The school needs to raise the standards in the leadership of Religious Education by:
  - Developing the role of the senior leadership team in the monitoring of teaching and learning so that good and outstanding practice can be shared and areas which require improvement can be identified and acted upon

## 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 outstanding.**

- The mission statement of 'living, loving and learning together with our eyes focused on Jesus' is recognised as being central to the life of the school.
- Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. They are actively involved throughout the school, taking on responsibilities very conscientiously and enthusiastically, such as Mini Vinnies, prayer groups and the school sports organising crew.
- Pupils are extremely polite and well-mannered demonstrating good social awareness through their treatment of others. They care for each other, supporting one another through a range of activities. Relationships within the school are very positive and pupils value the many opportunities that they are given to promote the ethos of the school. One child commented, 'this school leads me along God's path and helps me follow Jesus' footsteps'.
- Pupils are happy, confident and secure in their own stage of spiritual growth and have a strong sense of personal worth. They treasure the outward signs of the school's identity. They deeply value and respect the Catholic tradition of the school, value links with the parish community, taking part in parish activities such as Masses and other celebrations with enthusiasm.
- Pupils show a very good understanding of the liturgical year and its key celebrations, both in school and in the parish.

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

- The school's mission statement is a clear and inspiring expression of the educational mission of the Church. Pupils and staff articulately express a commitment to its implementation across the curriculum and the whole life of the school.
- There is a tangible sense of community at all levels, which parents describe as a family feeling, evidenced in the quality of relationships between staff, pupils, parents and governors. One child commented, 'this school is our family and we support everyone'. The learning environment reflects the school's mission through displays and signs of the school's Catholic character.

- There are clear policies and structures to provide pastoral care and an explicit and concrete commitment to the most vulnerable and needy, for example the credit union which enables the school to provide financial support to families.
- Programmes for Personal, Social and Health education and Relationship and Sex Education have been thoroughly designed and carefully planned in line with Catholic teaching. The highest standards of moral and ethical behaviour are promoted through clear, consistent communication of the school's expectations.
- The school tends to the pastoral needs of staff to ensure the needs of all are understood and well catered for.
- Pupils' achievements are recognised at weekly celebration assemblies and through displays throughout the school.

**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 strong 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 pride in their school.
- The provision for the Catholic Life of the school is given high priority by leaders and managers and they have a clear sense of how they want the school to develop. Stakeholders, however, are not formally involved in embedding and improving procedures to monitor and evaluate provision for the Catholic Life of the school.
- High quality staff training, the importance placed upon relationships and the care and concerns each school member show one another are major strengths of the school.
- The school has successful strategies for engaging parents and carers. Parents feel that the Catholic ethos is strong and are very supportive of it.
- Governors discharge their statutory and canonical duties well. They work effectively with the coordinator and headteacher, committed to upholding the strong caring ethos which 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 community where pupils' response to, and participation in, Collective Worship is good. Pupils understand the importance of prayer and worship and engage readily in small and large gatherings.
- Pupils are developing their skills in preparing and leading worship from reception class upwards. This is done with confidence, enthusiasm and a degree of independence appropriate to their age and development.
- Pupils express their understanding of the centrality that prayer has on their lives, commenting that 'prayer helps us to communicate with God'. They understand that other faiths have different traditions and these are respected and valued.
- Staff and pupils have a good understanding of the purpose of worship; however this understanding is not consistent throughout the school and as a result Collective Worship sometimes feels routine rather than moving or inspiring.
- Pupils participate actively and with enthusiasm in the school's sacramental preparation programme following diocesan guidelines.

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

- Collective Worship at St Joseph's has a clear sense of purpose and message which reflects the Catholic character of the school. Staff and pupils praying together is part of all school celebrations.
- Acts of Collective Worship are well resourced and planned. All classes have a spiritual focal point with well thought out resources which provide pupils with stimuli for thought and reflection.
- Attendance by other adults associated with the school is encouraged and the response is mostly good but this is an area which the school has identified to improve.
- Teachers and teaching assistants are developing skills in helping pupils to plan and develop worship. Most have a good understanding of the purpose of Collective Worship and the various forms that it can take. However this understanding is applied in a way that is not sufficiently creative or inspirational.
- Staff have a good understanding of the Church's rites and seasons and ensure that pupils have a good experience of the Church's liturgical life.

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

- Leaders plan and deliver Collective Worship which is relevant to all pupils. Most pupils respond well and act reverently during worship, however they do not have experience of a sufficiently wide range of forms of worship.
- Leaders have a clear vision that Collective Worship is seen as a priority for continued professional development. Liturgical and spiritual development is part of the professional appraisal cycle with targets for improving Collective Worship embedded in teachers' annual appraisal reviews.
- Leaders also offer staff regular opportunities to develop their spiritual and liturgical understanding through attendance at a variety of diocesan professional development courses.
- They demonstrate good understanding of the elements necessary for Collective Worship, providing opportunities for pupils to reflect upon the church's liturgical year, seasons, rites and symbols such as the 'travelling crib' and the 'Lenten Promise'.
- Leaders ensure that pupils have excellent sacramental preparation working closely with the parish priest and catechists.

## 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 requires improvement.**

- The majority of pupils enjoy and understand the value of Religious Education lessons and work steadily on the tasks set in lessons. They concentrate well, working effectively, both individually and in pairs or small groups, when provided with appropriate tasks. However, in some lessons observed, behaviour for learning was inconsistent.
- Books evidence a good range of written activities. Pupils work effectively when provided with appropriate tasks but progress is hindered as pupils are not always sufficiently challenged to achieve higher levels of attainment. Differentiation is mainly by outcome based upon attainment level objectives.
- Pupils enter school with broadly average skills and knowledge. However, by the end of key stage one not enough pupils are attaining the Diocesan average. By the end of key stage two progress has slowed and even fewer pupils are attaining the Diocesan average of level 3a and above.
- Inspection findings show little variation in progress between different groups of learners such as boys and girls. However, those pupils with a special educational need and/or disabilities are supported well to ensure that they can make good progress according to their capabilities.

#### **The quality of teaching and assessment in Religious Education requires improvement.**

- The quality of teaching and assessment in Religious Education requires improvement. There are striking examples of good teaching in some classes although this is not consistent throughout the school.
- In lessons where teaching is good, teachers are effective in providing targeted, engaging activities and good use of technology captures pupils' interest and enthusiasm. This was evidenced in one lesson on the 'Parable of the Grain of Wheat' where pupils were showing an increasingly religious vocabulary. In some lessons, however, progress was slow because of lack of challenge and expectations of work were not high enough.
- Expectations of what pupils can achieve are not always high enough and at times tasks are not matched closely enough to pupils' skills and understanding and therefore do not challenge and extend learning for all groups of pupils. This is evident when activities limit

their ability to demonstrate their knowledge and understanding.

- The recently introduced marking and feedback policy across the school is beginning to impact on standards ensuring that pupils know how well they have done and what they need to do to improve.
- Relationships between pupils and teachers are warm and constructive and contribute to their eagerness to learn.

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

- Self-evaluation of Religious Education is not an accurate reflection of the school position.
- The leadership team has a clear vision and has already brought about some improvements to the quality of teaching and learning. However, this has not yet embedded and has therefore not had sufficient impact in ensuring that the quality of teaching is consistently good throughout the school.
- There are no clearly established systems for formally monitoring or evaluating the provision for Religious Education.
- The governing body are supportive of the school and are committed and passionate about the road to improvement. They know its strengths and areas for development and have a good grasp of the challenges faced by the school. They have very good relationships with staff, pupils and families, are supportive of leaders and confident in challenging them.
- The school has strong links with the parish. Leaders ensure that pupils have very good sacramental preparation in line with diocesan guidelines.
- The school has the capacity to address the areas for improvement in Religious Education and has identified the need for collaborative working with its federated neighbour to ensure further improvements.



## 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:****3**

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

3

The quality of teaching and assessment in Religious Education.

3

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

3

**SCHOOL DETAILS**

<b>School name</b>	St Joseph's RC Primary
<b>Unique reference number</b>	114272
<b>Local authority</b>	Durham
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.	
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<b>Head teacher</b>	Mrs Louise Keenan
<b>Date of previous school inspection</b>	May 2012
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