



# St Joseph's Catholic Primary School

Croftdale Road, Blaydon, Tyne and Wear, NE21 4BG

School Unique Reference Number: **108395**

<b>Inspection dates:</b>	24 – 25 June 2015
<b>Lead inspector:</b>	Mrs Nora Hughes

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's Catholic Primary School is a good Catholic school because:

- It is a fully inclusive school, where everyone is welcomed and valued. The work of the school is much appreciated and valued by the children, parents, staff and governors. The mission statement takes the form of a prayer, written recently by all members of the school community and shared daily.
- The Catholic Life of the school is outstanding because the mission statement is at the heart of the work of the school and is lived out each day by both staff and pupils, ensuring a warm community feel.

**It is not yet outstanding because:**

- The quality of Collective Worship is good. The pupils' response to and participation in Collective Worship is good. From entry to the school pupils are encouraged and supported in their ability to plan and lead worship. Leaders and managers are excellent role models. They have a vision for how the provision of Collective Worship can improve.
- The quality of Religious Education is good. There is evidence of good progress throughout the school; however assessment of work is not yet consistent.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The school is similar in size to most other primary schools nationally.
- An overwhelming majority of pupils are of White British heritage
- The proportion of disadvantaged pupils supported by the pupil premium is below average.
- The proportion of disabled pupils and those who have special educational need is above the national average.
- 75% of pupils are baptised Catholics.
- 24% of pupils are from other Christian denominations.
- The school serves the parishes of St Joseph's, Blaydon and St Anne's, Winlaton
- The headteacher was appointed in May 2012

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and assessment in Religious Education by:
  - Ensuring that teachers consistently differentiate tasks effectively to meet the variety of pupil needs, particularly the more able.
- Improve standards in Religious Education by:
  - Ensuring that marking consistently provides information to pupils about how to improve their work and they are given time to respond.
  - Encouraging pupils to self-assess their work, using the materials available in the Come and See programme.
- Improve the quality of Collective Worship by:
  - Introducing the children to different forms of prayer such as reflections, meditation and liturgical dance.

## CATHOLIC LIFE

### THE QUALITY OF 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.
- 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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#### **The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding and fully inclusive of all.
- Pupils have a deep sense of belonging and are rightly proud of their school. They thrive in an atmosphere where everyone plays an equal part in the Catholic Life of the school and they feel their contribution is valued.
- Pupils have numerous opportunities to take on areas of responsibility in and out of school such as the year six and reception friendship system, Mini Vinnies, Eco-warriors, Worry-warriors as well as visiting care homes to read or play golf with residents.
- Pupils participate joyfully in events in school, in the parishes and at diocesan level.
- They have a good understanding of how people can have a vocation and be active in the life of the parish. As a result, pupils are keen to play a part themselves in improving their school life, and the lives of people locally and globally.
- Pupils discuss moral issues in class and proactively make a difference where they can, for example fund-raising during the Lenten Olympics to support a child abroad.
- Pupil behaviour is exemplary at all times. They understand that learning about Jesus means school is, 'A place everyone is accepted for who they are.' Arguments are soon dealt with and bullying is extremely rare.
- Pupils are supportive of each other through the buddy system and Worry-warriors and in the general level of respect shown to each other around the school, a child declared, 'We are amazingly lucky to be in this school – it's like we've won the lottery!'

#### **The quality of provision for the Catholic Life of the school is outstanding.**

- The quality of provision for the Catholic Life of the school is outstanding.
- The mission statement has been developed in consultation with pupils, parents, staff and governors. It is in the form of a prayer which is shared daily and is known, understood and loved by all.
- Excellent relationships exist between all staff, governors, parents and pupils. Everyone is mutually supportive and values the support they receive from others.
- The classrooms and shared spaces reflect the school's mission statement and evidence the Catholic character of the school.
- The prayer garden, which was designed by everyone in the community, is a beautiful area,

conducive to quiet prayer.

- Clear policies and structures are in place to provide the highest level of wrap around care to all pupils, parents and staff equally, whatever their level of need.
- High expectations of behaviour are promoted by all staff and pupils alike. Behaviour policies are rooted in gospel values; they encourage everyone to be responsible for an atmosphere of fairness and reconciliation.
- Personal, social and health education is delivered very effectively through use of the weekly 'Statements to Live By'.
- The sex and relationships education programme is delivered at age appropriate levels following the 'Alive to the World' programme from Salford.

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

- Leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school highly effectively.
- The school's leadership is passionate about promoting the Church's mission in school. They have a clear vision, which they share effectively.
- Catholic Life is given the highest possible priority by leaders. There is a firm belief from leaders and staff that the success of the school is due to the strength in this area.
- School self-evaluation shows there is rigorous monitoring and a desire for self-challenge so that the school is outstanding. There is a clear vision for improvements to reach this goal.
- There is a firm belief that, 'If leaders ask you to do something, it's important because they wouldn't waste your time.'
- The school is extremely successful in working with parents and carers and they are extremely supportive of the school. They say, 'The door is always open and you are made to feel welcome and appreciated.'
- The governing body share in the high expectations of the school and lead by example, playing an active role in the Catholic Life of the school.
- Governors' share the headteacher's and staff's passion to excel and offer excellent challenge and support where necessary. They are regular visitor to the school and are fully involved in school self-evaluation in general and for RE in particular.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- 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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#### **How well pupils respond to and participate in the school's Collective Worship is good.**

- Pupils participate reverently in Collective Worship, whatever their personal faith. They process in to whole school worship in silent prayer, with hands joined.
- Children join in singing with enthusiasm, especially favourite, traditional hymns.
- Pupils join in prayers readily and confidently, especially the mission statement prayer.
- Pupils appreciate the new prayer garden. They all enjoyed laying stones in the crucifix feature displayed there.
- Pupils demonstrate a good understanding of the religious seasons and feasts. In their whole school acts of Collective Worship they share the Sunday gospels, helping them to understand the liturgical year.
- There is a deep sense of respect for different faiths. The school should consider visits to places of worship such as a mosque and synagogue to develop the pupils' understanding further.
- The school is a place of mutual tolerance and respect. The school needs to promote the understanding of a diverse society by twinning with a more multi-cultural school in the local area.
- At age appropriate levels, pupils prepare and lead acts of Collective Worship regularly. By the time they reach year four pupils prepare worship independently and are keen to do so.
- The contribution to moral and spiritual development is good. The Y6 pupils act as new friends to the children joining the school and as, 'Worry Warriors' where they help to sort out areas of concern for individual pupils.

#### **The quality of provision for Collective Worship is good.**

- Pupils pray together regularly and enjoy school Masses both in St Joseph's and St Anne's churches.
- Pupils were able to explain the traditional worship of other world faiths.
- Staff pray at the beginning of all meetings held in school, this gives them a sense of community. However, opportunities for staff to simply meet to pray together are not currently a part of school life.
- The headteacher has played a pivotal role in the organisation of cluster training, to look at developing the prayer life of the cluster schools.
- Themes chosen for worship follow the Church year, through Sunday gospels and 'Statements to Live By'.

- There is a clear timetable for each term that shows when collective worship takes place within school and at Church.
- Parents are invited to attend monthly liturgies, where they are made most welcome.
- Staff effectively support the pupils in planning and delivering quality worship at age appropriate levels. They use ICT to enhance these worships.
- Children are encouraged to reflect on their class liturgies informally and through Collective Worship observation forms.
- Each classroom is well resourced so that pupils can plan quality acts of Collective Worship.
- The RE leader provides lots of ideas and resources for staff; he gives good guidance and advice to all staff.

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

- Leaders are passionate about ensuring high quality Collective Worship. They have an expert knowledge of how to deliver quality Collective Worship, which they share effectively with staff and pupils. They are excellent role models.
- They have a thorough understanding of the Church year and are able to lead staff and pupils of all faiths to an understanding of Church traditions and their relevance for life today.
- Through the work of the headteacher and RE leader, staff have many resources and ICT resources available to them to enhance collective worship and the prayer life of the school. This has been embraced by pupils and resources they prepare enhance the quality of worship.
- Liturgical and spiritual development is seen as a priority. Curriculum professional development is offered for all staff through diocesan training, cluster meetings with local schools and in staff meetings. It is part of the professional development cycle for staff to ensure improvements continually take place.
- Leaders have developed a beautiful and inspirational prayer garden as a project with the whole community. The planning process and the finished garden have been appreciated by all.
- Parent and pupils surveys are carried out and inform future plans. Parents firmly believe that they are able to influence the direction the school takes and appreciate this very much. They say, 'We are always consulted and concerns are always dealt with.'
- There is a clear vision for how the Collective Worship will move to outstanding by developing different forms of prayer.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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 is good.**

- Pupils recognise the importance of RE and enjoy it. They are gaining knowledge and understanding of religion and an ability to reflect on meaning through the 'Come and See' Diocesan programme. They say, 'Teachers explain things in a fun way.'
- They are keen to do well. They were able to talk confidently on topics studied such as: the gifts of the spirit, the freedoms of God, people who live their life for God and Ramadan. Year six pupils were very articulate in explaining their enjoyment of discussing moral issues.
- Pupils firmly believe that RE lessons are an opportunity to learn about God and that, by doing their best work, 'it is giving a gift to God in return for all He does for us.'
- Behaviour throughout the school is outstanding, enabling good learning to take place.
- Pupils are aware that they have success criteria so that they know what they need to do to achieve well. They appreciate that there are differences in the work set for individual pupils and the amount of support given to individuals varies.
- The school is working on ensuring the accuracy of levels, as there are some inconsistencies, however progress is evident in the books of pupils. In some classes the pace of learning and skills acquisition needs to improve so that this is consistently good or better throughout the school.
- Most groups of pupils, including disabled pupils and those with special educational needs, are also making progress comparable to the progress of other pupils.

#### **The quality of teaching and assessment in Religious Education is good.**

- The teaching observed was generally good; as a result pupils make progress over time.
- Teachers understand the importance of Religious Education and share this effectively with pupils.
- They have good subject knowledge and use a range of resources, particularly ICT, effectively to make learning fun.
- The staff use the 'Come and See' programme effectively to plan well-structured lessons.
- Teachers are developing consistent assessment structures throughout the school. Marking and feedback is not yet used consistently to identify what has been done well and how the religious content can be improved. Pupils need to be given time to respond to feedback.
- Work needs to be differentiated according to pupils' ability and self-assessment to be embedded consistently throughout the school.
- Marking and feedback needs to refer specifically to the religious content of the pupils'

work, so that the focus for pupils is on improving the religious content of the work.

- RE has a prominent profile throughout the school and teaching is improving. Outcomes and progress over time are good and progress is generally good.
- Pupils need to develop the quality of their responses to feedback consistently throughout the school.
- The school should make effective use of the Come and See 'I Can' statements to involve pupils in self-assessment.

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

- Leaders and managers systematically monitor provision and outcomes in RE and they are accurate in their assessment of the school's strengths and weaknesses.
- Leaders encourage staff to develop their teaching skills through participation in year group specific training for Come and See from the diocese.
- The curriculum is designed to meet the range of pupils' needs effectively and staff are supported in delivering RE lessons.
- The school works effectively as part of a cluster to share good practice.
- RE compares favourably with other core subjects in terms of resources. It meets the requirements of the Bishops' conference.
- The parish priest and catechists ensure delivery of sacramental preparation is faithful to diocesan policy in its delivery.
- The subject leader monitors the quality of the provision of Religious Education through a programme of observations, scrutinies and surveys that informs and drives school improvement.
- The headteacher, RE leader and senior leadership team ensure that priority status is given to Religious Education as the core subject.
- There is a clear vision and determination to become an outstanding school; RE targets feature in performance management for all staff so that Improvements in RE are at the very heart of school improvements.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****2****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:****2**

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

2

The quality of provision for Collective Worship.

2

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

## SCHOOL DETAILS

<b>School name</b>	St Joseph's Catholic Primary School
<b>Unique reference number</b>	108395
<b>Local authority</b>	Gateshead
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mrs Lisa Kendal
<b>Head teacher</b>	Mr Andy Ramanandi
<b>Date of previous school inspection</b>	April 2010
<b>Telephone number</b>	01914143108
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