



Catholic Schools Inspectorate inspection report for St Joseph's Catholic Primary School

URN: 116925

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 17-18 May 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- St Joseph's is a faith-filled community where God's word is celebrated and is at the heart of all school life.
- Pupils understand prayer well and enjoy participating fully in school and parish life.
- The school environment is an attractive, distinctly Catholic space that celebrates the dignity of every community member and inspires prayer and reflection.
- The school and parish collaborate effectively to ensure Christ is at the centre and is known to the community. It is lived through the dedication of all the staff, governors, clergy, pupils, and the wider community.

What the school needs to improve:

- Ensure pupils are allowed to plan, lead, deliver, and independently evaluate prayer and liturgy across all ages.
- Enable pupils to take a leading role in responding to the demands of Catholic Social Teaching and articulate the theology underpinning their actions in an age-appropriate way.
- Plan and deliver religious education lessons that enable all pupils to demonstrate their depth of understanding independently.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

St Joseph's has an inclusive and welcoming Catholic culture, driven by its mission statement, 'Following Jesus in all we do.' The whole school community understands this. Governors, staff, pupils, and their families proudly live out this mission. Pupils feel loved and cared for and say that school is a very happy place. Pupils demonstrate high standards of behaviour and feel valued and respected by every staff member. Pupils and staff treat each other respectfully, and there is a sense of calm in the classrooms and when travelling around the school building. Positive relationships between staff and pupils are at the heart of St Joseph's. There is a deep foundation of prayer, and pupils have many opportunities to learn and live out the Gospel in school and the parish through its chaplaincy work. For example, many pupils welcome the opportunity to become altar servers and liturgy planners; they carry out their duties with great pride. Pupils actively embrace the opportunities on offer to fulfil their mission by being a part of the Mini Vinnies, prayer buddies initiative, school parliament, liturgy planners and prayer leaders. Charitable outreach in the local community is a clear strength of the school. The school supports many families within the community through the food bank and provides free items of uniform displayed on a hanging rack at the school entrance. The school supports global initiatives such as Cafod, Fr Hudson's Care and Mind. Leaders have accurately identified the need to provide pupils with opportunities to take a leading role in responding to the demands of Catholic Social Teaching and enable them to articulate the reasons underpinning their actions.

All families, regardless of culture or faith, are welcome at St Joseph's and families from various backgrounds choose to send their pupils to the school. Every school community member is made to feel part of the St Joseph's family, a part of God's family, where everyone is treated

equally. The school works very hard to support the most vulnerable families, who are grateful for this support. The pastoral care of pupils is outstanding. Staff are exemplary role models and are invested in the well-being of their pupils; consequently, pupils feel loved and cared for. The school and parish have strong links, fostering a joint approach to ensuring pupils are given the best opportunities to grow in their faith-filled journey. The parish priest and deacon are regular visitors to the school, and pupils and staff know them to be part of the school family. Collaboration through 'Teaching Masses' has resulted in the pupils gaining a more profound knowledge and understanding of what is happening during the liturgy. The school environment effectively reflects its mission, with prayer areas in every learning space. Displays around school reflect the liturgical season. The Catholic Schools' Pupil Profile is used to guide pupils on their journey, deepen their knowledge and understanding and help them to know more and remember more about the Gospel virtues.

Governors and leaders are meticulous in ensuring that staff receive high-quality training and induction so that the Catholic life and mission of the school are at the heart of all school activities and leaders' decision-making. The school engages positively with the diocese, and staff regularly receive training and support. Staff feedback highlights how they feel valued and supported by the school, especially by the head teacher, the religious education subject leader, and members of the religious education team. The governing board is well-established and highly committed to ensuring the school is at the heart of the parish. It provides the best possible Catholic education and care for its pupils. Governors' high expectations and aspirations are reflected in the quality of Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

2

Teachers use the diocesan-approved scheme of work to plan and deliver lessons, steadily improving pupils' knowledge and understanding of religious education. Pupils progress from their starting points because teaching enables them to know and remember more. Pupils can articulate what they have learnt using religiously literate language, which is the same for all lessons and year groups, leading to good outcomes. Pupils' needs during the learning are taken into careful consideration, and as a result, all groups of pupils demonstrate positive behaviour for learning, good conduct, and good levels of concentration. This is because teachers and teaching assistants ensure lessons are engaging, creative, and enjoyable. Pupils say they really enjoy their lessons because they 'love learning about Jesus in a creative way'. For example, when learning about the Ascension, pupils visited the Marian Garden to blow bubbles to show Jesus rising up to heaven. Attainment in religious education is generally strong, with most pupils meeting are-related expectations or exceeding them at the end of each key stage.

Teachers are supported well by the subject leader, and as a result, they are gaining more confidence in planning and delivering lesson content. Together with teaching assistants, they have good subject knowledge, and there is a culture of working together to ensure that outcomes are good. Lessons are usually planned around the pupils' prior assessment, but sometimes work is not challenging enough. This is because whilst teachers' planning focuses on supporting the learning of pupils with lower prior attainment, it does not plan for challenge to help all pupils to make progress. Teachers use questioning techniques effectively to assess the pupils during the lesson to understand what they need to do next. Pupils are challenged by 'pink questions' in their books, but this is inconsistent across the whole school. To maximise

outcomes, the school is yet to ensure that all pupils can reflect upon their learning at a deeper level, particularly in Key Stage 2.

The subject leader is passionate and active in her leadership across the school, working alongside the religious education team. She attends all diocesan training and supports all the staff, especially new teachers, with lesson planning, assessment, and moderation. She has a clear vision for religious education and seeks training opportunities to support the staff in deepening their knowledge and understanding of the subject. Following induction, new staff attend diocesan training and training sessions to further help them with their subject knowledge. The subject leader has a good relationship with the diocese and consequently accurately identifies areas for improvement and actions these accordingly. Furthermore, a clear monitoring schedule has been devised for all members of the subject team, which is implemented regularly. Subsequently, the subject leader is constantly striving to improve the teaching and learning of religious education at St Joseph's. Leaders ensure that the curriculum for religious education meets the requirements of the *Religious Education Curriculum Directory* and that all classes cover the topics required. Specialist resources are used well to ensure that all pupils can access and benefit from lessons, which are enriched by creativity in learning tasks, offsite visits, and the rich Catholic environment of the school.

Collective worship

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

Collective worship key judgement grade:.....

2

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

1

Leadership

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

2



Pupils respond enthusiastically to the opportunities they have to participate in prayer provided by the school. During Mass and assemblies, they show great reverence and respect by joining in with responses and learning to use sign language to sing. Pupils have good knowledge of the Church's liturgical year; for example, one child said, 'We ask Mary, the mother of Jesus, for her prayers because this is the month of May.' Pupils show passion and enthusiasm for prayer and liturgy; they are keen to participate in ministry by reading, altar serving and taking part in the offertory at Mass. Pupils' understanding and response to the liturgy has developed since the pandemic, with the delivery of 'Teaching Masses'. Whilst the pupils respond to the 'Go Forth' message, taken from the head teacher's gospel liturgy, and can explain how this is reflected in their daily lives, opportunities for all pupils to plan, lead, deliver, and evaluate their class worship are not yet embedded. Consequently, not all pupils can independently demonstrate their confidence using various prayer skills.

There is a clear, well-planned schedule for prayer and liturgy across the school, supported by the parish priest and deacon. This includes a weekly gospel liturgy, services of the Word, and regular school Mass in the parish, celebrated every second Sunday of the month. Traditional Catholic prayers and prayers with a specific intention are said, such as the Year of the Word prayer. All staff and pupils know this by heart and pray it with great pride. Pupils deeply understand the Scripture and understand that 'God speaks to us during our prayers.' As a result, pupils clearly understand the importance of prayer and how it impacts their daily lives, and they can articulate the purpose behind why we pray. The prayer life within the wider community is deeply rooted in faith. The school works well with parents, providing many

opportunities for parents to be involved in prayer and liturgy; for example, invitations to weekly worship, sacramental meetings for parents in the school and parish, stay and pray, and school pupils' Mass in the parish. Consequently, parents feel that they are part of the whole life of prayer and liturgy the school provides and welcome the opportunity to be a part of it. The relationship between the school and the parish flourishes because of these opportunities.

Leaders, governors, and all staff are outstanding role models of good practice and live out their faith with the pupils. They clearly understand the liturgical year, which is reflected in their creative displays and prayer tables in their classrooms. Prayer spaces are provided in all classrooms and shared areas around the school. Whilst these enable staff and pupils to pray spontaneously, pupils would like to be able to do this more often, especially by using the outdoor Marian Garden. Teachers understand and act on the need to create a prayerful environment using music and art to enhance the learning experiences for the pupils. Because of this, staff and pupils embrace the prayer the school offers them, and it is valued as a special time of reflection. Staff training is given the highest priority by governors on the school development plan. Leaders have a clear strategy for training staff, which includes liturgical formation. Because of this, all staff deeply understand the importance of prayer and feel well-supported to lead liturgy and prayer in school.

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	116925
Full postal address of the school	Chedworth Drive, Warndon, Worcester, WR4 9PG
School phone number	01905 452772
Name of head teacher or principal	Louise Bury
Chair of governing board	Vincent Brennan
School Website	stjosephsworcester.co.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	5 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	June 2016
Previous denominational inspection grade	2

The inspection team

Christine Finnegan

Lead inspector

Karen Bennett

Team inspector

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