



DIOCESE OF Arundel and Brighton

DENOMINATIONAL (S48) INSPECTION REPORT

St Joseph's Catholic Primary School

Address: Davey Drive, Brighton, East Sussex, BN1 7BF

Telephone: 01273 556607

Email address: admin@st-josephs.brighton-hove.sch.uk

School Unique Reference Number: 114542

Headteacher:	Miss F. Morrison
Chair of Governors:	Mrs L. Gravenor
Lead Inspector:	Mrs A. Oddy
Associate Inspector:	Mrs P. Rickard
Inspection date:	10 th June 2016

Overall Effectiveness	Previous Inspection: 2
	This inspection: 2

Catholic Life:	1
Collective Worship:	1
Religious Education:	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's is a good Catholic school because:	
<ul style="list-style-type: none"> ▪ St Joseph's is a warm and welcoming school which nurtures its pupils spiritually and academically. It rejoices in the diversity of its school community and its contribution to the richness of school life. Pupils make good progress at the school, they are happy and achieve well. Pupil behaviour is excellent and parents and carers are part of the school community and appreciative of the caring atmosphere the school offers. Leaders and managers are committed to the school's mission and are fully involved in all aspects of school life. Areas for development identified by the last inspection have been addressed. 	<ul style="list-style-type: none"> ▪ The Catholic life of the school is central to the school community. Strong links with the parish enrich the school's programme of celebrations of the Church's liturgical year and its feasts and seasons. Pupils are kind and considerate to each other and also recognise that they are part of a wider community, fundraising for local national and international charities. The school benefits from links with other Catholic schools in the deanery and with the diocese.
<ul style="list-style-type: none"> ▪ The school's collective worship offers pupils opportunities to come together as a Christian community celebrating the feasts and traditions of the Catholic Church. Pupils enjoy the opportunity to sing joyfully and to use moments of stillness and reflection to listen to God. Parents and carers are invited to join the school for assemblies and liturgies and welcome being part of the school community. Collective worship complements the themes studied in religious education and events within the Church such as the Year of Mercy. 	<ul style="list-style-type: none"> ▪ Standards in religious education are good. Pupils enjoy their lessons and achieve well, taking a pride in their work. Standards of written work are high. Religious education lessons encourage pupils to think deeply and to carry the message of the scriptures into their own lives. Prayer and music create a special atmosphere and pupils respond very positively.
St Joseph's school is not yet outstanding because:	
<ul style="list-style-type: none"> ▪ Monitoring and evaluation of collective worship is mainly on an informal basis. 	<ul style="list-style-type: none"> ▪ Systems of marking in religious education are not consistently applied across the school. Assessment opportunities do not currently include peer assessment and there is limited evidence of pupil self-assessment.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's is a smaller than average, one form entry primary school in the Diocese of Arundel and Brighton. It is maintained by Brighton and Hove Local Authority. The school takes pupils from 4 to 11 years old. There are currently 152 pupils on roll. 36% of pupils are baptised Catholics, 35% of pupils belong to other Christian denominations, 5% of pupils are from other faith backgrounds and 24% of pupils are not affiliated to any particular faith.

The school is situated in the Brighton and Hove deanery. It serves the parish of St Joseph and St Francis of Assisi.

54% of pupils are of White British heritage. The remaining 46% come from a wide variety of ethnic backgrounds. The proportion of pupils who speak English as an additional language is higher than average. 26% of pupils are on the school's register of special educational need or disability, which is well above the national average. The percentage of pupils receiving pupil premium funding is also well above the national average. A high number of pupils join or leave the school other than at Reception and Year 6.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to develop and embed the role of pupils in leading, monitoring and evaluating the school's collective worship.
- Continue to raise standards in the teaching and learning of religious education by:-

Developing and embedding current systems of developmental and interactive marking, ensuring consistency throughout the school.

Continuing to develop pupil self-assessment and introducing peer assessment to involve pupils more fully in their own learning.

Ensuring that pupil targets are expressed in child friendly language to make them more meaningful to the pupils.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school.

- Pupils feel safe and happy and enjoy coming to school. They are proud of their school and enjoy taking part in its Catholic life.
- A strength of the school is its welcoming and inclusive nature, which embraces all members of its school community. Pupils know that their community includes those with different faith beliefs and practices and that not all pupils share faith backgrounds, however all are welcome and included in the school's Catholic life.
- Despite low starting points on entry to the school, its supportive nature ensures that all pupils are encouraged and enabled to fulfil their full potential. In consequence, pupils make good progress and achieve well, with the majority of pupils achieving age related expectations by the end of Key Stage 2.
- Pupils were involved in reviewing and shaping the school's mission and ethos. The mission statement is in each pupil's religious education book and they know that it is central to school life.
- Pupils are encouraged to take responsibility and are proud to serve their school in this way. Older pupils are play leaders, sports leaders, team captains and prefects; together with the Religious Education Council and the School Council they are conscientious in these roles, knowing that they are contributing to the harmonious running of their school.
- Pupils' achievements and successes are recognised and celebrated. They are kind and considerate to each other. They know it is important to care for others in their school community and beyond and are active in fund raising for a wide variety of charities. A current initiative is equipping a library for a school in Jamaica with whom the school is linked.
- Pupils are given many opportunities to develop spiritually. Prayer and worship opportunities are many and varied and include parish and diocesan events. Regular opportunities to participate in the school's Christian meditation sessions accustom pupils to the use of silence and reflection as part of spiritual growth and their communication with God.

The quality of provision of the Catholic Life of the school.

- The school's mission statement is at the heart of school life and informs all policies and practice. All groups within the school community have been involved in reviewing it. Pupils, staff and governors know it is central to their school and that they have a responsibility to see that it is known and lived.
- The school has a strong sense of community, reaching out to all and supporting all its members. A parent spoke warmly of St Joseph's as a school that is "one family".
- The school makes its Catholic identity clear. This is evident in its beautifully kept learning environment with attractive displays, artefacts and prayer focus areas, including outdoor areas for prayer and reflection.
- The school ethos is also exemplified by the caring atmosphere within the school community. School leaders are committed to ensuring that all are nurtured and supported. Strong pastoral care systems provide help and support as appropriate including practical help for families in need. Learning mentors work closely with parents and carers, who value the support the school offers. A parent wrote "We feel very lucky and glad to be part of this wonderful school".
- Parental questionnaires returned as part of this inspection were overwhelmingly positive in their view of the school.
- The school is an inclusive community, welcoming all. It enjoys its cultural diversity, celebrating International Days and considering the needs and sensitivities of pupils of other faiths or none.
- The school's behaviour policy reflects the mission statement and the school values which are derived from this. These are very much part of school life, referred to in assemblies, lessons and the daily life of the school. Pupil behaviour is excellent. The school has a calm, purposeful and supportive atmosphere.
- A programme of Personal, Social and Health Education (PSHE) and the scheme 'Journey in Love' supports the delivery of Relationships and Sex Education (RSE) to enable pupils to consider the importance of relationships with others and their personal responsibilities to themselves and the community.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school.

- Governors and senior leaders are deeply committed to the Catholic life of the school.
- A Quality, Standards and Ethos (QSE) committee meet termly to monitor and evaluate the Catholic life of the school. This committee evaluates progress on the school development plan and considers future targets for school improvement. Governors and senior leaders clearly consider the Catholic life of the school a high priority and the QSE committee are active and conscientious in their role and in providing feedback to the full governing body.
- Good links between the school and the parish are a strength of the school. The parish priest is a governor and a frequent visitor to the school. He forms an essential link between the school and the parish, promoting the school in the parish and helping to make the parish part of school life.
- Pupils attend Mass in the parish church and youth workers from the parish come in to school to work with pupils. A member of staff is involved in the parish First Communion programme and the religious education subject leader attends the Parish Mission Committee.
- The school provides good induction for new staff and professional development opportunities to support all staff in promoting the Catholic life of the school and the teaching of religious education. This includes diocesan training opportunities and events.

COLLECTIVE WORSHIP AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life.
- The quality of provision for Collective Worship and Prayer Life.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life.

- Prayer and worship are central to school life. Collective worship opportunities are many and varied. Pupils know that this is an important part of school life and enjoy coming together as a worshipping community.
- The act of collective worship observed as part of this inspection was a whole school assembly. Pupil involvement was a feature of this assembly, with pupils helping to lead it and participating in reading, prayers and singing. There were opportunities for silent reflection and a message for pupils to take out into their own lives. Pupils were well behaved, reverent and respectful. They sang St Joseph's Jubilee Song with enthusiasm.
- The school offers regular opportunities for reflection and meditation as part of their Christian meditation sessions. This was observed as part of this inspection. Pupils made good use of the opportunity for stillness and reflection. They contributed their own spontaneous prayers. A prayerful and meditative atmosphere was created and sustained throughout.
- Pupils are involved in setting up the prayer areas within their classrooms. They respond thoughtfully to this responsibility, taking care over their choice of artefacts, linking them appropriately to religious education themes and the liturgical year.
- All pupils, irrespective of their faith backgrounds are included in the school's collective worship and are happy to be part of the school community.
- Pupils are familiar with the traditional prayers of the Church and are able to talk about the liturgical year and how they celebrate the Church's feasts and seasons. They are also given opportunities to write their own prayers and contribute these to class and school worship.
- Prayer areas in every classroom and the outside Prayer Garden and Mary's Grotto offer pupils the opportunity for prayer and reflection throughout the school day and pupils make good use of these.

The quality of provision for Collective Worship and Prayer Life.

- Collective worship is central to school life. A range of opportunities offers pupils the chance to experience the liturgical life of the Church and to become familiar with its feasts and seasons.
- A collective worship policy clearly sets out the school's expectations and guidance. The school's collective worship is linked to scripture, and offers opportunities for reflection as well as giving pupils a message to take out into their own lives. As a result it is meaningful and helps pupils to develop spiritually and morally.
- Staff and governors regularly pray together and see this as an essential part of their school life, building on their sense of community.
- Acts of collective worship are well planned and resourced.
- School acts of worship include the recognition that the world community is one of differing faiths and beliefs. They encourage tolerance and respect whilst allowing pupils to reflect on and extend their own beliefs and knowledge of the Church's teaching.
- Parents and carers are invited to join the school in its liturgical celebrations. The school aims to widen attendance at school Masses and is seeking parental views to assist this. The act of collective worship observed was well attended by parents, indicating the school's success in this respect.
- Beautifully presented class journals record prayer and worship activities in each class and show the very effective use of drama to enrich these.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

- Senior leaders are committed to leading quality experience of collective worship. The headteacher and deputy lead assemblies on a regular basis, modelling good practice.
- Senior leaders and the parish priest offer support to staff in leading prayer and worship, ensuring a good level of skill and subject knowledge across the staff team.
- The school's collective worship policy ensures that all staff are aware of its expectations and helps to ensure a consistency of content and approach.
- Monitoring of collective worship has been largely informal. Learning walks have resulted in improvements in prayer focus areas and governor visits have provided feedback to the QSE committee. The school has accurately identified monitoring and evaluation of collective worship as an area for further development and in particular the inclusion of greater involvement of pupils in this aspect.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education.

- Despite generally low starting points on entry to the school, pupils make good progress and achieve well in religious education, with the great majority of pupils reaching or exceeding age related expectations by the end of Key Stage 2. This includes pupils with special educational needs or disabilities, pupils for whom English is an additional language and those in receipt of pupil premium funding, reflecting the school's drive to support and challenge all pupils as appropriate to their needs and abilities.
- Pupils enjoy their religious education lessons. They are attentive and approach their tasks thoughtfully. They are confident when talking about their work and appreciate the importance of religious education to their own lives. A pupil said 'Religious education makes me feel happier about who I am and what I believe in'.
- Pupils show good knowledge and understanding of the topics studied and a good standard of religious literacy. This is fostered by an emphasis on *driver words* as part of every lesson.
- Pupils are able to apply reflection and questioning skills to their learning.
- Pupil questionnaires indicate that almost all pupils said they enjoyed religious education lessons. Work in pupils' books indicates a high level of pride in their work.
- The teaching of other faiths is well established and enriched by high quality resources and school visits.

The quality of teaching and assessment in Religious Education.

- The school follows the 'Come and See' programme of religious education enriched by cross curricular links where appropriate. Curriculum time allocation is in line with the requirements of the Bishops' Conference.
- The school's own monitoring indicates that teaching is mainly good, with some examples of outstanding teaching. This is in line with the findings of this inspection.
- Four lessons were observed as part of this inspection. These were in Early Years, Key Stage 1 and Key Stage 2. The standard of teaching and learning was good or better in all cases. In the best lessons, pace was very good and teaching strategies used very effectively.
- All lessons began with an opportunity for reflection and prayer, creating a special atmosphere. Lessons had a strong scripture basis and fostered the development of religious literacy. Good planning, interesting activities and clear differentiation enabled pupils to enjoy their lessons and achieve well. Other adults in the classroom supported learners sensitively and effectively.
- Pupils appreciated the relevance of religious education to their own lives.
- Teachers demonstrated good subject knowledge and used questioning to good advantage in order to facilitate and check pupils' understanding.
- The school has a planned programme of assessment. Assessment tasks take place termly. Monitoring of these is done internally at staff meetings and externally at deanery and diocesan coordinator meetings.
- Religious education has a similar assessment schedule to other core subjects. Data is collected and pupil tracking allows each pupil's progress to be monitored and support put in place if necessary.
- Work in books is well presented and shows coverage of AT1 and AT2. There is some evidence of developmental and interactive marking but this is not consistent across the school. This should now be a focus for school improvement, together with developing systems of pupil and peer assessment.
- Pupil targets for religious education are evident in some pupils' books. Pupils would benefit from having these expressed in more child friendly terms in order to make them more meaningful.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

- Leaders and managers are committed to the importance of religious education in the school curriculum and to achieving high standards of attainment in teaching and learning. This is reflected in the curriculum time allocation and budget allocation.
- The monitoring schedule for religious education includes lesson observations, planning and book scrutiny. The results feed into school self-evaluation and inform development planning.
- School self-evaluation is honest and reflective. The school development plan identifies priorities with clear indications regarding how they will be addressed and noting timescales and responsibilities.
- The religious education subject leader is conscientious in her monitoring role and provides regular feedback to other senior leaders and the governors. She provides support to staff as necessary and attends training to maintain her own level of up to date knowledge and expertise.
- The subject leader has led staff in evaluating the quality of provision in religious education as part of the drive for continued improvement.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

2

Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2