



St Joseph's Catholic Primary School

URN: 119696

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

13–13 November 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the requirements for religious education laid down by the Bishops' Conference.
- Fulfilment of the above also meets the requirements of the Archdiocese of Liverpool.
- The school has responded fully to the areas for improvement from the last inspection.

What the school does well

- Christ is at the centre of this school. Every person recognises their place within the St Joseph's parish family.
- The mission statement permeates every aspect of school life and is lived out daily through meaningful action.
- The headteacher leads from the front in driving the Catholic ethos of this school. Her impact is clear and celebrated by all.
- All are welcome at St Joseph's and the inclusive staff endeavour to ensure that every pupil can thrive.
- Pupils are highly engaged and enjoy religious education because teachers plan lessons that are creative and fun.

What the school needs to improve

- In prayer and liturgy pupils now require training in leading reflection by working in collaboration with members of staff to deepen their peers understanding of scripture.
- The self-evaluation process should result in excellent practice being celebrated as well as the accurate identification of next steps in progress.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

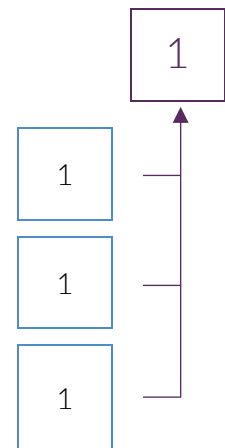
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils embrace the mission statement which they know and understand well. It is revisited weekly and their understanding deepened through the provision of *'mini missions.'* These are based on the gospel and flow from the mission. This ensures the content remains fresh and understood. Pupils clearly express that all are welcome in their school and during inspection described how a new child with limited English was cared for and included in playground games and friendships. Pupils know and understand that the actions they take to care for the most vulnerable are important. One pupil shared, 'Everyone deserves an education, food and water just like we have'. Pupils have a full understanding of Catholic social teaching because this has been carefully incorporated into school life and lessons using materials from *Cafod*. There are many instances of how this understanding has been put into practice. For example, coats are donated for distribution to local families in need and the school is working towards gaining the *Live Simply* award. Pupils have many opportunities for leadership and eagerly take up these roles, which includes membership of the *Society of St Vincent de Paul*.

Staff support the mission of the school and are conscious that Jesus and His teaching is at the centre of all that is done. One member of staff stated that, 'We are the face of Jesus to our children every day.' This witness is shared with visitors and spoken of positively by parents and the parish priest who remarked, 'We are one community, we are not split but united together as one family.' There is an embedded culture of welcome and many spoke about there being an *'open door'* policy. Teaching staff ensure that all pupils have what they need to do well, including those with additional needs. There are many opportunities for parents to visit school. This was witnessed during the inspection when a regular family lunch was taking place with parents joining their children. Parents are supportive and appreciative of all that the school does to

develop its sense of community. The physical environment is warm and inviting. Many displays reflect the Catholic character and share important aspects of school life such as its patron saint, Catholic social teaching and the mission statement. Each classroom contains space for quiet reflection and a focus for prayer. Relationships, sex and health education is planned and delivered according to statutory and archdiocesan requirements.

In this school, all leaders, including governors, are passionate about their role as *'Guardians of the Mission.'* This is powerfully led by the headteacher who has had an incisive impact since taking up her new role in the school. Leaders and all we spoke to were full of praise for the changes that she has introduced and the positive journey they are undertaking together. Leaders support the vision of the Archdiocese of Liverpool which is expressed in all appropriate policies and plans. There are exemplary links with the parish that are evident in the strong relationships between home, school and the church community. The parish priest visits often, celebrates Mass with the children and invites them to Sunday Mass through *'Come and Pray.'* All staff know that they are respected. They feel that their voices and ideas are listened to, and their well-being is looked after. Governors are kept well informed and are strongly committed to ensuring the Catholic mission is central to the work of the school. One governor commented that, *'School feels sacred as a place of learning and a place of worship.'* They share the headteacher's vision for the school. To develop this further, Governors should consider how they can take a more active role in the process for self-evaluation.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

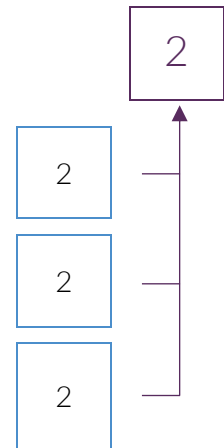
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils demonstrate high levels of engagement, enjoyment and excellent behaviour because their teachers plan lessons that inspire, cater for all needs and are creative and fun. Pupils are religiously literate and speak with confidence about their knowledge of faith and scripture, which they link to the actions of believers. For example, in one lesson, young children used figures from the 'Golden Box' to recall the story of Gabriel appearing to Mary. This helped them to recall prior knowledge and to prepare for new learning. This effective use of prior learning enables these independent learners to produce work of a good standard, and their pride is shown in the care they give to presentation. However, questioning could be used to a greater extent to deepen and extend pupils learning. Attainment in religious education is good. Pupils know more, remember more and can do more. One pupil commented that, 'Our RE books are special because we are celebrating and speaking God's words.'

Teachers value religious education and have confidence in their delivery of the curriculum programme because of the good level of ongoing support from the subject leader, together with valuable professional development. Teachers make important links between religious education lessons and how the content can be applied to the pupils' everyday lives. For example, during inspection, in one lesson pupils were given time to reflect on scripture and to share their responses using *partner talk*. Their understanding was deepened by questions which challenged them further. It was also evident during the inspection that much thought and care is given to ensuring pupils with special educational needs and disability are fully included in their religious education lessons. The provision of a sensory room demonstrates a commitment to meeting the needs of pupils and supporting them in their learning. In some classes, displays were used to celebrate and to aid recall of prior learning. Teachers enable pupils to joyfully express their

learning through a variety of creative approaches. This was evident in pupils' work and class displays which included art, music and poetry.

Leaders have ensured that the *Religious Education Directory* is being carefully introduced, using efficient management and effective deployment of resources. Religious education is recognised as the key core subject. Achievement and attainment match progress rates of other core subjects. Important information is shared with governors to enable them to understand what standards look like and to raise questions about next steps. The subject leader is passionate about her role and supports colleagues well. They appreciate the advice and guidance she provides. There is a range of formal and informal monitoring in place to check the standards of provision. This information needs to be used carefully by leaders so that it meaningfully informs self-evaluation. There are excellent links with the archdiocese and outside agencies which enhance the teaching of religious education. This is most clearly demonstrated from the participation of the subject lead with both the local cluster and core cluster group.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils are highly engaged in prayer and liturgy. They join with communal prayer and recite traditional prayers. Pupils sing joyfully and where the opportunity is given, can reflect in silence, thinking about the scripture they have heard. Care is given to ensure that pupils know a wide range of modern and traditional hymns which can then be used during prayer times. This helps to ensure all are included. During inspection, pupils shared how important prayer times are to them and spoke about the impact of the recent spirituality day. In discussion, older pupils shared their enjoyment of exploring the range of prayer stations in the hall. In an observed act of prayer and worship, younger pupils were able to listen carefully to scripture and respond thoughtfully before taking its message into their day. Pupils enjoy the Monday worship led by their headteacher and can explain how the messages shared impact on the week ahead. Older pupils confidently plan and lead prayer and liturgy for their peers. However, guidance is required to ensure that time is given for pupils to reflect on their chosen scripture and how its message is taken into their lives.

There is an annual calendar which reflects the liturgical year including important feasts and holy days. This is supported by school Masses led by the parish priest. Scripture is central to all acts of prayer and liturgy and is carefully chosen and often based on the Sunday Gospel, so ensuring it is seasonally appropriate. The use of *Wednesday Word* helps to ensure that the gospel is taken home. Staff are committed to prayer and liturgy as they continue to become more skilled. They support each other by sharing the good practice provided by the religious education subject lead. Mass takes place in school at least half termly and there is a strong invitation to parish Mass through, 'Come and Pray.' Time has been taken to ensure that each class has an appropriate focus for prayer linked to the liturgical year. A clear strength of the school, referred to by governors, staff, parents and pupils, is the relationship between home, parish and school,

together with the frequent invitations to parents and governors to join their children through regular class, *'Stay and Pray'* celebrations.

The headteacher, supported by other leaders, has taken decisive steps to improve the provision of prayer and liturgy throughout the school and to ensure that this is a daily event that is central to its life. There is a good policy in place which provides staff with clear guidance. Leaders continue to support class teachers in their development of skills and understanding. The excellent practice that was observed during the inspection reflects the rate of progress now being shared and made more consistent. Many spoke positively about the headteacher's impact and how this is modelled during her times of prayer and worship. Prayer and liturgy is central to the life of the school and is now a daily event. One pupil from Reception left an informal conversation with an inspector because the music had started which signalled the beginning of prayer and worship. He went off with great joy and excitement. Governors are supportive of developments in prayer and liturgy, especially because of its provision which supports the drive of the school to increase the involvement of parents, the parish and the wider community.

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	119696
School DfE Number (LAESTAB)	8883834
Full postal address of the school	St Joseph's Catholic Primary School, Mossy Lea Road, Wroughtington, Wigan, WN6 9RE
School phone number	001257423092
Headteacher	Vicki Gleeson
Chair of governors	Conor Davis
School Website	https://www.st-josephs-wroughtington.lancs.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	6 th February 2018
Previous denominational inspection grade	1

The inspection team

Louise Byrne
Clare Dwerryhouse

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement