



St Joseph's Catholic and Church of England Primary School

URN: 134773

Catholic Schools Inspectorate report on behalf of the Bishop of Hallam

28 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- Pupils' behaviour and relationships are a real strength of the school and children respond in caring ways, which have stemmed from the love and commitment of all staff.
- Staff, including senior leaders, have ensured Catholic Social Teaching is alive in school and woven into lessons, display, liturgies and all aspects of the curriculum.
- The community of staff and parents are committed to the ethos and mission of the school, and speak overwhelmingly positively about provision and the impact it makes on children's lives.

- The school supports pupils to articulate a range of responses with positive vocabulary linked to their learning in religious education lessons.
- Collective worship promotes the school's mission and values, which are well-known by the pupils and form their response in child led liturgy.

What the school needs to improve

- Provide consistent opportunity in religious education lessons for children to flourish independently so that their work fully reflects the learning taking place in class.
- Enable greater opportunity for children to independently plan and evaluate celebrations of the word, which are resourced further through liturgy boxes.
- Strengthen formal evaluation and external moderation of pupils' work and collective worship to ensure this is an integrated part of the school's evaluation cycle leading to planned improvements.

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

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

2

Pupils clearly express and understand the sense of worth and value central to St Joseph's mission. They speak confidently about the school's ethos of care and support. Parents describe the school as one that looks after their children: 'My children thrive in a nurturing environment'. Pupils are involved in the wider community and visit the Staveley Centre to sing carols and take part in community events including the anti-bullying march held locally. Pupils have a secure knowledge of Catholic Social Teaching, and talk with confidence about the preferential option for the poor and common good. They articulate virtues, which are rooted in the Gospel, and celebrated through whole school assemblies each week. It is evident that pupils' active involvement in prayer strengthens the life of the school's mission as 'with the love of God, they learn, grow and achieve'. Pupils make links with events in their lives, one sharing, 'we show self-control', when describing themselves as peacemakers. The School Council and Anti-Bullying Ambassadors support the whole community in looking towards others and focus on charity events and outreach in their school. They articulate an understanding of the liturgical seasons with an awareness of key celebrations including Lent and Easter. Pupils' behaviour is exemplary; they talk confidently about behaviour expectations in school and online.

The school promotes community and family at its core, with relationships seen as central. This focus on supporting each other permeates all that happens at St Joseph's. The culture of welcome and the focus on valuing others is evident across the school. Children have a secure understanding of peace, environment and dignity amongst other principles. These values are reinforced through the shared commitment of all staff who link learning to the mission of the school with purposefully chosen scripture. There is a strong emphasis on supporting those with additional needs and ensuring high expectations are met by all pupils. The school works to

ensure pupils bear witness to the principles that underpin the school's mission. As a consequence, inclusivity at St Joseph's is a strength and well known by parents. The school provides opportunities for children to experience Mass and teachings of the Catholic Church. Staff feel valued and speak confidently about pastoral care, describing the school as reflective and loving. Relationships and sex education (RSE) is a subject which fully meets all diocesan and statutory requirements and pupils comment on how it supports decision making in their lives.

Leaders and governors ensure staff take part in training as they develop policy into practice. They have clear plans to ensure values and equality are well-known by all the pupils. The religious education leader ensures staff are fully aware of new initiatives and direction, including learning new prayers based on the Year of the Word. There is a developing partnership between the school's leaders and governors who have an awareness of the school's aims and ensure staff have secure subject knowledge, supported through training. The mental health, safeguarding and anti-bullying governors all receive regular updates on school life, which lead to priority of provision in these areas and good outcomes for pupils. There are a wide range of opportunities for parental involvement. Parents describe the school as 'just like a family with a lovely community'. Communication with parents is supported through a parent hub and parents are invited to a range of celebrations of the Word. They reflect positively on their child's happiness describing faith at home, stating that children learn about Christianity early. The local Anglican parish priest of St John's supports the school with class masses and provides opportunities for pupils to gain a clear understanding of discrete knowledge. Staff, including those new to the school, are supported by leadership and the staff team. Parents, in particular, are overwhelmingly positive, and appreciate the school's work on introducing faith to children. Leaders, including governors, undertake review, but this does not yet have the formalisation required to be fully embedded in ensuring continual strategic development.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

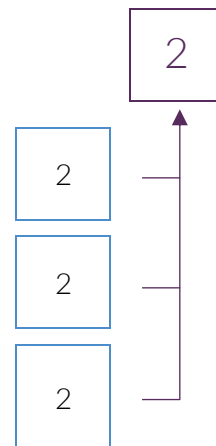
How well pupils achieve and enjoy their learning in religious education

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



The pupils at St Joseph’s are confident in their response during religious education (RE) lessons. They use a range of scripture to develop their answers and draw on learning shared through collective worship. Pupils show interest in knowledge discussed in lessons and most pupils confidently explain their work with enjoyment. They can discuss what they have learnt using word mats and vocabulary lists, and reference the RE displays when sharing ideas. Pupils benefit from staff subject knowledge and interesting presentations. They respond well to challenges set and work alongside their peers with confidence. They enjoy collaborating and opportunities to share their learning, however time given to work independently and extend their learning is not yet embedded in practice. This leads to limited opportunities for pupils to respond to higher levels of challenge and extend their learning. Pupils are however religiously literate when answering questions. Lessons enable pupils to have the opportunity to develop skills across year groups from the Early Years. Pupils comment positively on opportunities for art work, drama, prayers and other creative activities and enjoy learning about a range of faiths. The quality of presentation and content of work is good and comparable to other core subjects.

During religious education lessons, learning is enhanced through purposeful questioning. The teachers support each other and are guided by the religious education subject lead, who ensures pupils receive learning which is well considered and informed. There is clear consistency in lessons, which results in pupils who concentrate well, demonstrating learning behaviours which are exemplary. Teachers expertly address misconceptions in knowledge, adapting explanations and tasks to ensure pupils are involved and have a clear understanding. Teachers ensure pupils are engaged and interested, and activities are carefully planned with clear progression as seen through teaching and learning of the Islamic faith. Work is celebrated during collective worship each Friday, which further enhances the importance of the curriculum across the school. The

learning environments are consistent and purposeful, both celebrating and informing learning. Some pupils are given time to reflect and respond to the learning in prayerful reflection, however this is not yet fully developed. Where this is established, reflection at the end of lessons enables pupils to respond further and make links in learning. Teachers provide purposeful feedback, however, the pace of learning requires greater focus to enable further opportunities for pupils to evidence their knowledge and understanding when writing.

All leaders are committed to sharing of information and making plans to continually develop the religious education curriculum. Leaders ensure that staff professional development is provided and teachers comment positively on the religious education coordinator's role in providing support, which in turn enables children to reach their full potential. The curriculum is set out with clear progression across the year groups and the school strives to achieve strong outcomes for all pupils with well-rounded input. The work to review and evaluate religious education by all leaders, including governors, results in teaching and learning procedures which are carefully considered to improve provision. Partnership working is developing, however, it is not yet fully established and a lack of external moderation leads to inaccurate evaluation of pupil outcomes. Leaders ensure that the curriculum is effectively planned to meet the needs of all learners and there is secure coherence of subject knowledge. Regular time is given for the voice of pupils, who describe religious education as a subject they enjoy. However, pupils require greater challenge beyond questions and responses to scripture, which impacts on some pupils' enjoyment. Leaders have begun to allocate time and resources to support the religious education lead, who reviews the curriculum to reflect the requirements of the *Religious Education Curriculum Directory (2012)*.

Collective worship

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

Collective worship key judgement grade

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

2

Pupils respond with enthusiasm to the weekly opportunities offered for prayer and worship. They show interest when sharing prayers and reflect in silence. They read scripture with confidence and know how to pray in a variety of creative ways. Pupils speak highly of opportunities to pray and enjoy adding to the 'prayer tree' written for the community. They can discuss liturgical events and show ability to identify the relevant colours and themes used at key times of the Church's year. Pupils are encouraged to talk about stewardship, solidarity and human dignity as they learn about Catholic Social Teaching, both in class and during worship. The Let us Pray Together resources support pupils to experience the structures of worship from the Catholic tradition as they gather, share the Word of God, respond to scripture with passion and enthusiasm in their singing, and finish with a mission. However, this provision is not fully child led and requires support from staff in its construction. Key groups of pupils, including the school council talk clearly about how they support the school community. The school has rightly identified that further work in prayer in action will enhance the impact of their work on the wider school community.

The quality and range of prayer provided through class prayer and whole school celebrations of the Sunday Word inform pupils about right and wrong, and enable opportunities for pupils to think of others. The CAFOD resources are central to the school's messages. Staff are role models who support pupils' prayer life, enabling daily patterns of prayer which are well established, and pupils show growing understanding of traditional prayers. All areas of the school have dedicated prayer spaces, which children recognise as 'Rest and Reflect' areas. Celebrations of the Word have a central focus and the resources to support pupils' prayer life contribute to the prayerful atmosphere at St Joseph's. The Christianity and Catholicity of the school is central as pupils are encouraged to think widely about each other and social justice. Displays, including the Lenten

cross, reflect the shared learning taking place. Children express that they enjoy liturgy and prayer and plan it carefully. The school does not yet provide opportunities for pupils and staff to formally evaluate collective worship, although the school has identified that additional resourcing of pupil-led prayer life has already improved. Parents that visit celebrations of worship, including Masses, state they feel the school has a beautiful balance of educating their child academically and spiritually.

Leaders plan a detailed liturgical calendar with opportunities for Anglican Masses and some opportunity for Catholic Masses. Children participate enthusiastically in both class Masses and celebrations of the Word in school. The school has developed a prayer and liturgy policy to ensure pupils can plan and lead celebrations. The school benefits from the support of the parish clergy and Father Adrian encourages staff and pupils to be religiously literate in their response. Leaders, including governors, ensure staff professional development is focused on prayer and liturgy. Leaders have begun working on a progressive skills plan to support pupils lead and evaluate celebrations of the Word, although this is not fully embedded in practice. Staff routinely discuss their understanding of pupil led worship to ensure a common approach is established, which enriches pupils' participation, however expectations and practice are not fully reviewed with formality. Leaders have identified that evaluation in collective worship is becoming systematic and plan to further develop resourcing. The leadership provides support in developing staff understanding of prayer and liturgy and develop their skills when leading prayer. Governors visit the school, and are informed about the progress in this area. They work alongside the leadership to discuss emerging themes and the school has provided engaging resources to support the pupils' appreciation of the liturgical year. This drive to continually strengthen provision and respond to pupil and staff feedback reflects the importance placed on prayer and liturgy, which is central to the life of St Joseph's.

Information about the school

Full name of school	St Joseph's Catholic and Church of England Primary School
School unique reference number (URN)	134773
School DfE Number (LAESTAB)	8303549
Full postal address of the school	Calver Crescent, Staveley, Chesterfield, S43 3LY
School phone number	01246472798
Headteacher	Paula Lowry
Chair of Governors/Trustees	Richard Fearn
School Website	www.st-josephsrccofe.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Joint Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	October 2015
Previous denominational inspection grade	Outstanding

The inspection team

Richard Hilton	Lead
Bernadette Twomey	Team
Jane Lewis	Team

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