



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Joseph's Catholic Primary School**

**Lancaster**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:**

**Saint Joseph's Catholic Primary School Lancaster**

**Address:**

**Aldrens Lane  
Lancaster  
LA1 2DU**

**Telephone Number:**

**01524 65576**

**Email Address:**

**head@st-josephs-lancaster.sch.uk**

**School URN:**

**119620**

**Headteacher:**

**Mr John Entwistle (associate headteacher)**

**Chair of Governors:**

**Deacon Stephen Pendlebury**

**Lead Inspector:**

**Mrs Adrienne Delaney**

**Team Inspector:**

**Mrs Rachel Ballard**

**Date of Inspection:**

**26<sup>th</sup> February 2019**

## INFORMATION ABOUT THE SCHOOL

St Joseph's is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. The school mainly serves the parish of St Joseph's. It is a below average-sized primary school with currently 192 pupils on roll, of which approximately 38% are of baptised Roman Catholic Christian background. There is high mobility in the school.

The school has undergone change in the past year and the school has no permanent headteacher, staff absence and new governance. There have also been teaching staff changes in terms of new and seconded teachers. The church and school are in close proximity. There are four pupils with EHC plans on roll.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	28	25	29	29	27	26	28	192
Catholics on roll	10	5	16	9	14	10	9	73
Other Christian denomination	7	7	9	5	7	3	8	51
Other faith background	0	1	0	1	0	0	0	2
No religious affiliation	11	12	4	14	6	8	11	66
No of learners from ethnic groups	0	0	0	0	0	0	0	0
Total on SEN Register	1	3	4	3	4	6	7	28
Total with Statements of SEND	1	0	1	0	1	0	1	4

Exclusions in last academic year	Permanent	0	Fixed term	1
Index of multiple deprivation	E*			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Joseph's Lancaster	65
The Cathedral Lancaster	7

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	CP	2hrs	2.5hrs	2.5hrs	2.5hrs	2.5hrs	2.5hrs	16
% of teaching time		10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	CP	5hrs	5hrs	5hrs	5hrs	5hrs	5hrs	30
% of teaching time	CP	25%	25%	25%	20%	20%	20%	20%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	CP	5	5	5	5	5	5	30%
% of teaching time	CP	25%	25%	25%	25%	25%	25%	25%

<b>STAFFING</b>	
Full-time teachers	9
Part-time teachers	2
Total full-time equivalent (FTE)	10.2
Classroom Support assistants	13
Number of Catholic teachers FTE	35%
Number of teachers teaching RE	10
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	0
Teachers with CTC	

<b>ORGANISATION</b>	
Published admission number	30
Number of classes	7
Average class size	27

<b>EXPENDITURE (£)</b>	<b>Last financial year 2017/18</b>	<b>Current financial year 2018/19</b>	<b>Next financial year 2019/20</b>
Total expenditure on teaching and learning resources	£12350	1300	unallocated
RE Curriculum allowance from above	£1610	£1000	unallocated
English Curriculum allowance from above	£1186	1291	unallocated
Total CPD budget	£5550	5550	unallocated
RE allocation for CPD	£510	50+CCRS	unallocated

#### **How the school has developed since the last inspection**

Aspects for improvement since the last inspection have been addressed and remain ongoing. There has been a period of change over the past year with significant staff changes. The recently appointed governors, associate headteacher and RE leader have endeavoured to raise and maintain standards in the Catholic Life of the school. The school has become part of a pilot scheme for the new assessment directives and the associate headteacher has ensured that baseline assessments and a more detailed tracking system across school have been put in place. The new governors are well informed and able to monitor attainment and progress in curriculum RE.

The school requires some support to sustain these improvements. The dedication of the governors, together with the commitment of the associate headteacher working with many of the teachers and support staff, demonstrate the capacity to improve. The school will require further help as it moves forward with a newly appointed headteacher. Inspection has shown that school self-evaluation is becoming accurate and issues arising from in-house moderation meetings are being identified and addressed.

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**3**

**CATHOLIC LIFE**

**2**

**RELIGIOUS EDUCATION**

**3**

**OVERALL EFFECTIVENESS**

St Joseph's Catholic Primary School is an inclusive Catholic school. It is a very welcoming learning environment and strives to live out Gospel values daily. Pupils enjoy attending St Joseph's and they have positive attitudes to learning. On the day of the inspection a pupil described the school as one where 'we learn about God'. Pupils are beginning to deepen knowledge of their faith as they progress through the Key Stages and so gain an understanding of Catholic practice. The school lives out its Mission Statement which states that all in school aspire to 'follow in Jesus' ways', After a period of significant change governors are in a stronger position to play a strategic part in the direction of their school. They have yet to appoint a substantive headteacher and are strongly supportive of the associate head's leadership that has resulted in recent good practice in the Catholic Life and Religious Education. Recommendations since the last inspection have been addressed and work on them is still ongoing. The associate headteacher and recently appointed school governors are determined in their efforts to ensure that the Catholic Life of the school remains the central focus of all aspects of school life.

The commitment of governors, associate headteacher, RE Leader and teachers interviewed on the day of inspection, support staff and parish clergy has ensured that the Catholic Life of the school is good and that pupils are supported in their prayer life and helped to grow in their faith. The quality of Catholic Life in the school has remained a priority as the school has undergone recent changes. Staff show good example to pupils and those spoken to on the day of inspection work well together. The spiritual, moral, social and cultural development of pupils is good and has an impact on everyday life at St Joseph's School. This is seen through pupils' responses to each other and in their understanding of the notion of the common good in the world in which we live. They enthusiastically become involved in a variety of activities, supporting their own and the wider community and this contributes to pupils' social, emotional and moral development. Gospel values are at the forefront of all school life and pupils are encouraged to make the most of their abilities and to become the best they can be.

Opportunities for Prayer and Liturgy are offered. Pupils act with reverence and join in prayers confidently. On the day of inspection the Year 4 pupils were seen behaving with reverence and understanding during Mass in church. Several of them remained with their eyes closed and hands joined throughout the service. They joined in responses and sang hymns joyfully. They make full use of resources available to them and appreciate the opportunities offered e.g. Masses with the parish, school Masses and shared liturgies.

The quality of curriculum RE is now improving and pupils are provided with learning opportunities to deepen their faith, to understand Catholic traditions and practices, and

make progress in their learning. Pupils enjoy RE lessons and there are now clear action plans in place to continue to further raise attainment and achievement.

The parish priest and deacon, who are governors, are eager to aid staff in understanding the teaching of the faith. The associate headteacher is encouraging present staff and new staff to undertake the CCRS. The curriculum is now being developed to meet the needs of all learners in line with diocesan and national recommendations.

Governors and leaders take account of the '*Fit for Mission? Schools*' guidance and the directives of the Sex Education(HRSE) policy.

Excellent communication exists between the school and parish. This is promoted by the parish priest and the deacon and is appreciated by parish members whose letters were seen on the day of inspection. A low number of parents' questionnaires were returned to the diocese for the inspection. These showed that the majority of parents that responded felt welcome in school and that their children were happy. Fewer were happy with the provision of RE in the school.

The school's capacity to maintain standards in the Catholic Life of the school and curriculum RE will be dependent on the appointment of a substantive headteacher by the governors.

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- appoint a headteacher who will work with governors to continue the recent improvement made during the associate headteacher's secondment
- ensure that a scheme of work is devised that includes all the elements required by the Bishop's conference
- develop staff training so that teachers improve their confidence in the teaching of RE
- ensure that potential leaders are developed in order to plan for the school's future
- develop leadership so that the teaching of RE becomes consistently good and that outcomes for all pupils are enhanced

Celebrate successes by:

- Further developing Prayer and Liturgy opportunities by providing opportunities for child led prayer and reflection.
- continuing the very strong links with the parish community

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

2
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

2
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2
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3
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Pupils make a good contribution to the Catholic Life of the school and benefit from it. Gospel values are part of every day school life and pupils are helped to grow in faith. They make the most of their abilities and become the best they can be. They are at the heart of an embedded culture of care and concern promoted by governors, the associate headteacher, RE leader and the staff team. Despite the recent changes in staffing, this ethos has been maintained. Pupils' behaviour is good and they are polite and considerate towards each other. A positive behaviour policy, coupled with an emphasis on personal responsibility, encourages a culture of praise, respect, choices and rewards. It has forgiveness and reconciliation at its core ensuring good spiritual, moral, social and cultural development.

Pupils in the school are proud of their beliefs, whether they are from outside the Catholic community or within it: they are reflective and respectful of those with beliefs different to their own. They are aware of the needs of the local and global community and seek to support others through prayer and fund raising. Pupil behaviour is good and a pastoral team supports vulnerable children and their families. Pupils were seen to treat others with respect and to acknowledge that their behaviour always has consequences. There is an atmosphere of reconciliation where pupils learn to forgive and start each day afresh, recognising good in everyone as they grow together in faith and love. On the day of inspection one pupil stated that 'we go to Mass regularly. It makes us want to follow in Jesus' way'. Another stated 'we learn to love each other'.

Governors and school leaders are committed to the Church's mission in education as expressed in the '*Fit for Mission? Schools*' document. Established and recently appointed governors make a significant contribution to the Catholic Life of the school and they possess the experience needed to drive the school forward. They are committed to their school and able to challenge as well as to support where necessary. They are involved in monitoring and evaluating the Catholic Life of the school. Continued professional development is having a positive effect and staff meet regularly to share ideas and plans and to moderate work. Staff are supported in developing the Catholic Life of the school and newly appointed teachers have attended relevant training. They attend meetings in the local cluster of Catholic schools. The governors, associate headteacher, RE leader, teachers and support staff work together ensure that the Prayer and Liturgy of the Catholic Church are a key part of school celebrations. Despite some instability in staffing, the present school leadership is determined to ensure that pupils in their care are given the opportunities to participate in and to celebrate and understand Catholic Life. They plan the school calendar around the liturgical seasons and feasts, deepening knowledge and understanding of them. Pupils interviewed on the day could talk confidently about the

liturgical year and its impact on their lives. They talked about their prayer, fasting and fundraising for chosen charities during Lent. One pupil talked readily about the value of fasting. He said 'If Jesus could fast in the desert for forty days we can give up something'. They are assisted and supported in their prayer life and there are plans to aid their confidence in preparing and leading communal prayers. Pupils enjoy school liturgies and they welcome being given time to pray, to celebrate and to reflect. They appreciate the opportunities offered to them, for example Masses and liturgies. This has been highly encouraged and facilitated by the parish priest and deacon. On the day of the inspection Key Stage 2 pupils were able to discuss elements of the Catholic Life of the school with inspectors.

The quality of provision for the Catholic Life of the school is good in regards of the understanding and celebrating the Mass. The children would now benefit from engaging in scriptural reflections and preparing meaningful daily Prayer and Liturgy that contains the elements as advised by the diocese. St Joseph's School is a welcoming, friendly community with a family ethos where everyone is given opportunity to grow in faith and to use their individual gifts in order to flourish as children of God. The school is a community focused on responding to the fundamental needs of the human person in terms of spiritual, intellectual, physical, emotional and social growth. Pupils are encouraged to understand that the Catholic community is one of love, celebration and forgiveness, welcome and tolerance and care for all. They have learned about the *Church in Need* through visitors to school. Pupils raise money for local and global causes including CAFOD and have responded spontaneously to global disasters. They have very strong links with the local hospice and have raised funds in excess of £600 for its needs.

Staff interviewed and observed on the day of inspection, set good examples and are proud of their school. The governors are set to appoint a new headteacher in order in that the recent improvements will be continued and strengthened in all aspects of Catholic Life and curriculum RE. There are very positive relationships with the clergy, parish, governors, staff and pupils that everyone works hard to develop. Parents are kept informed via website and newsletters. The priest and deacon are regular and welcome visitors to the school and fulfil their roles both canonically and pastorally. The school works closely with the clergy and parish laity to prepare pupils for the sacraments of Reconciliation, Eucharist and Confirmation. The priest aids the understanding that teachers and pupils have of the faith and encourages, helps prepare and supports the Prayer and Liturgies that are planned for special times in the school and liturgical year. He and foundation governors are instrumental in taking the school forward through self-evaluation and challenge. The school develops and expresses its ecclesial dimension through partnership with the diocesan family of parishes.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

3

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

3

2

3

The majority of pupils enjoy RE. They speak confidently about their RE lessons and have a positive attitude towards their learning. On entry to Foundation Stage, baseline assessment of children shows that most have very little knowledge or understanding of the Catholic faith, or of its traditions. However, they make good progress throughout Foundation Stage and Key Stage 1, and a new, more robust tracking system will be able to track progress throughout the school.

Leadership of the RE curriculum is beginning to produce results. The RE leader, together with the associate headteacher, has introduced much good practice. He has supported the staff in his vision to continue improvement. New and established governors are dedicated to raising attainment and have high expectations of pupils. The associate headteacher has provided valuable support to staff. Newly appointed staff show resolve in trying to improve their subject knowledge, practice and skills. However, staff would benefit from observing good practice within school, including that of a skilled member of the support staff who takes responsibility for the teaching of RE in some classes. Sharing good practice across the cluster of schools and seeking advice from local leaders in RE would enhance outcomes for pupils. Staff at St Joseph's work well with the governors and the associate headteacher; they are now using a range of monitoring activities relating to provision and outcomes in RE. Good marking, including assessment and tracking systems are now in place. The application and sustainability of these systems are crucial to the development of high quality RE at St Joseph's. Governors have a good understanding of attainment and progress in RE through termly curriculum meetings and regular visits to the school and to individual classes.

The quality of teaching and learning observed during the inspection was good overall and effective use is being made of experienced support staff to enhance opportunities for learning. Some teachers have developed sound subject knowledge that contributes to the pupils' progress as learners. Newly appointed teachers are willing to avail themselves of CPD opportunities and value the support of governors and the associate headteacher and RE leader. Permanent staffing and a newly appointed team for the coming year should enhance provision and continue to drive up standards. The school aims to secure permanent leadership for the future to ensure that the standard of teaching and learning throughout the school remains consistent. This will lead to higher standards and good practice. The evaluation of planning and lesson observations carried out by the associate headteacher with the RE leader is now clearly having a positive impact on raising the quality of teaching and learning. Pupils observed in the Foundation Stage could talk about how it feels to be alone and the concept of gathering together as family and friends. Continuous provision was well planned and links with the gathering at Mass were discussed with the pupils. Good use of support staff was evident. In RE lessons pupils

concentrate, are eager to learn and wish to achieve well. They were able to discuss their work on the day of inspection and described the next step marking and their targets. There is recent evidence of good marking and the progress of pupils is enhanced by comments in books.

The delivery of curriculum RE takes account of the Curriculum Directory and the diocesan document '*Fit for Mission? Schools*' and provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. By using a variety of strategies teachers ensure that their pupils are able to make progress. Governors and the associate headteacher and the RE leader are well aware of the requirements of Catholic curriculum RE. Those teachers who teach RE, and the support staff involved, use a range of teaching and learning activities and resources to ensure that the curriculum is delivered. The school has recently begun to use the *Come and See* scheme and has purchased variety of resources. However, the directives contained in the *Religious Education Curriculum Directory* and expressed in diocesan *Curriculum Wheels* need to be incorporated into a scheme of work in order to meet the needs of all learners. Teachers need to be given support so that their subject knowledge leads them to confident delivery of RE and not to the over reliance on any one scheme. Staff are aware of the HRSE programme and targets for delivery are in place. There is a variety of resources for RE and teachers use them well to provide a stimulating learning environment. The displays in the hall, in classes and around the school are of a good standard. Children are provided with opportunities for spiritual and moral development.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>3</b>
<b>Capacity for sustained improvement</b>	<b>3</b>
<b>Catholic Life</b>	<b>2</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>3</b>
<b>Religious Education</b>	
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>3</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>Religious Education</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>