



Catholic Schools Inspectorate inspection report for St Joseph Roman Catholic Primary School

URN:136430

Carried out on behalf of the Right Rev. John Arnold, Bishop of Salford on:

11-12th October 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The dedicated and passionate head teacher and religion leadership team lead by example in their relentless pursuit to provide the very best experience of the Catholic faith for all the school community.
- The pupils are ambassadors for the school, reflecting the school's unique charism.
- An effective partnership between home, school and parish creates a community based on Catholic tradition and practice, with Christ at the heart.
- The school has a lived Catholic identity and as a result pupils have a strong sense of being 'Missionaries of Christ'.

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What the school needs to improve:

- All pupils should be given opportunities and freedom to develop independence when planning and leading collective worship with varied opportunities to respond to prayer.
- Pupils would benefit from taking a leading role in responding to the demands of Catholic social teaching, articulating the theology underpinning this and making increased connections to this.
- Pupils should be given further opportunity to express their learning in a variety of forms showing individuality.

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:.....	<div style="border: 1px solid purple; padding: 5px; width: 40px; margin: 0 auto;">1</div>
Pupil outcomes The extent to which pupils contribute to and benefit from the Catholic life and mission of the school	<div style="border: 1px solid blue; padding: 5px; width: 40px; margin: 0 auto;">1</div>
Provision The quality of provision for the Catholic life and mission of the school	<div style="border: 1px solid blue; padding: 5px; width: 40px; margin: 0 auto;">1</div>
Leadership How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school	<div style="border: 1px solid blue; padding: 5px; width: 40px; margin: 0 auto;">1</div>



Pupils at St. Joseph’s understand and embrace their distinctive Catholic identity and recognise themselves as ‘Missionaries of Christ’. As a result, pupils of all ages flourish as they are recognised as individuals and inspired to reach their full potential as citizens. The pupils take a leading role in responding to the Church’s mission to reach out and support those in need. They are part of determining fundraising ideas, raising £11,000 over the past two years for the school’s chosen charities. Pupils talked with passion on the impact of their fundraising, for example buying wheelchairs and helping to build a physiotherapy centre. The moral development of the pupils is a strength and they undertake leadership roles with passion and pride. The pupils have an intrinsic respect for the dignity of others and this is evident in their discussions on how and why they support the local charity Re:dish. Pupils grow their own produce in the Parish ‘Laudato Si’ garden and talk with passion on how they donated this to Re:dish and made soup for the community to come together. Behaviour is of the highest standard throughout all aspects of school life.

The dedicated head teacher, the cohesive staff team and the passionate governing body ensure that a real sense of community is lived at St. Joseph’s. Staff are exemplary role models for pupils and through their relationships with each other and with pupils, love and care is modelled and pupils know they are safe and loved. The mission statement is known by all and fosters the strong culture of welcome with Christ at the heart. Staff are passionate about the children in their care and this is acknowledged by parents with one parent who joined from another school saying, “This school with its supportive, caring staff who embrace the Catholic life and create a faith family atmosphere has been brilliant”. The school environment and grounds effectively bear witness to its

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Catholic character. High standards are evident throughout the school and teaching spaces and the care and attention given reflects the importance placed on identity and charism of St. Joseph's. The faith leaders, prayer friends and Laudato Si champions are central to the life and mission of the school and they are celebrated as such. Each team has a well-planned programme and this has enabled them to be religiously literate about their mission.

The development of the Catholic life of the school is given the highest priority by leaders at all levels who are deeply committed to the Church's mission in education. Leaders ensure that Christ is always at the heart of everything they do. An outstanding feature of the school is its strong links with the parish. Father Damien described the relationship between school and parish as, "The most fantastic relationship with no separation between parish and school". Support from governors is strong, with visits to school offering challenge and support. The headteacher works very hard to ensure that the staff are well versed in the expectations of working in a Catholic school and in serving the needs of the school's local community. Pastoral care is a strength at St. Joseph's. The school meets its statutory requirements for relationships, health education through the adoption of a Catholic scheme – *Journey of Love* and supplemented even further through the personal social health and economic (PSHE) curriculum. The religious education team have recently mapped out the Catholic social teaching themes alongside the curriculum and have training booked in to enhance this further. The headteacher and governors know their school very well. Discussions with parents and the parent questionnaire show that the work that the school does is greatly valued by the school community.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1



Standards attained in religious education are above those expected for their age both in religious education and in their English books. The pupils have excellent knowledge and skills and use religious vocabulary appropriately and correctly enabling them to be religiously literate; reflecting spiritually and thinking ethically. Through activities such as critical thinking the pupils become articulate, deep thinkers, able to explain their thinking. Pupils make good progress by knowing more and remembering more from clearly defined points in the planned curriculum for each year group. Pupils are able to work independently and can take the initiative in their learning when they are given the opportunity to do so. Further opportunities to allow children to be independent and present their work in original and creative ways would enable pupils the freedom to fully demonstrate their learning. Pupils are actively engaged in their lessons, they are reflective and are committed to acting on feedback to further develop their work. They have a good understanding of what they need to do to improve and how they have made progress and as a result, they achieve above average attainment in comparison with other core curriculum subjects.

Teachers are confident, demonstrating authentic subject knowledge and have high expectations of themselves and of the pupils. When appropriate, pupils receive support, which is linked to their individual knowledge, from the adults that work with them in a nurturing climate. The youngest children in Nursery could talk about how they are all different with God making them just the way they are. They could talk about what God made with some children saying, "He makes the fishes" and "He makes all the children". The oldest children in Year 6 were confident in linking previous learning to current learning. One pupil, explaining how they are 'Missionaries of Christ' said, "we are His hands and feet on earth". Another child explained that "we see the Kingdom of God in our

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actions and values". Marking and feedback enables pupils to know how to improve their work and they say they feel challenged. Systems for assessment are well embedded, including check in and check out activities and the use of progress checklists. Teachers use questioning skilfully during lessons and adapt explanations, maximising the learning for all pupils. Celebration of the effort the pupils make is clearly evident and this increases engagement. The time given to critical thinking questions allows pupils to purposefully reflect using their moral and spiritual views and allows them to make connections to their experiences of the world.

Leaders and governors ensure that the curriculum is well-designed, appropriately resourced and is a faithful expression of the *Religious Education Curriculum Directory*. Their self-evaluation is detailed, rigorous and accurate. The subject leaders' have a clear vision for teaching and learning and the monitoring of religious education is robust and as a result swift training and support is given to ensure standards remain high. Continuous professional development is a priority and religious education is well resourced. Religious education timetabling fulfils the Directory. St. Joseph's takes full advantage of training from Salford Diocese and is part of a working party looking at the new curriculum, reflecting the subject leaders drive for continuous improvement and sharing their expertise with other diocesan schools. The leadership of religious education is extremely effective. The religious education leaders are fully committed to their role and they approach this with passion and dedication. They ensure that monitoring and evaluation systems are rigorous and lead to improved outcomes for the children. Governors know their school well through a range of monitoring activities.

Collective worship

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

Collective worship key judgement grade:.....

1

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

1

Collective worship outcomes are good. Pupils respond well to the experiences of prayer and liturgy provided at St. Joseph's. They are respectful and join in willingly and prayerfully. All pupils embrace opportunities to pray and do so with enthusiasm. The parish priest provides ongoing support for this aspect of school life and is very involved in the faith dimension of the school. Children respond enthusiastically to the opportunities they are given and engage fully. There is a great variety of opportunities for worship experiences including silence, personal reflection and meditation, class assemblies, whole school liturgies, singing worship, Mass and frequent times of prayer throughout the day. To enhance this further, leaders should extend the experiences provided for pupils to respond to prayer, perhaps through spontaneous prayer or written prayer and for pupils to be able to evaluate the prayer and liturgy they have planned. Faith leaders and prayer friends undertake their liturgical ministries with confidence, understanding and skill. They have a real passion for the work they do saying, "we are people who live out the mission statement" and "we trust in God and follow the Beatitudes".

Central to the school there is a daily pattern of prayer that reflects the rhythm of the prayer life of the Church. St. Joseph's have dedicated a lot of time and resources into creating beautiful, accessible prayer spaces which enrich the opportunities provided for the pupils, the chapel being the heart of the school that is cherished by all. The faith leaders are led by highly skilled staff. Faith leaders have a thorough understanding of their mission and are skilled in adapting their worship to enable pupils of all ages to participate. The faith leaders and prayer friends were observed leading quality worship for their peers with prayers and resources that were planned and created by themselves. They did not read from a script but spoke beautifully from the heart. To improve this further all pupils should

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be given the opportunity to plan and lead prayer and liturgy. A rich variety of resources are provided across the school to enhance environments for prayer and liturgy, both inside and outside of the classroom. High quality prayer stations provided the pupils the opportunity to be led by their peers on a variety of current topics, all pupils taking part were reverent and respectful. Scripture readings are the foundation of all prayerful gatherings, they are well chosen and they enable all to fully participate.

Leaders including governors ensure that the provision for prayer and worship is prioritised when setting budgets and allocating resources. The views of pupils and parents is regularly sought. Parents talk positively about the ways school supports family prayer life. "My daughter regularly tells me the bible stories that she has learnt in school and I was talking to her about Mrs. Baron being the most important person in the school the other day and she corrected me telling me that God was! These ad hoc accounts demonstrate how integrated the Catholic ethos is into the school and my daughter's education." This is a natural consequence of the importance placed on prayer and worship. The children understand the wide range of contexts for worship and its relevance in notions of gratitude, joy, celebration, need and sorrow. Staff work hard to ensure that the liturgical year is celebrated throughout and that all the children are knowledgeable and familiar with it. The school plays a strong role in supporting the sacramental programme alongside the parish and catechists.

Information about the school

Full name of school	St. Joseph's Catholic Primary School
School unique reference number (URN)	136430
Full postal address of the school	Higginson Road ,Stockport, Cheshire, SK5 6BG
School phone number	0161 432 5689
Name of head teacher or principal	Mrs. Clare Baron
Chair of governing board	Mrs. Anne Marie Fahy
School Website	www.stjosephsreddish.org
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Salford Diocese
Gender of pupils	Mixed
Date of last denominational inspection	22 nd November 2012
Previous denominational inspection grade	Requires Improvement

The inspection team

Jane Myerscough	Lead inspector
Matthew Lawrence	Team inspector
Helen McGrath	Team inspector
Name of inspector	

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good

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3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement