

St Joseph's Catholic Primary School

York Avenue, Hanwell W7 3HU

Date of inspection by Westminster Diocese: 2 May 2018



Summary of key findings for parents and pupils

A. Classroom religious education is good

- Religious education is central to the life of this community; this is clearly evident in the learning environment and the behaviour and relationships shown throughout the school.
- The curriculum is based on the Religious Education Curriculum Directory and ensures that there is progression across the school.
- Pupils receive a good start in Early Years Foundation Stage and Year 1 where they make rapid progress and quickly assimilate new language.
- Pupils throughout the school display well developed religious literacy and can talk confidently about their faith and events in the life of Christ.
- The school knows the pupils and their needs; vulnerable pupils are being well supported in whatever way is appropriate.
- Teaching styles are varied and different creative approaches are used in order to engage the pupils in their learning, including art and drama.
- Staff subject knowledge is good.
- Governors provide support for staff through joint monitoring and are regular visitors to the school.
- Pupils' behaviour is very good and their positive attitude towards their learning helps them to achieve.

Classroom religious education is not yet outstanding because

- Although progress is good for many pupils, not every opportunity is made to maximise the progress for all pupils consistently across the whole school, especially the more able.

B. The Catholic life of the school is outstanding

- This is a school where the Gospel values are daily lived out by the whole community. One child said 'from the smallest job to the biggest, everyone makes a difference'.
- 10% of curriculum time is given to religious education, as required by the Bishops' Conference of England and Wales.
- The leadership team has a clear vision of the mission of the school in developing its pupils in discipleship and everyone is clear in the part they play in this.
- The environment has been carefully planned to allow pupils space to reflect on God's gifts through iconography, displays and the use of the outside to provide prayer areas.
- Pupils' understanding of the Common Good is underpinned by a knowledge of Catholic Social Teaching which is made relevant through links with the local community.
- The school links parish and parents together through its programme of events and celebrations which celebrate the many talents of the pupils and the diversity of the school community.
- St Joseph's is a school where each individual is known and valued.
- Pupils are given the opportunity to lead the prayer life of the school and have risen to the challenge.
- Parents are overwhelmingly supportive of the school and appreciative of how it develops their pupils in their understanding of what it means to be a Catholic in today's world.

A. Classroom Religious Education

What has improved since the last inspection?

Since the last inspection, the school has mapped its scheme of work against the Religious Education Curriculum Directory (RECD) to ensure full coverage and this is now referenced in lesson plans. Staff have made sure that pupils are more aware of the Levels of Attainment in Religious Education and reference these at the start of topics and in their own planning. By including more than one level, staff help pupils to see the development in their learning. Homework is regularly set and parents appreciate the chance to work alongside their children in this work.

The content of classroom religious education is good

The school has carried out two audits since the last inspection to ensure that staff are able to relate what is being taught to the RECD. The scheme used by the school ensure that there is progression across the school, and there is evidence that staff deliver this in a variety of ways, using drama and art in particular to engage the pupils in their learning. More use could be made of resources outside of the scheme to supplement areas of learning, especially when looking to provide greater depth to a topic. The school ensures that it is teaching about other faiths in an age appropriate manner.

Pupil achievement in religious education is good

The progress of pupils in religious education (RE) across the school is good. Pupils make more rapid progress when they start school and consolidate this learning as they move up through the year groups. Support is given to those who learn in different ways and differentiation is used to match the needs of the pupils. There is not yet enough challenge, especially further up the school, so that not all pupils make expected progress and few achieve higher levels of attainment. Teachers do not always model the higher levels in lessons in order for the pupils to achieve them. Marking helps the pupils to develop their ideas, but is not always explicit as to how they can improve. The pupils throughout the school showed good religious literacy. Year 5 could retell the story of the road to Emmaus and describe how the disciples would feel while Year 2 were secure in the story of Pentecost. The younger pupils could talk about Mary and say that she was 'a yes person' based on their learning in assemblies and the May Procession

The quality of teaching is good

Teachers have created classrooms where pupils feel confident, supported and ready to learn. They enjoy the lessons and participate well. Teachers display good subject knowledge, using Scripture effectively, and link learning clearly with what has gone before and what is to come, although the learning objectives do not always match the levels set for the topic. Teachers assess pupils regularly. Differentiation is clear in the pupils' work, but sometimes is too directed and limits what the pupils might be able to achieve. In the best lessons, pupils were moved quickly onto the learning intention and given scope to develop their ideas. A variety of different styles are used to teach RE and engage the pupils in their learning. There is good evidence of art and drama being used to enhance learning and music is used both as a learning tool and also as an aid to concentration in the lessons. Homework is regularly used to support RE teaching and is strongly supported by parents.

The effectiveness of leadership and management in promoting religious education is good

There is a clear vision for RE in the school which is communicated from the leadership team to all the staff. This places RE firmly in the centre of all that the school does. The RE coordinator meets

regularly with the senior team and is given release time in line with other core subject leaders. This time is being used effectively to monitor teaching and learning and planning. There is good support for NQTs and new staff through a planned induction programme and the RE coordinator is able to deliver termly professional development and provide other support when necessary. The school actively encourages staff to develop their knowledge and is currently supporting eight members of staff through the Catholic Certificate in Religious Studies (CCRS). Monitoring ensures that there is consistency across classes in each year group in presentation, coverage, progress and assessment and marking. There is a three year improvement plan in place for RE.

What should the school do to develop further in classroom religious education?

- Tasks should be more closely matched to the levels in order to provide the correct scaffolding for each child to achieve at the highest level they can.
- More resources from outside sources, such as Cafod, could be used to extend learning and provide real life examples of faith in action

B. The Catholic life of the school

What has improved since the last inspection?

Since the last inspection, the school has funded eight members of staff to deepen their knowledge and understanding of their faith by undertaking the CCRS.

The Pupil Chaplains have taken on more responsibilities and have become an active group in the school, helping the pupils to participate ever more actively in the Catholic life of the school.

The place of religious education as the core of the curriculum

is outstanding

That RE is at the centre of all this school does is obvious to all. The full 10% of curriculum time is timetabled; well-planned assemblies, collective worship and class assemblies supplement this. There is scope for all staff to become involved in leadership in RE whether it is by leading the Pupil Chaplains or choosing the scripture to go into the newsletter. Lessons are enhanced through high quality resources and displays, not only in the classrooms but also around the school. Parents recognise this with one commenting '...very happy with the integration of the Catholic faith in all aspects of school life'. The leadership team is strongly supported by the governing body who take part in monitoring visits and play a part in the daily life of the school.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

The whole community contributes to the prayer life of St Joseph's school. The environment itself contributes to this and has been carefully planned to provide the pupils with space and time for prayer and contemplation, whether this is at one of the prayer areas, sensitively set out to promote a sense of awe and wonder, or in the Sacred Heart room, set up to provide a chapel for the pupils. The pupils take ownership of their class liturgies, which are planned and presented to a high standard. In this, they have the example of the high quality worship presented to them by staff and support from the Pupil Chaplains. The Pupil Chaplains, who apply for the role by outlining how they could improve the school, have been well trained and have plans to work even more closely with other Pupil Chaplains in the deanery. The school marks the events of the liturgical year, parading through Ealing in their crowns to mark the Epiphany and crowning Mary's statue during May. It reflects its diverse ethnic communities with First Friday prayers and reciting the Rosary during October. Year 6 take part in a leavers' retreat as part of their transition to secondary school. Despite the growing number of pupils, the parish church is still able to host the school for Masses and the pupils are able to plan and participate in these from providing the readings to performing the music.

The contribution to the Common Good – service and social justice –

is outstanding

Each child is valued at St Joseph's and each given the chance to utilise their talents. There is a strong emphasis on the vulnerable in the school to make sure that their experience of school is as positive as it can be. One child said 'we have different talents and different opinions, but we all respect each other'. Pupils at St Joseph's take part in and organise a great range of events to contribute to the Common Good, all at age appropriate levels. They run cake sales and 'Bits and Bobs' sales in order to raise money during Lent, supporting the Corporal Acts of Mercy, and are encouraged to look more locally at what they can do to help others. A good example of this is the support the school has been able to give to a local homeless hostel, run by St Mungo's. It is indicative of this child initiated work that, when the Pupil Chaplains noticed the Stations of the Cross displayed in the

school were not as impactful as they could have been, they presented the head with a letter outlining where they had found a more suitable product and how they planned to fund raise for it. Pupils are encouraged to live out Church's Social Teaching daily and this is celebrated in the 'Good Disciple' award. It is also evident in the excellent behaviour and relationships seen throughout the school, where the centrality of caring for each other is palpable.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

Parents are very supportive of the school, and 98% of those who responded agreed that the school promotes a strong partnership with parents. They share in school celebrations and support events within the school. The school plays an active part in the local deanery, hosting meetings and sharing expertise. The Pupil Chaplains were trained across the deanery. This is a valuable resource which the school makes full use of. The parish priest is a regular visitor to the school and is well known by the pupils. At times he is able to support them in their learning and in the Sacraments and welcomes them into the church not only for Mass but, for example, when Nursery children were learning about baptism. The school has pupils from more than one parish, but works to bring them all together. The First Holy Communicants from the various parishes come together after they have received the Sacrament and celebrate this significant event with the whole school community, led by the parish priest.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

The leadership of this school- head, senior team, RE coordinator and governors- have created a vibrant community in which every member is valued and treasured. There is a total commitment to ensuring that all experience the richness of opportunity in living a Catholic Life and the benefits this brings the individual and the wider community. Every opportunity is taken to demonstrate this, from the choice of statues in memorial gardens to creating a "grass roof" for a new building, reflecting the call of Laudato Si to be stewards of our environment.

Because of this approach, systems to support staff and pupils are well established and enable all to partake in the life of the school, even those who are not Catholic. It is a testament to the work of the leadership team that the expansion of the school from two to three forms of entry has not diluted its Catholic life but has rather been taken as an opportunity to open wide its doors to those who otherwise would not be able to experience it.

What should the school do to develop further the Catholic life of the school?

- Continue to develop the role of the School chaplains who are a credit to the school

Information about this school

- The school is a three form entry Catholic Primary school in the locality of Hanwell.
- The school serves the parishes of Our Lady and St Joseph, Hanwell and Our Lady mother of the Church, Ealing Broadway.
- The proportion of pupils who are baptised Catholic is 96%.
- The proportion of pupils who are from other Christian denominations is 2.6 % and from other faiths is 1.4 %. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 82 %.
- The number of teachers with a Catholic qualification is 4.
- There are 9.1 % of pupils in the school with special educational needs or disabilities of whom 9 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is a below average rate of families claiming free school meals.
- 35 pupils receive the Pupil Premium (6.3 %).

Department for Education Number	307 3507
Unique Reference Number	101924
Local Authority	Ealing

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 -11
Gender of pupils	Mixed
Number of pupils on roll	615
The appropriate authority	The governing body
Chair	Mrs Sylwia Williams
Headteacher	Mr Benedict Cassidy
Telephone number	020 8567 6293
Website	www.stjosephshanwell.org.uk
Email address	head@stjosephs.ealing.sch.uk
Date of previous inspection	15 th January 2013
Grades from previous inspection:	
Classroom religious education	Very Good
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 19 lessons or part lessons were observed.
- The inspectors attended 4 assemblies and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Catherine McMahon	Lead Inspector
Mrs Diana Roberts	Associate Inspector
Mrs Sinead Steed	Associate Inspector
Mrs Rose-Marie Sorohan	Associate Inspector

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