



Archdiocese of Birmingham

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, RUGELEY

Newman Grove, Rugeley, Staffs, WS15 1BN

Inspection dates 17th-18th June 2015
Reporting Inspector Brenda Beale

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	5-11 years
Number on roll	173
Appropriate authority	The Governing Body
Chair of Governors	Mr Stephen McGrath
Telephone number	01889 256120
E-mail address	headteacher@st-josephs-rugeley.staffs.sch.uk
Date of previous inspection	June 2010
DFE School Number	860/3467
Unique Reference Number	124360

Headteacher Mrs Kath McNally

Previous inspection: 2

This inspection: 1

DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by 1 Diocesan Inspector.
- The focus of the inspection was on the effectiveness and use of the school's self evaluation of religious education (RE) and Catholic life.
- To validate the effectiveness of the school's self-evaluation of teaching and learning, the inspector observed 3 full and 1 part RE lessons with the headteacher.
- The inspector carried out a learning walk with headteacher.
- The inspector completed a work scrutiny and held a discussion with pupils to evaluate the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, staff, and parish priest.
- The inspector observed a prayer service and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school, and pupils' behaviour.
- Other documents such as RAISEonline, the development plan, teachers' planning, and learning journals were read alongside the self evaluation.

Information about the school

- St Joseph's is a one entry form Catholic primary school serving the parish of St Joseph in Rugeley.
- The school is in an area of predominantly council and some private housing.
- The number of Catholic pupils is currently 36%.
- The proportion of ethnic minority pupils is 5%.
- The number of pupils eligible for free school meals is above average; the number with special needs and/or disabilities at school action plus is average.
- Attainment on entry is below the national average overall.

Main Findings

- St Joseph's reliably judges its worship, Catholic life and RE to be predominantly outstanding. This judgement is founded on the school's thorough self-evaluation processes that are exacting and based on in depth analysis. This, combined with the relentless drive for development, has led to improvement from good to outstanding since the last inspection.
- Excellent outcomes for pupils' spiritual and moral development and outstanding levels of progress in RE are rooted in the headteacher's absolute commitment to the Faith and her conviction that her pupils should experience and benefit from the very best that a Catholic school can offer.
- She is supported in her pursuit of excellence by the deputy headteacher and a united staff.
- Improvement planning is based on thorough monitoring, detailed feedback and accurate evaluation and is characterised by clear priorities and success criteria, regular review and appropriate support to ensure plans are realised.
- The school works closely with parents and carers, ensuring good community cohesion and encouraging spiritual, moral and vocational development for all members of the school community. This is an inclusive school that impacts favourably on the community it serves

School self evaluation

Catholic Life and Collective Worship

- The monitoring and evaluation of Catholic life and worship is thorough, robust and ongoing. It is embedded in the very culture of the school. The school is developing ways to record its findings.
- Leaders and governors show an unwavering commitment to developing the Catholic life of the school.
- A range of robust monitoring and evaluation activities (questionnaires, pupil interviews, environment learning walks) are in place. The headteacher 'walks' the school at least once a day to ensure that the school is living out its Catholic life.
- Questionnaire evidence shows that almost all pupils and parents regard behaviour in school as very good.
- The school provides a range of opportunities for staff to understand the Church's mission and the role the school plays and indeed their own role within it. Staff induction is thorough and support and mentoring is provided by senior leadership.
- Collective worship is carefully monitored by senior staff on a regular basis; ensuring that the quality and appropriateness of whole-school, phase or class worship is excellent.
- Senior leaders rigorously monitor both the quality of prayer and how it develops for pupils through the school. They have put measures in place to ensure that pupils grow in their knowledge of prayer and liturgy and how it can impact on their lives.
- Children have abundant opportunities to participate in the planning and evaluation of liturgy. This is an area under close review and rapid development.
- Pupil interviews demonstrate a knowledge and understanding of the traditional prayers of the Church, in line with the *Teach Us to Pray* diocesan guidance.
- Information gathered through pupil interviews demonstrates that pupils enjoy Mass and assemblies
- Learning walks and timetabling show that pupils have prayer time activities and daily prayer, allowing the children to experience both communal and individual prayer of different forms including sacred dance.
- The outcomes of monitoring and evaluation inform the school improvement plan; actions to improve Catholic life are always a high priority. Clear priorities, timescales, and success criteria are strong features of the improvement planning. Actions are implemented quickly, and consequently improvements are rapid.
- Performance management objectives for both teaching and non-teaching staff relate to the promotion of the Catholic life of the school.

Governance

- The governing body at St Joseph's is dedicated and hard-working. They monitor the impact of RE improvement work through regular meetings with the headteacher linked to the RE action plan.
- They are proud of the achievements of the school and uphold and promote the values and mission statement.
- Governors gather the views of informed parties and discuss findings to implement any changes required.

- Developments in RE and worship in school are communicated to governors and the wider community. The impact of improvements in RE is reviewed regularly as part of the school improvement review process with staff and governors.
- Because they are very well-informed and familiar with the life of the school they are in the position to make reliable judgements about the quality of its whole ethos.
- The governors have been very successful in the recruitment and retention of good Catholic leaders. Targets related to the Catholic life of the school are included in all leaders' performance management.
- Governors help to monitor the planning cycle effectively, and have an input in ensuring its relevance, delivery and impact.
- Governors are well informed of developments in RE through governor meetings. Information regarding assessment in RE is shared with them.

Religious Education

- An annual cycle for monitoring has been developed and implemented. A variety of monitoring methods are used to gather information about RE including book trawls, learning walks, staff meetings, lesson observations, pupil interviews
- Findings from monitoring inform and develop action plans and areas for development.
- Data from focus assessment units is collated and shared with staff.
- Data tracking information for literacy and numeracy is used to support the portfolio of tracking information on RE.
- Data gathered for an identified APP focus pupil is collated and levelled.
- The staff moderation of the samples of levelled work ensures accuracy.
- Lesson observations, carried out by the headteacher and her deputy, record the quality of teaching and learning in RE.
- Observation evidence illustrates that the overall quality of teaching throughout the school is good and often better. Lesson observations provide the leadership team and teachers with areas for development and these are followed up, either individually or within the cycle of lesson observations

Overall effectiveness of the school¹

- Baseline data illustrates that the majority of pupils have a limited religious knowledge on entry to the school. Current assessment data illustrates that the majority of pupils achieve at the expected levels of attainment in line with national expectations.
- Pupils make outstanding progress in RE. Lesson observations and learning walks demonstrate that pupils are engaged with their learning and keen to participate in lessons. The majority of children produce work of a high standard and enjoy sharing their work with others, including visitors.
- Lesson observations, learning walks, planning scrutinies, book trawls and pupil interviews provide information regarding the quality of teaching and pupil learning. All lessons observed this year by senior leaders have been judged to be good or better.

¹ As the quality of the school self evaluation has been affirmed, the judgements in this section of the report conform to those of the school.

- Training needs, identified through the range of monitoring activities, are carefully planned and identified.
- Assessment procedures are thorough and well established. Assessment of units of work are collated, interrogated and shared with staff on a termly and annual basis.
- Assessment data illustrates that pupils make excellent progress relative to their starting points.
- The curriculum is regularly reviewed to ensure the school upholds the requirement for 10% of the timetable to be dedicated to RE. Lesson observations and book trawls demonstrate that teachers follow the diocesan programme, *Living and Growing as People of God*, to support pupils' learning and development in their faith.
- Monitoring information demonstrates that the religious education curriculum is enriched through a variety of strategies to capitalise on expertise within and beyond the school, for example the use of a lay chaplain, external visits, and visitors.
- Preparation for the pupils receiving the Sacraments is planned for and taught. The school offers a fully inclusive programme of work in which all children, regardless of faith, participate.
- Discussion with parents, following sex and relationship information sessions, demonstrates that parents are pleased with the 'All that I am' sex and family life programme, taught in Year 6.
- Pupils apply their application of their "living faith" to their life in school and in the community and the impact of this is demonstrated by their caring, excellent behaviour and their service of others.
- Pupils are prepared for their mission in the Church, through developing a sense of their vocation and the role that they are called to, as active, practising members of God's family.
- The school promotes good behaviour at all times, both during lessons and at less structured times of the school day. There have been no exclusions and no reports of racist incidents in the last 7 years.
- The worship and prayer life of the school is outstanding. It is very inclusive and provides excellent opportunities for pupils to plan, prepare and deliver prayer and worship.
- The staff pray together every morning in the staffroom.
- Pupils attend Mass, every Thursday, in school, which helps develop their understanding of the Mass and their faith. Governors, parents and members of the parish community regularly support these celebrations.
- The school works in collaboration with its chaplain, its partner Catholic primary schools and the local Catholic secondary school, to participate and develop collective worship.
- The lay chaplain is involved in developing the RE curriculum and has guided classes with opportunities for meditation and reflection, alongside class teachers.
- The school's mission statement "With God in our hearts, we love and learn" permeates through the whole of our school. Development of the mission statement with the whole school community, staff, pupils, governors, parishioners and parents, enable all to share in the vision for the school.
- St Joseph's provides outstanding opportunities for the children's spiritual and moral development.

- The school is a haven that truly lives out its mission statement and in which the pupils love and learn effectively in tranquillity and harmony.

Recommendations

The school should:

- develop further the procedures for monitoring Catholic life and worship;
- raise attainment by providing greater challenge for the more able.