

DIOCESE OF **Hexham & Newcastle**
— DEPARTMENT FOR EDUCATION —



S48 Report
St Joseph's RC Primary School
Washington

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School: St Joseph's RC Primary School

Address: Village Lane
Washington Village
Tyne and Wear
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School URN: 108850

Headteacher: Mrs Christine Jary

Chair of Governors: Mr Marco Jakeway

Lead Inspector: Mrs Denise Kendall

Date of Inspection 18 - 19 March 2013

INFORMATION ABOUT THE SCHOOL

The school is an average sized primary school serving the parish of Our Blessed Lady Immaculate Washington. A large majority of pupils are baptised Catholics. The proportion of pupils eligible for pupil premium is average. The number of pupils with special educational needs supported at school action, school action plus or with a statement is average.

Pupil Catchment

Number of pupils on roll:	230
Planned Admission Number of Pupils:	30
Percentage of pupils baptised RC:	93%
Percentage of pupils from other Christian denominations:	6%
Percentage of pupils from other World Faiths:	1%
Percentage of pupils with no religious affiliation:	0
Percentage of pupils from ethnic groups:	2%
Percentage of pupils with special needs:	15%

Staffing

Full time teachers:	9
Part time teachers:	0
Percentage of Catholic teachers:	89%
Percentage of teachers with CCRS:	22%

Percentage of learning time given to Religious Education

FS	10%
Year 1	10%
Year 2	10%
Year 3	10%
Year 4	10%
Year 5	10%
Year 6	10%

Parishes served by the school

Our Blessed Lady Immaculate, Washington

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

St Joseph's is an outstanding Catholic school. It is a warm welcoming community where the Catholic ethos permeates all aspects of school life. The leadership and management of Catholic Life and Collective Worship is outstanding. The headteacher and senior leaders work well together to ensure that the school is at the heart of the community and that the shared vision and mission of the school is constantly improving and developing. Prayer is central to the life of the school and a key part of everyday life. The quality of Religious Education is good. Priorities since the last inspection have been met and there is a continuous drive for improvement.

- The Catholic Life of the school is outstanding because the headteacher, staff and governors have a shared vision relating to the Catholic mission and ethos of the school. They have high expectations and clearly focus on continual improvement. Pupils, parents and parishioners all contribute to the shaping of the Catholic Life of the school and participate in a wide range of activities ensuring the inclusion of all. However the sex and relationships policy should be reviewed and further developed so that it is fully in line with diocesan guidance.
- The provision for Collective Worship is outstanding. Prayer is at the heart of the school community. The headteacher and senior leaders are skilled in planning high quality prayer experiences for the pupils and use a range of strategies to ensure that worship is inclusive of all. Pupils' response to Collective Worship is outstanding. They are able to plan and lead liturgy and prayer and respond positively to the prayer opportunities that are provided.
- The quality of Religious Education is good. Teaching and learning are good and most teachers have strong subject knowledge. This could be further improved by increasing the number of teachers who complete the Catholic Certificate in Religious Studies (CCRS). Assessment is used effectively throughout the school however feedback to pupils is inconsistent and pupils need to be more aware of the targets that are set for them to help them improve and need more opportunity to respond to the advice given to them.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Further raise standards in Religious Education by:
 - Ensuring feedback to pupils is consistent across the school
 - Giving pupils time to respond to advice given by teachers after marking their work.
 - Further develop teacher subject knowledge by increasing the number of teachers who have the Catholic Certificate in Religious Studies.
- Further develop the provision for the Catholic Life of the school by:
 - Reviewing and further developing the sex and relationships policy so that learning and teaching programmes are fully in line with Diocesan guidance.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for 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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Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. They take advantage of the many opportunities the school provides for them and are proud of their school. The welcoming ethos together with a culture of support for others enables the majority of pupils to contribute to the life of the school and the wider community. As a result they are enthusiastic about the activities which they can contribute to within the school as well as the links they have with the parish. 'Statements to Live By' are well used within the school. Pupils are clear about how these are used each week and how they help them live in a good way and respect one another. The pupils clearly understand what it means to live by Gospel values and belong to a Catholic school. This is evident from the way in which they care for each other, speak to one another and play together. The year six pupils provide good support as 'Buddies' to the reception class pupils and a range of activities take place which allow year six pupils to act as good role models to the younger children.

The quality of provision for the Catholic Life of the school is outstanding. Leaders and managers including governors have high expectations and a shared vision with a clear focus on the school's Catholic mission and ethos. There is a strong sense of community and parents and parishioners clearly contribute to the Catholic Life of the school through their participation in prayer and worship and involvement in the Catholic life of the school. The Catholic character of the school is clearly evidenced through quality displays and resources and also in the range of activities which children, parents and parishioners share together. An example of this is the quality Lenten prayer time which is held before school each week. There is a clear commitment to the pastoral care of all pupils, particularly those most in need. However the sex and relationships policy needs to be updated so that it fully reflects diocesan guidelines. Catholic values underpin policies and procedures resulting in a happy caring and welcoming community where witness to Jesus Christ is at the heart of all activities.

The headteacher together with senior leaders and governors promote monitor and evaluate the Catholic Life of the school very well. Together they ensure that Catholic values are given high priority. They all demonstrate a clear understanding of the school's role in the mission of the Church and promote Catholic values and principles well. The Catholic ethos underpins all aspects of the life of the school. Self-evaluation reflects effective monitoring and self-evaluation. The views of parents, the parish community and governors are taken into account regularly. The governors' 'Challenge Committee' ensures that the headteacher and senior leaders are held to account and that governors are fully informed of the school's strengths and areas for development. This results in targeted planning and actions which ensure continuous improvement in all aspects of the Catholic Life of the school.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

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

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Pupils' response to and participation in Collective Worship is outstanding. They are reflective and focused during Collective Worship and sing with great enthusiasm. Through participation in prayer, meditation and song they demonstrate their understanding of the gospel message. From a young age pupils plan and lead class prayer and worship regularly. They speak highly of the work they do and clearly demonstrate their understanding of the Gospel message. The pupils have a good understanding of religious seasons and festivals and of the church's liturgical year and are able to apply their knowledge and understanding to class discussions and Religious Education lessons. There is a range and variety of prayer opportunities provided thus ensuring that prayer is central to the life of the school.

The quality of provision for Collective Worship is outstanding and ensures that the spiritual needs of all pupils are met. Prayer is at the heart of the school community and is inclusive and reflective. It is evident that from the beginning of their school life pupils are encouraged to have a special relationship with God through prayer. Many members of staff are skilled in planning different opportunities to ensure that pupils are able to participate in prayer in different ways. They support pupils well in developing their own skills in planning and leading worship and support them well in evaluating what has gone well and how they could prepare differently. A variety of good liturgical and prayer opportunities enable parents and the parish community to join the pupils in worship and prayer. A good example of this is the Lenten prayer time which is held before school each week, when parents and parishioners join the children and staff in prayer and reflection. Collective Worship has a significant impact on the spiritual and moral development of pupils.

The promotion, monitoring and evaluation of the provision for Collective Worship by leaders and managers is outstanding. They clearly demonstrate an understanding of the Liturgical year and ensure that there are many opportunities for pupils to share in this. As a consequence pupils respond well to all that is provided for them. The headteacher and Religious Education subject leader model best practice when leading Collective Worship ensuring that this has a good impact on all pupils. The headteacher and senior leaders have a clear vision for the further development of Collective Worship. Opportunities are provided for staff and governors to pray together and the response to this is excellent. Sacramental preparation is delivered in accordance with Diocesan policy. Very good strategies are in place to monitor many aspects of school life including Collective Worship and as a result the quality of Collective Worship continues to further develop and improve.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2
2
2
2

- 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 monitor and evaluate the provision for Religious Education

Pupils enjoy their Religious Education lessons, have good attitudes and want to do their very best. They show good understanding and their knowledge and skills are developing well according to their age and ability. Pupils are able to talk about their work in Religious Education. There are no notable differences between groups of learners. Inspection findings showed little difference between the progress of boys and girls, Catholic pupils and those other than Catholic. Pupils with special educational needs make at least expected progress and arrangements are in place to ensure that whenever necessary, pupils are supported in order to make progress according to their needs and capabilities. Pupils enter school with starting points broadly in line with the national average. Pupils make expected progress and achieve well in the foundation stage. Pupils continue to make expected progress through key stage one (KS1) and pupils' attainment is broadly in line with expectations by the end of this key stage. Assessment data indicates that 80% of pupils achieve level two or above which is broadly in line with the Diocesan average. Standards of attainment for key stage two (KS2) are above the Diocesan average as 83.3% of pupils attain level four and above by the end of this key stage. Progress is well above the Diocesan average as 100% of pupils make two levels of progress between KS1 and KS2. Overall this represents good progress given their starting points.

The quality of teaching and learning in Religious Education is good. Teachers in all key stages have high expectations and most demonstrate strong subject knowledge. However this should be further developed by increasing the number of teachers who complete the Catholic Certificate in Religious Studies. Teachers use their knowledge and assessment of pupils to plan activities based on prior learning. They ensure that a range of teaching styles are used and this together with good questioning and quality resources results in good learning taking place. The school has good information and communications technology (ICT) resources and the use of these as an interactive tool would further enhance learning. Differentiation by task is evident across the school and this clearly enriches the learning of all pupils. Assessment provides accurate information about achievement and progress for all groups of learners. Assessments are regular and systematic and both internal and externally moderated work shows levelling is accurate. Pupils confidently speak about using the 'I Can' statements as targets to improve their work. Teachers' marking is becoming more focused and sometimes gives advice to pupils about how to improve their work, though this is not consistent across the school. In addition pupils are not always allowed the time to act on the advice given. The school has an accurate picture of pupils' achievement and assessment and monitoring procedures are in place to support this. Effective marking is in place in most classes and this is becoming more focused, however children need more opportunities to reflect upon the advice given and respond to it.

The monitoring and evaluation of the provision for Religious Education is good. The headteacher together with the staff team ensure that good monitoring systems are in place and this together with a well written action plan clearly identifies planned improvements in outcomes for pupils. Assessment is well developed and is an integral part of the planning process. Assessments are accurate and clearly demonstrate progress and attainment. Pupils' work is moderated termly within the school as well as annually as part of the diocesan process. Progress is tracked termly and this ensures that different groups of pupils achieve all that they

are capable of.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION.

1

CATHOLIC LIFE

1

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

1

The quality of provision for the Catholic Life of the school

1

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

1

COLLECTIVE WORSHIP

1

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

1

The quality of provision for Collective Worship

1

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

1

RELIGIOUS EDUCATION

2

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

2

The quality of teaching and assessment in Religious Education

2

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

2

	Pupil Outcomes	Provision	Leadership and Management	
Catholic Life	1	1	1	1
Collective Worship	1	1	1	1
Religious Education	2	2	2	2
	1	1	1	1