



St Joseph's Roman Catholic Primary School Rochdale, a Voluntary Academy

URN: 150675

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

13–14 November 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

2

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school has responded fully to areas of improvement identified in the last inspection.

What the school does well

- The headteacher, supported by an enthusiastic leadership team, is an inspiring role model with a clear, ambitious vision for the school as a Catholic family.
- Pupils are enthusiastic and committed to making a difference to others in their community and beyond through the leadership opportunities offered.
- There is a clear commitment to support those who are vulnerable including pupils with Special Educational Needs and families who are facing challenges.
- The use of scripture and preparation for the new Religious Education Directory has been carefully planned and developed.
- Behaviour and attitudes of children are consistently exemplary across school, underpinned by positive relationships and carefully planned support.

What the school needs to improve

- Increase and explicitly plan opportunities for pupils to be challenged, enabling them to reflect and think deeply.
- Develop the use of verbal feedback which enables pupils to consistently reflect and confidently articulate what they have achieved and what they need to do next.
- Ensure that pupils have meaningful opportunities to express themselves individually and creatively, both in Religious Education and in the Celebration of the Word.

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

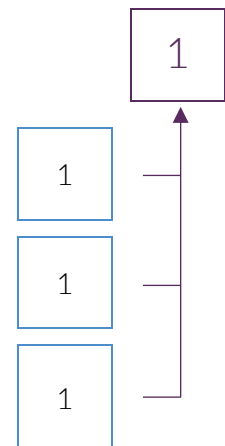
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 can confidently and articulately talk about St Joseph's as a Catholic community with Jesus at the centre, 'following his footsteps' and using the knowledge and understanding they have developed in school to grow in faith and make a difference within the school and local community. They welcome the opportunities they are offered, including within the GIFT team, the Laudato Si' Team and the Fundraising club and can confidently talk about why they strive to do more for the greater good. The GIFT team have an active role in promoting the Catholic ethos of the school, leading a 'Let's Pray' Rosary club at lunchtimes and choosing the Caritas award winner each half term. Pupils recognise the impact their commitment has on the school, local and global community, including the Laudato Si club's commitment to sustainability and stewardship in recycling initiatives and raising awareness of the impact litter on communities and nature, including oceans. Pupils' behaviour across school is exemplary; they benefit from warm, respectful relationships with staff and each other, and they recognise and appreciate the care and compassion all members of staff offer them.

There is a clear commitment to supporting the most vulnerable and both pupils and parents appreciate the support they are offered, particularly for pupils with special educational needs or those who have experienced significant trauma, including bereavement, loss and separation. Pupils talk with enthusiasm about the opportunities they are offered to grow in virtue and can relate this to the mission statement, 'Through love and service, with Jesus in our hearts and heads, we can achieve anything'. Staff are equally committed to this and have sought out ways of engaging pupils and families to support the local community, both through outreach work and through charitable activities. Pupils can talk about and celebrate their differences, recognising the community the school is in, with opportunities planned to celebrate diversity.

Every effort is made to recognise, celebrate and acknowledge the views, beliefs and cultures of others, both within their community and beyond. Staff are committed to the mission of the school, taking on additional roles and responsibilities including after school groups for children which will enable them to make a difference to others. Leaders and other members of staff are committed to working closely with the parish and the links forged are valued by pupils, staff, leaders, governors, families and the parish priest. This has included the school choir participating in Mass, pupil groups making baptism cards and the school community helping with the Christmas Fair.

Partnerships with parents are flourishing; there is a clear commitment to help the most vulnerable members of school community, overcoming challenges to improve outcomes for pupils. Parents and carers talk passionately about the support they have been offered personally during challenging times, including bereavement, financial hardship and unexpected circumstances. They recognise the efforts leaders go to, to engage families, particularly those who might otherwise find it difficult because of their own experiences. They are grateful for the dedication of all staff, particularly the headteacher who they have witnessed strengthening the school during times of significant challenge. Similarly, support for staff was consistently recognised and appreciated by the team. This included staff who have experienced traumatic life events and challenges in their personal lives. The open-door policy, compassion and commitment by leaders is recognised and valued by all. There is a commitment to high quality professional development which gives staff confidence and understanding of the school's identity, ethos and mission. Governors and leaders have a very clear ambition for this school as a Catholic community; they have worked hard together to develop and improve the school, challenging in a spirit of community, trust and respect.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

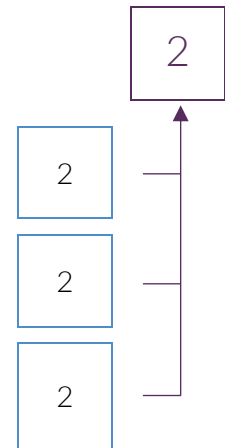
How well pupils achieve and enjoy their learning in religious education

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 can talk with increasing confidence about what they are learning, and they are making good progress in knowing more and remembering more. Outcomes across school are in line with other core subjects and there is increasing evidence this is improving further. Behaviour is consistently good across school, and pupils engage well with the opportunities they are offered. They recognise and enjoy creative opportunities when they are offered and would benefit from further activities which enable them to express themselves individually and creatively. They talk enthusiastically about Religious Education and recognise the value of it as a subject as well as the impact it has on them as individuals. Whilst teachers provide feedback to pupils to support them to develop their own understanding, this needs to be further developed for them to do this independently and with confidence, enabling them to reflect on and articulate what they have achieved and what they need to do next.

There are clear structures in place for the planning and teaching of Religious Education, and whilst the school consistently use *Come and See*, they have developed and adapted this over time to meet the needs of the pupils. They have developed clear strategies to engage pupils with a deeper connection with scripture in preparation for the new Religious Education Directory and pupils were enthusiastic about these opportunities. Questioning is used well across school and pupils are developing a good understanding and use of key vocabulary; this is a high priority across school with classroom environments developed to include religious literacy. Pupils take pride in their work, and it is completed to a high standard. Pupils with special educational needs are well supported with increasing evidence of adaptations to tasks to enable them to access the curriculum fully and in a variety of ways. Pupils would benefit from increasing challenge which would enable them to access deeper learning and reflect individually and creatively, resulting in improved outcomes.

The subject leader has worked hard to prepare the staff for the new Religious Education Directory, with comprehensive and well-planned professional development. Supported and inspired by the headteacher and other senior leaders, she is ambitious for the subject and has high aspirations. A continued and shared commitment to this vision, alongside rigorous monitoring and evaluating will enable this vision to be realised. There is core parity for Religious Education and a commitment from leaders to provide high quality resources and opportunities, including professional development, for all staff. Governors are well informed and clearly understand the developments in school.

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

Celebration of the Word has been well developed across school and pupils respond well to and enjoy the opportunities for prayer and liturgy. They enjoy the roles and ministries they are offered, and this enables them to engage fully in all opportunities. The structure and routine for Celebrations of the Word are well planned and embedded across school, giving pupils increasing confidence to take on the responsibility well. The liturgical year is well planned, and pupils should now be provided with increasing opportunities to be creative and spontaneous in planning prayer and liturgy in response to school and local needs as they arise. For some pupils, they plan their Celebrations of the Word in advance across a term which limits the opportunities to plan in response to recent events. They are beginning to reflect on their experiences and understand how to further develop this to enrich experiences for all.

There is a well-planned and embedded daily pattern of prayer which is known and appreciated by all. The annual plan for provision ensures that pupils and staff have opportunity to experience praying in the Catholic tradition. Staff support pupils to plan and lead well-constructed Celebrations of the Word. Increasing opportunities are planned to include families in the prayer life of school, which is recognised and appreciated, including attending family Mass in the parish church, Masses in school and Stay and Pray sessions. Staff, including the headteacher, are inspiring models of exemplary practice which engages and enthuses the pupils, families and other members of the school family. Music is used well to enhance class and whole school celebrations of the word, enriching the experiences for all and reflecting the riches and tradition of the Church. Pupils have an enthusiasm and mature attitude towards prayer and liturgy and would benefit from more opportunities to express their spiritual reflections and prayers individually and creatively. Prayer spaces are available in the classroom which are well cared for

and reflect the liturgical year. Pupils and staff have developed prayer spaces across school and the GIFT team talked with enthusiasm about the prayer garden.

There are clear policies in place which support staff and pupils to plan and prepare prayer and liturgy; there is a clear strategy for building skills progressively across school which is known and understood by all. There is a commitment to the liturgical year with Masses planned over the year linked to key events and Holy Days of Obligation, even when these occur during school holidays. Opportunities are planned for reconciliation during Advent and Lent, which is recognised and appreciated by pupils, staff and families. Professional development and high-quality resources have been provided to enable staff to confidently plan and lead prayer and liturgy. Leaders and governors have worked well to evaluate and improve the provision in school, and pupils enjoy the opportunities they are offered to share their views and thoughts.

Information about the school

Full name of school	St Joseph's Roman Catholic Primary School Rochdale, a Voluntary Academy
School unique reference number (URN)	150675
School DfE Number (LAESTAB)	3543510
Full postal address of the school	St Joseph's Roman Catholic Primary School Rochdale, a Voluntary Academy, Pot Hall, Wilton Grove, Heywood, OL10 2AA
School phone number	01706369340
Headteacher	Caroline Dunne
Chair of local governing body	Margaret Scofield
School Website	https://www.stjosephsrochdale.stoccat.org.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Teresa Of Calcutta Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	9 th November 2016
Previous denominational inspection grade	Good

The inspection team

Mrs. Sinead Colbeck
Mrs. Helen McGrath

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

