



# Catholic Schools Inspectorate inspection report for St Joseph's Catholic Primary School And Nursery

URN: 142093

Carried out on behalf of the **Right Rev. Patrick McKinney, Bishop of Nottingham** on:

Date: 08-09 March 2023

<b>Overall effectiveness</b> The overall quality of Catholic education provided by the school.....	<b>2</b>
<b>Catholic life and mission (p.3)</b> How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
<b>Religious education (p.5)</b> The quality of curriculum religious education.....	2
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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

- St Joseph's Catholic life and mission is outstanding. It is deeply rooted in the community it serves. Care for the most vulnerable goes above and beyond, and is tightly bound to the school's mission statement, 'Growing in love, in the spirit of Christ, for the benefit of all'.
- Liturgical themes, including those of the bishop, are well-planned and run through both the religious education and liturgical prayer life of the school, each strengthening the other.
- Pupils enjoy their lessons in religious education; they can talk about the importance of these lessons for themselves and the community. Lessons are carefully structured across the school.
- The school has worked hard to teach pupils how to prepare and lead liturgical prayer.

- Leaders have a systematic improvement plan and have an accurate picture of the school's strengths and areas for development; they have clearly identified the areas for further development.

#### What the school needs to improve:

- Adapt teaching and learning within religious education lessons to ensure that all learners, including those with special education needs and disabilities, can achieve their potential.
- Continue to develop pupil-led worship so that pupils' skills grow and they become more confident in evaluating prayer and liturgy.
- Introduce more creativity into prayer and liturgy.

## 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:**.....

### Pupil outcomes

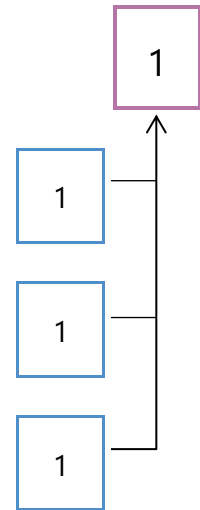
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

### Provision

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

### Leadership

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



Every pupil knows that the mission of St Joseph's is '*Growing in love, in the spirit of Christ, for the benefit of all*' and each understands their role in living this out within their school and wider community. Pupils and their families benefit greatly from the Catholic life and mission of St Joseph's. Parents overwhelmingly say that the school 'goes the extra mile' for their children and speak of individual support 'offered with care and compassion' in times of family crisis. This is evident from the very start of the day as pupils are welcomed personally into school. One parent described the school as 'the hub of the community'. In response to pupils' feedback to the Synod, the school is currently developing an outdoor spiritual area. Pupils talk enthusiastically about the groups to which they belong, such as the eco council, school council and pupil chaplaincy team. Pupils are also involved in supporting their class charities. As part of the 'agents for change' programme, pupils support others in the playground to help make stronger friendships: linked to this is a 'worry box' which is monitored by an adult. Subsequently, pupils feel they have a voice at St Joseph's; staff listen to their ideas so that pupils' active participation significantly enhances the Catholic life and mission of the school.

The mission statement is evident in the school environment and also in the curriculum. The many aspects of the Catholic life are set in the context of this mission and the impact makes Catholic life relevant and personal to the whole school community. Adults in the school are excellent role models and are committed to the school's work and mission. Provision for the most vulnerable is a priority and the family support worker is greatly valued. During the pandemic, ties with different parts of the school's community were strengthened and the school continues to work hard to build upon these: for example, a storyteller from the Gypsy, Romany and Traveller community was welcomed into school to visit pupils. The pupil chaplaincy team, which includes pupils from each Key Stage 2 class, has grown in confidence and remit in the last few years, engaging with diocesan and multi-academy trust training.

Relationships, sex and health education is carefully planned and pupils can confidently articulate what they have been learning. They have a strong sense of why this area of learning is important in their lives, currently and for the future. Leaders and governors have a very clear vision for the school. Provision for the Catholic life and mission for the school is outstanding. It is carefully planned and embraced by the whole school community.

Leaders make honest and realistic evaluations of the Catholic life and mission of the school. While enthusiastically embracing diocesan initiatives, they are careful not to overload pupils and staff and, by always bringing these back to the school's mission, they ensure that there is coherence across the whole school. Leaders have a deep understanding of the challenges and strengths in the community and are determined to support all pupils and their families. Leaders have a coherent strategy, including plans to develop new areas in school to build a large community hub. Leaders, including governors, regularly monitor Catholic life and mission so that improvements can be targeted precisely to meet the changing needs of those in school. Governors, including those new to the role, are highly supportive of the school and speak with authority of the opportunities the school provides and the journey the school has made over the past few years. They are committed to the wellbeing of staff including the school leaders.

## Religious education

The quality of curriculum religious education

**Religious education key judgement grade:**.....

### Pupil outcomes

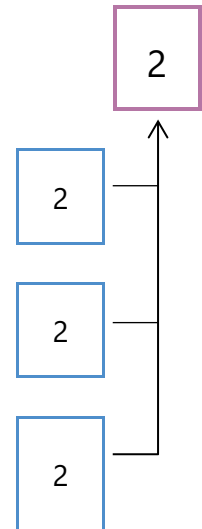
How well pupils achieve and enjoy their learning in religious education.....

### Provision

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

### Leadership

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



Pupils get off to a strong start at St Joseph's with engaging and interesting learning opportunities in the Early Years Foundation Stage. Practitioners develop pupil understanding by skillful questioning and modelling. Pupils in both the nursery and reception classes demonstrate that they know and remember key learning. For example, nursery pupils can recall the story of Jesus washing the disciples' feet; in the reception class, pupils show that they are knowledgeable about what happens during Mass when the role play area is turned into a church, demonstrating this through their play and talk. Pupils say they enjoy their religious education lessons, particularly the opportunities to explore religious artwork. Most pupils' work is generally well presented and is comparable with work in English workbooks. Most pupils can talk about their learning. The school's assessment and tracking shows that pupils, including disadvantaged pupils and those with special educational needs and disabilities (SEND), make good progress over time in knowing more and remembering more. Pupils identified as being at risk of falling behind are supported with additional intervention sessions; however, teachers do not always adapt resources and teaching strategies sufficiently within lessons to support pupils in keep up with the pace of learning.

Teachers are confident in their subject knowledge and are committed to improving religious education. In the Early Years Foundation Stage, a variety of learning activities encourage independent learning and the acquisition of religious literacy, well suited to their age and development. Lessons have a consistent structure across the school, including references to the mission statement, the bishop's themes and prayer. As a result, many pupils can make links to scripture and their own lives. For example, Year 6 pupils can talk about the 'bumps in the road' of their own lives and can relate this to the school's mission and teachings of Jesus. Making sure pupils are confident to use vocabulary related to their learning is part of the lesson structure. Where this is most successful, pupils are able to use this vocabulary in their written and spoken responses. Where this is less successful, the vocabulary is either too difficult for pupils or pupils are unable to read the vocabulary independently, which means that they are unsure of key terms

essential to the learning focus. Other adults are deployed to work with individuals and groups; where this is most effective, pupils are not only engaged with their learning, but also learning is enhanced by the support of adults.

The leadership of the school is forward looking. Leaders have worked with a wide range of partners to make progress in the teaching of religious education since the last inspection; they have ensured that religious education has parity with other core subjects and is appropriately resourced. The subject leader, along with other senior leaders, has a clear vision for teaching and learning, and a good level of expertise in securing this vision. Through systematic monitoring, leaders are aware of where there is some inconsistency in teaching in the school. They are committed to professional development for all practitioners, ensuring all staff access the training or support they need to deliver good lessons in religious education, in line with the school's vision. They ensure that support is provided where it is needed; for example, by team teaching, attending diocesan curriculum planning days and through school-to-school support. They make sure that there are opportunities for engaging in enrichment activities, including those with local partnerships and the diocese.

## 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 .....

1

Pupils have begun to take a much more central part in preparing and leading worship. Pupils say that they use the resource 'Let Us Pray 2gether' to structure their planned prayer and liturgical prayer. They have benefited from a structured approach, which is used from the Early Years Foundation Stage. Pupils talk enthusiastically about working with the multi-academy trust and diocesan lay chaplains. All pupils get the opportunity to prepare and lead worship, with the pupil chaplaincy group taking the lead on occasions such as whole school Masses. Pupils are actively helping to create an outside prayer space using their skills learned in their forest school activities. Pupils' knowledge of leading and preparing liturgical prayer is good, though they are not fully confident in articulating the ways in which prayer and liturgy impact on the school as a whole or themselves as individuals.

Prayer and liturgy are central to the life of the school, with opportunities given to pupils to prepare and lead prayer in a range of ways. Staff at St Joseph's are skilled in helping pupils to plan and lead prayer and liturgical prayer, and have themselves benefited from training by the diocese and multi-academy trust. The school staff make good use of spaces in school for worship and they are currently developing the outside prayer area. The school works hard to include families in its liturgical life and has close ties with the parish, including encouragement to attend weekend Masses in the parish. The parish priest regularly visits the school to talk to pupils and there are plans to re-instigate more regular, fortnightly Masses in school. As well as an active pupil chaplaincy group, there are opportunities for all pupils to prepare and lead times of prayer and reflection, particularly in their own classes. Although the provision the school makes for prayer and liturgy is good, the range of experiences remains limited and creativity in this area is not fully embedded or developed across the school.

Leaders at St Joseph's have planned the school timetable and calendar to ensure that there are opportunities for liturgical prayer and other liturgy, including celebrating the Eucharist. They have invested in quality resources, such as a large liturgical calendar display in the hall, in order to support

pupils with their understanding of the Church's liturgical year. Leaders are realistic in their assessment of where the school is and what needs to be done to improve further. They have been very proactive in seeking support from the diocese and multi-academy trust, and are described as having 'great ambition for the young people to have agency'. To achieve this, they have put in place a very structured plan for prayer and liturgical prayer. The impact of this has been that, over the last few years, the staff have gained in confidence in both leading worship themselves and instructing and supporting pupils in preparing and leading worship. Through systematic monitoring, leaders and governors have identified areas for staff development and carefully considered where to target professional development and support. They have correctly identified that the areas for development are: the embedding of pupils' knowledge and skills in preparing, leading and evaluating Collective Worship and introducing more creativity into prayer and liturgy. Leaders have made plans for the newly appointed lay chaplain to take a lead role in this development.



## Information about the school

Full name of school	St Joseph's Catholic Primary School and Nursery
School unique reference number (URN)	142093
Full postal address of the school	Main Road, Boughton, Newark, Nottinghamshire, NG22 9JE
School phone number	01623 860392
Name of head teacher or principal	Elsbeth Wilkins-Campbell
Chair of governing board	David Patterson
School Website	www.stjosephsschool.net
Multi-academy trust or company (if applicable)	Our Lady of Lourdes
Type of school	Primary
School category	Academy
Age-range of pupils	3-11 years
Trustees	Nigel Stevenson, Chair of the Trust Board
Gender of pupils	Mixed
Date of last denominational inspection	13.03.18
Previous denominational inspection grade	Requires Improvement

## The inspection team

Catherine Murphy	Lead inspector
Tim Brogan	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

## Key to grade judgements

Grade	England	Wales
<b>1</b>	Outstanding	Excellent
<b>2</b>	Good	Good
<b>3</b>	Requires improvement	Adequate and requires improvement
<b>4</b>	Inadequate	Unsatisfactory and in need of urgent improvement

