



Catholic Schools Inspectorate inspection report for St Joseph Catholic Primary School

URN: 109238

Carried out on behalf of the Right Rev. Declan Lang, Bishop of Clifton on:

Date: 7-8 June 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- There is a strong sense of community and inclusivity within the school amongst parents, staff and pupils.
- The school has strong links with the parish community and benefits from their involvement to develop the Catholic life and mission of the school.
- Pupil Chaplaincy is valued at St Joseph's. Children actively plan and participate and evaluate a range of liturgical activities.
- Governors at St Joseph's are actively involved in the evaluation and development of Catholic life and RE, providing challenge and support when necessary to leadership in the school.

What the school needs to improve:

- Develop the confidence and skills of staff in supporting collective worship and the prayer life of the school, so that in turn they can confidently empower pupils to lead a greater variety of prayer and worship.
- Given the demands of the new Religious Education Directory, ensure that there is sufficient capacity for the oversight of religious education within the school.
- Develop effective strategies in religious education to support pupils to become more self-evaluative and able to identify their own progress.

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:.....

2

Pupil outcomes

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

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



Pupils understand that their school has a unique character, based on a Catholic ethos. Pupils can recall the school motto and relate it to their daily life. They view the school as a community which puts the social teachings of the church at the heart of what it does. This is seen in the charity work that the school participates in and the emphasis given to environmental work in the school and in the local community. Pupils are keen to raise money for charities for example, Mary's Meals, CAFOD, Mind and Cancer Research. Ideas for charity fundraisers are often suggested by the pupils themselves. Pupils in leadership roles, for example members of the Eco Committee, are proactive in organising the hire of litter pickers, so that they can be taken home. Respect for others is demonstrated amongst staff and pupils in their daily interactions.

The school's motto is revisited daily through prayer time in class and collective worship, and it is also 'lived out' through the children's behaviour towards others in school. The school has a strong sense of community, which is expressed by staff, governors, parents, and pupils. The school is proud of its inclusive nature, valuing those of other beliefs. Parents and carers are very supportive of the school, as reflected in their questionnaire responses. The school environment is reflective of the Catholic character of the school for example a saint is attributed to each class, banners reflecting Gospel values are in the school hall, and the school motto is displayed in each classroom. Chaplaincy provision has been developed since COVID and has the capacity to develop further because of strong parish links. The group have had the opportunity to plan and lead prayer in a number of ways, most recently the Lenten Pilgrimage. The relationship, sex and health education curriculum follows a scheme which adheres to diocesan policy and is rooted in the teaching of the church. This is monitored by the PSHE lead and RSE lead.

Governors take their role as guardians of the Catholic life and mission of the school very seriously. The value placed on this is clearly evidenced in the role of the Faith and Ethos Committee, along with the work of the Full Governing Committee. Governors access training offered by the diocese to support and challenge leadership in the school. Parish links are also strong. For example, after events the school's leaders evaluate and review provision with the support of the parish priest or deacon. Despite the challenges posed by the geographical location of the school in relation to the parish church, the priest, deacon and the children, youth and family ministry worker (CYFMW) are all regular visitors in the school. Pastoral care for staff is of importance to leaders and there is a commitment to staff wellbeing. This is valued by staff, who talk about the care which they receive in the school. Curriculum links are made with Catholic Social Teaching and these are being further developed. Governors evaluate and challenge leadership in terms of Catholic life and mission. An example of this is engagement in learning walks conducted by governors and actions taken because of this. Some pupils are given the opportunity to evaluate the provision for Catholic life, for example discussion following events led by the chaplaincy team in school. Professional development is planned for through staff training, diocesan events or school-led initiatives. Diocesan training is accessed for staff new to Catholic education.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils demonstrate that they know more and remember more because of learning in religious education lessons. Pupil's attainment in religious education is in line with other subjects, for all groups of pupils. There are planned opportunities for pupils to become religiously literate. This is evidenced through lessons and in the work which children produce. Within lessons, pupils are given the opportunity to reflect and consider how their learning might impact on their decision making, for example through the Fruits of the Holy Spirit. Pupils are keen to participate in lessons and they welcome the opportunity to discuss ideas with their peers. They are also enthusiastic to ask questions and respond to teacher questioning. Children report that they like religious education. Some children talked about their enjoyment of particular activities which involved art and drama. Pupils value teachers' verbal comments on their work, but are less confident in assessing their own learning and in understanding how to take the next steps.

Teachers are committed to the teaching of religious education and demonstrate confidence when teaching. However, future ongoing training will be needed to meet the demands of the new *Religious Education Directory* (RED). Teachers are aware of children's needs and offer additional support to those who require this to access the curriculum. Effective support is provided by learning support assistants in order to support all children, but particularly those who have additional needs. This is evidenced in the level of engagement that is seen within lessons. Pupils who are more able are extended through effective questioning and by providing tasks that require higher level thinking. Children report that they find some of the activities in religious education challenging and that they enjoy this.

The school's planned curriculum follows an approved scheme. Religious education is in line with other core subjects in all aspects of planning, delivery, and assessment.

There are opportunities for professional development, which need to be extended for all staff to enable the school to successfully introduce the new RED. The subject leader for religious education has a secure understanding of teaching and learning across the school, and as a result teaching is good. This is due to monitoring by the religious education lead and the link governor, who take part in a range of activities that are planned as part of the school's monitoring schedule.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

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

There is a daily pattern of prayer which is planned for across the school. This reflects the church's liturgical year. Pupils understand different ways to pray that are part of the Catholic tradition. However, these could be further extended to include the use of silence, meditation, and reflection. Pupils engage in the preparation of prayer and liturgy and are beginning to evaluate these. Pupils can reflect and make connections between prayer and liturgy and take action because of this in their daily lives. This is seen in class prayer sessions, planned and led by the pupils and in whole school liturgical activities. Pupils value the experiences they have through coming together in prayer with the wider school community, for example the May Procession and Lenten Pilgrimage.

Prayer is central to the life of this inclusive Catholic school, with regular opportunities to gather. These reflect the rhythm of the church's year. Scripture is selected and used effectively within prayer and liturgy by staff and by children. Pupils commented that they enjoy having the opportunity to select their own readings from the Bible when planning a liturgy for their class. Some staff are skilled in helping pupils to plan and lead prayer and liturgy. However, the confidence and skills of other staff to do this could be further developed. Religious music is an integral part of school liturgy and enhances pupils' experiences of prayer. Pupils report that they enjoy singing and can recognise this as an important part of worship.

Each classroom has a dedicated prayer space, which is used by the pupils and is a focus for class worship and prayer. The school's pupil chaplains take a leading role in ensuring that these areas are well resourced and cared for. The prayer trees and selection of prayer themes evident in each classroom are an initiative generated by the pupil chaplains and are used by each class in prayer times. The school has excellent links with the local parish; the parish priest and deacon are regularly visitors to the school. In addition, the school benefits from the support of the CYFMW who enhances the chaplaincy provision.

The school's collective worship policy is clear and fit for purpose, and used by staff. The staff supplement this with resources generated by the religious education lead that are accessible on the school's 'cloud based' system. Leaders and governors are aware of the importance of developing skills of participation in worship, which are age appropriate for prayer and liturgy. School leaders and the CYFMW effectively plan for prayer and liturgy opportunities. There are many opportunities for the pupils to celebrate key times in the church's year and important moments in the life of the school. For example, Masses are celebrated in the church and in school and a Eucharistic procession was planned in celebration of children receiving their first Holy Communion. Leaders and governors provide some opportunities for professional development of staff, including liturgical formation, but this could be developed further. The school budget is allocated to support prayer and liturgy within the school. Most recently, the school has purchased additional cloths for classroom prayer spaces which can be used for each liturgical season.

Information about the school

Name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	109238
Full postal address of the school	Bristol Road, Portishead, Somerset BS20 6QB
School phone number	01275848367
Name of head teacher or principal	Mr Greg Bath
Chair of governing board	Mr Andy Shiel
School Website	https://www.st-josephs.org.uk/web
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary School
School category	Voluntary Aided
Age-range of pupils	3-11 years
Trustees	Diocese of Clifton
Gender of pupils	Mixed
Date of last denominational inspection	September 2016
Previous denominational inspection grade	2

The inspection team

Nicola Slack	Lead inspector
Anne Barrett	Team inspector

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