



St Joseph's Catholic Primary School

URN: 105965

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

01–02 May 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

2

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 curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

What the school does well

- The mission is understood and lived out sincerely by pupils and staff.
- Strong relationships allow pupils and their families to feel valued and cared for as individuals.
- Staff are valued and welcome the support given to them by the leadership team to improve the provision of teaching and learning in religious education.
- Pupils demonstrate secure levels of religious literacy relevant to their age.
- Pupils are highly motivated to plan and lead collective worship and relish all opportunities given.

What the school needs to improve

- Extend opportunities for pupils to take a leading role in responding to the challenges of Catholic social teaching principles across the curriculum.
- To further develop opportunities to share good practice in the teaching of religious education.
- Ensure pupils are given the opportunity to reflect upon and evaluate the impact on their experiences of pray and liturgy.

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

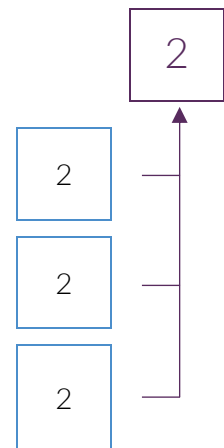
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 at St Joseph's understand the school's mission, "I came so that you may have life and have it to the full." They can articulate how it supports them in their lives. Pupils are polite, well-mannered and friendly. One pupil shared, "our school is welcoming to all." This culture of welcome ensures that any new members of the school are enveloped into the heart of St Joseph's. Pupils recognise the enriching, inclusive community in which they learn and this is reflected in their good behaviour where they show respect and concern for others. Other faiths are actively celebrated and cherished which ensures all pupils have a high sense of self-worth. Pupils can share practical ways they have made a positive difference to their local community including coffee mornings, food bank support and Caritas *Love in Action* – St Joseph's Penny. This is particularly evident in the newly formed Mini Vinnies pupil group who are passionate and dedicated. School now needs to capitalise on the enthusiasm of pupil leadership to widen their impact on national and global needs.

Pupils and staff live out the mission. This was evident in the mission and vision week that provided pupils with practical ways to celebrate and deepen its understanding. The word of God is central to the school's life which is seen in prayer, liturgy and lessons. A strength of the school is its culture of welcome. Staff are positive role models for pupils and treat them with respect and care providing good pastoral support. Staff describe the school as a welcoming, supportive and committed community. A member of staff shared, "all who are lucky enough to be part of the St Joseph's family have every opportunity to have life and have it to the full." The whole school prayer which was created and known by all stakeholders reflects the unique nature of the school. A parent told inspectors that, "the faith of the school is really visible as soon as you walk in." The school is committed to chaplaincy provision, it is valued by all and supports the mission

of St Joseph's. Next steps now are to increase the impact chaplaincy has on spiritual and moral development. The provision of relationships and health education meets the statutory and diocesan requirements.

Leadership at all levels, guided by the dedicated head teacher, are ambitious for the Catholic life of the school which they see as a priority with one governor articulating, "we have a vision to bring the Church into the lives of the children and be all embracing." This vision is seen as more important than ever due to the recent loss of the physical Church building. The school leaders have been resolute to ensure that this change has not been a barrier to pupils experiencing being part of a parish. Leaders and governors ensure that the poor and most vulnerable are well supported in their community. Governors play an active role in evaluating the school's Catholic life and provide well-informed challenge and support. They know the school well and are a visible presence. Leaders are honest and transparent with their self-evaluation and they recognise that pupils now need to explicitly contribute to this cycle. Staff new to the school are effectively supported and value the way in which they are nurtured. This culture of mutual respect extends to all. Staff are grateful for how the leadership team are there for them at challenging times. Opportunities to interweave the Catholic curriculum into other support areas are being more robustly planned for through collaboration between subject leaders and needs to be consistently developed across all areas.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

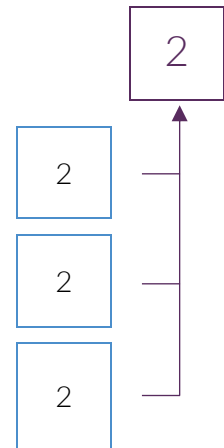
How well pupils achieve and enjoy their learning in religious education

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 enjoy their religious education lessons and are motivated to do their best. Many staff have high expectations and this results in a good standard of work which is well presented. Learners can recall previous knowledge and demonstrate secure lessons of religious literacy from a very young age. A child in Early Years Foundation Stage explained that, “Mary was a good mummy because she was faithful” and an upper Key Stage 2 pupil stated, “to be blind spiritually means to see that God is not there.” In most lessons’ pupils respond well to the tasks and enjoy discussing their learning. A consistent theme in the best lessons was pupils being given the opportunity to talk with their peers to deepen their knowledge and understanding of skilled questioning. Pupils value their religious education lessons. A lower Key Stage 2 child expressed that they felt more connected to Jesus during religious education because it is “a special lesson and not like any other.” Whilst pupils talk confidently about how their work is assessed, they struggle to articulate what they need to do to improve their work.

Across all age phases teachers have good subject knowledge and pupils learn new content well. They are enthusiastic about how well they can inspire and motivate pupils and are striving to develop a range of creative learning opportunities. In the best lessons seen, teachers effectively used questioning to guide pupils to a deeper understanding. In lower Key Stage 2 teachers skilfully questioned the children on the deeper meaning of scripture from the old testament. Additional adults are well deployed and provide highly effective support to pupils with a range of needs to ensure that all can access the learning. Staff understand the impact religious education has on pupils’ moral and spiritual development and links are explicitly made by religious education and the wider Catholic life of the school. When given a chance to do so,

pupils can reflect well and more opportunities for peaceful contemplative reflection within lessons will further deeper the impact.

Leaders and governors ensure that religious education has at least full parity with other curriculum subjects. They ensure that the entire curriculum is taught with the *Religious Education Curriculum Directory*. The subject leader is an excellent role model for teaching and learning and she is highly passionate and dedicated to her role. Her expertise is valued by her colleagues and she is seen as a source of support and guidance. To increase the impact of her role further, leaders recognise that more opportunities for the subject leader to share her knowledge and skills consistently across school should be given. The self-evaluation of religious education by leaders is accurate and they have a clear picture of the next steps in order to move the school forward to lead to better outcomes for pupils. Leaders have recently started to ensure that the curriculum is linked to Catholic social teaching and this needs to be embedded further across all subjects. Leaders and governors have a commitment to continual professional development and this will very pertinent in the future as the school is proactive in preparation of the new religious curriculum.

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 participate fully in prayer and liturgy because it is central and routine to the daily life of the school. Pupils have an age appropriate understanding of the different seasons within the church's liturgical year and how this changes the prayer area during class worship. Pupils undertake liturgical ministries with enthusiasm and commitment showing willingness to give up their time in order to plan and prepare for their leadership roles. Pupils realise that scripture is integral to prayer and liturgy and when given the opportunity they respond thoughtfully. Examples of passionate, joyful singing were seen in Early Years Foundation Stage which enhance the experience for children and adults alike. Pupils are often given the opportunity to work with each other and skilled adults to plan and lead prayer and liturgy, a memorable example of this was based upon the parable of the Lost Sheep in upper Key Stage 2, which a group of pupils led with confidence, reverence and presence. Where prayer and liturgy is less effective, pupils are not given the full guidance they need to coherently link scripture to a focused 'Go Forth' message. Discussions with pupils highlighted that they would welcome the opportunity to formally evaluate their prayer and liturgy consistently, as well as having the opportunity to share their good practice across school.

The pattern of prayer throughout the day is embedded throughout the school, meaning pupils recognise and value the importance of prayer as the important opportunity to talk to God. Pupils have good knowledge of daily prayers and can describe which seasons some traditional prayers are used in. Class prayer areas are of a good quality often displaying pupil's own prayers. Scripture passages are the foundation of all prayer and liturgy gatherings and good quality resources such as *Ten:Ten* are used to support prayer and liturgy throughout the school.

Opportunities to link prayer and home life are warmly welcomed by parents and carers for example the travelling nativity and invitation into some class worship. However, feedback from parents confirmed the school's self-evaluation highlighting this as an area which requires further development and is something that the community would fully embrace.

The school calendar is organised to account for important times in the liturgical year, and leaders and governors rightly prioritise Mass, which is celebrated weekly in school. It is evident that key staff understand pupil's different levels of participation throughout school. Leaders ensure that pupils are clear of the structure and different components of prayer and liturgy. Leaders work closely with the parish priest to organise weekly class Masses. Whilst leaders have an accurate picture of the areas of strength and development this evaluation is not fully used to inform strategic planning. Governors are knowledgeable about the school's self-assessment and ensure that prayer and liturgy are given a high priority when decisions are made regarding resourcing, professional development and formation as evidenced by a recent whole staff day of reflection at Salford Cathedral. To enhance prayer and liturgy opportunities across school, pupils would benefit from greater ownership and visibility to have a broader impact on the prayer life of the school.

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	105965
School DfE Number (LAESTAB)	3553615
Full postal address of the school	St Joseph's Catholic Primary School, St Joseph's Drive, Ordsall, Salford, M5 3JP
School phone number	01619211890
Headteacher	Rosemary Hince
Chair of Governors	Paula Howe
School Website	www.stjosephsordsall.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	9 th December 2015
Previous denominational inspection grade	Good

The inspection team

Vannessa Knowles Lead inspector

Helen Sullivan 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