



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Joseph's Catholic Primary School

Address: 155 Aldershot Road, Guildford, GU2 8YH

Telephone: 01483 888401

Email address: info@stjosephsguildford.com

**School Unique Reference Number:** 131112

<b>Headteacher:</b>	Mr S. Phillips
<b>Chair of Governors:</b>	Mr M. Stokes
<b>Lead Inspector:</b>	Mrs A. Oddy
<b>Associate Inspector:</b>	Ms F. McGonigle
<b>Inspection date:</b>	3 <sup>rd</sup> July 2015

<b>Overall Effectiveness</b>	Previous Inspection: Outstanding 1
	This inspection: Outstanding 1

<b>Catholic Life:</b>	Outstanding 1
<b>Collective Worship:</b>	Outstanding 1
<b>Religious Education:</b>	Outstanding 1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's is an outstanding Catholic school because:

<ul style="list-style-type: none"><li>▪ St Joseph's Catholic school is a caring community providing a high standard of education for its pupils. The school's Catholic identity is strong and its mission statement underpins all school policy and practice. A feature of the school is its outstanding provision for pupils with special educational needs. Parents and carers are welcomed into the school's Catholic life and as partners in the education of their children. They are very supportive of the school and appreciative of the Catholic education it offers. The school cares deeply and holistically for each child; pastoral care is exceptional.</li></ul>	<ul style="list-style-type: none"><li>▪ Collective worship at St Joseph's is outstanding. Prayer and worship opportunities reflect the liturgical year and provide many occasions for the school to celebrate as a worshipping community. These occasions are highlights of the school year for both parents and pupils. Prayer forms an integral part of the school day and of school life.</li></ul>
<ul style="list-style-type: none"><li>▪ The school's Catholic life is exceptionally strong. It features the traditions and celebrations of the Church and permeates all areas of the curriculum. It is reflected in the inclusive and welcoming nature of the school and in the caring and considerate relationships between the members of the school community. Pupils are proud of their school and are responsible members of it. Their behaviour is exemplary, showing consideration and courtesy both in the classroom and around the school. The school chaplain provides valued support for the school's Catholic life, ably facilitating and supporting its events as well as providing curriculum support.</li></ul>	<ul style="list-style-type: none"><li>▪ High quality teaching and learning ensures that all groups of pupils make good progress and achieve well. Standards are high with a strong evidence base to support this. This includes celebration books, work samples and assessment. Pupils enjoy their religious education lessons and take a pride in their work. Interesting activities and good use of cross curricular activities enhance the religious education curriculum. Religious education is very effectively led and managed and is at the heart of the school curriculum. The school has a relentless drive towards self-improvement.</li></ul>

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

- The school is situated in Guildford and is part of the Guildford Deanery of the Diocese of Arundel and Brighton.
- It serves the Guildford Parishes cluster, with its largest group of pupils coming from St Mary's, Rydes Hill.
- The school takes pupils from 2 to 11 years old. There are currently 560 pupils on roll.
- 68% of pupils are baptised Catholics. The remainder are mainly from other Christian denominations, with a few pupils from other faith backgrounds.
- 26% of pupils have English as an Additional Language (EAL). This is higher than the national average.
- 43% of pupils are from ethnic minority backgrounds, which is higher than the national average.
- The school has a higher than average proportion of pupils with special educational needs (SEN), including twelve pupils with statements.
- 7% of pupils are receiving Pupil Premium funding. This is lower than average.
- Time allocated to curriculum religious education is 10% in Key Stage 1 and 10% in Key Stage 2. This is in line with the requirements of the Bishops' Conference.
- Recommendations made by the last inspection have been addressed.

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

- Continue with the school's identified focus to develop the environment of the new building to reflect the strong Catholic ethos and identity of the school.
- Continue to use the sharing of good practice to facilitate more staff in leading whole school collective worship.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

1

1

1

1

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

- Pupils have a strong sense of belonging to the school community and appreciate their own responsibility towards making it a welcoming and caring one as well as promoting its Catholic mission.
- They are aware of the importance of the school mission statement and its role at the heart of their school.
- They are proud of their school and conscientious in their roles of responsibility, recognising that these contribute to their school community and that as individuals and collectively they can make a difference.
- Pupils understand the importance of caring for all, regardless of race or religious belief. They know that others may be less fortunate than themselves and support a wide range of local, national and global charities. They can relate this to Jesus' message to love one another. They enjoy organising fund raising events and supporting them.
- Pupil behaviour was excellent throughout this inspection. Pupils are calm, respectful and considerate towards each other in lessons and around the school. They are welcoming and helpful to visitors and enjoy talking about their school.
- Pupils appreciate the many opportunities and activities offered by the school. They are keen to take part in the activities and events that form part of school life.
- They know that they will be supported if they have any anxieties and are confident that any problems are speedily resolved. A pupil said, 'Teachers will always help you and any arguments are sorted out quickly'. They are aware of the school's pastoral care systems and value the role of the school counsellor.
- The inclusive nature of the school embraces all its pupils, including those of other faiths. The school has a high proportion of EAL pupils and a higher than average proportion of pupils with high level SEN. All are valued members of the school community and appropriately supported to ensure full participation in all aspects of school life.

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

- The school mission statement reflects the Church's mission in education, following Christ's example in all that they do. This is central to the school's work and St Joseph's is particularly aware of its responsibilities to those who may be in need. An example of this within the school community is the quality of provision for pupils receiving Pupil Premium funding. The impact of this resulted in St Joseph's receiving a Pupil Premium award for its achievement this year.
- There is exceptional provision for inclusion and pastoral care. Pupils with SEN are sensitively supported and encouraged to achieve their full potential. The school works with a local special school to benefit from the sharing of good practice and with a wide range of outside agencies to provide support and guidance for the pupils and their families.
- A school counsellor offers invaluable support to pupils, families and staff. Pupils can self-refer or be referred by parents, teachers or outside agencies.
- Care offered by the counsellor and the inclusion team extends to pupils' transition to secondary school. Excellent liaison arrangements are in place to make this a well informed and smooth transition.
- Staff are committed to the school's mission and to playing their part in the school community. The school chaplain (who is also one of the parish priests) is a frequent visitor to the school. He provides pastoral care and support, as well as curriculum and liturgy support.
- Pastoral care also includes the Rainbows programme and links to a scheme providing counselling for parents and carers.
- The school has recently reviewed its Sex and Relationships Education (SRE) programme in response to parental suggestions and consultation.
- All members of the school community are aware of the high standards of moral and ethical behaviour expected by the school, including inclusivity and concern for each other and the environment. Pupils are aware of the need for justice and forgiveness and their responsibility for their own actions. The good relationships between members of the school community reflect their commitment to the school and to each other.
- The school's Catholic identity is clear in the importance given to prayer and worship and the many celebrations of liturgical feasts and seasons. It is also evident in the prayer focus areas and displays in every classroom. However the school is currently experiencing major building works and therefore many of its artefacts are not on display. When building is complete and classes are established in their permanent bases the school will need to enhance the learning environment with signs of its Catholic identity. Plans are already in place to create an eagerly awaited prayer garden and stained glass windows designed by pupils for the hall.
- Pupils are aware of the school's Catholic identity and enjoy participating in its Catholic life and traditions.

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

- Leaders and managers are deeply committed to the Catholic life of the school, ensuring that it is part of school life at all levels. The headteacher is an excellent role model and is passionate about the Catholic life and ethos of the school. His vision is communicated to all members of the school community. It informs the direction of the school and inspires a cohesive staff team.
- Weekly 'statements to live by' promote the school's Catholic ethos and focus the school community on different aspects of Gospel values and Catholic life. Publication of these in school newsletters and on the school website helps to involve parents and the wider school community. Pupils are fully involved in communicating the message of these statements to their peers and to younger pupils. Members of the school council introduce these statements to their classes and help others to understand them. They are proud of this important role.
- The school has a planned comprehensive programme of events relating to its Catholic life. This reflects the liturgical year. Examples include the Way of the Cross pilgrimage, Christmas and harvest celebrations. These are often linked with outreach to charities. The school Reflections book provides evidence of feedback and evaluation.
- Governors have an Outreach and Community committee which evaluates and promotes the Catholic life of the school and monitors provision for religious education. Committee minutes show that it plays an active role in developing policy and monitoring practice.
- The governing body is committed to developing and supporting the Catholic life of the school. Governors regularly attend events and celebrations and feed back to the governing body. They are well informed and fully involved.
- The school's self-evaluation of its Catholic life is accurate, reflective and clearly evidence based. It informs school development planning.
- The school maintains good links with its neighbouring church, the deanery and the diocese.
- Parents are welcomed into the school's Catholic life and appreciate the opportunities this offers. They are regularly invited to assemblies, Masses and celebrations. An active parent prayer group is an established part of the school's Catholic life. Parental views are sought and listened to. Parents recognise that the school's Catholic life is open to all, regardless of their personal faith. A parent wrote 'For those of us who are bringing up our children to follow Jesus, this school is a tremendous support and strength. To others who may not be following Jesus at the moment, their children are being given a tremendous blessing'.

## COLLECTIVE WORSHIP AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life.
- The quality of provision for Collective Worship and Prayer Life.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

1

1

1

1

### **How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.**

- Pupils' participation in collective worship is outstanding. Pupils are interested and enthusiastic and respond accordingly. In the act of collective worship observed they sang joyfully. Drama, readings and prayers enriched the occasion. Pupils are able to contribute their own personal prayers and to appreciate how the message of the assembly was important to their own lives. They are familiar with the traditional prayers of the Church and with composing their own prayers to use in collective worship.
- The role of pupils in contributing to planning and leading worship is well established and is outstanding. Key Stage 2 pupils play an active part in choosing readings, music and prayers and their ideas regarding the message of the act of worship are shared in class. Pupil response is discussed and forms part of evaluation. Collective worship planners provide evidence of this and inform future planning and school self-evaluation. Key Stage 1 pupils use the "Prayer Bear" to help them lead prayer in the classroom.

## **The quality of provision for Collective Worship and Prayer Life is outstanding.**

- Collective worship is a valued part of school life. The school celebrates the liturgical year with a wide variety of liturgies and opportunities for prayer.
- A comprehensive programme of carefully planned liturgies, assemblies and class prayers ensures high quality provision in which staff and pupils are involved. The chaplain is very much part of school life and helps to organise and celebrate the many occasions when the school comes together in worship. Examples include Ash Wednesday and Last Supper liturgies as well as the numerous class masses and assemblies. This is valued by pupils and the wider community who appreciate the chaplain's presence and contribution to school life.
- Parents value the school's collective worship and prayer life as contributing to their own spiritual journey. A parent wrote, 'Thank you for teaching me and helping me journey with Jesus through Lent'. A parent prayer group meets on a regular basis and is responsive and supportive at times of need. They also welcome and support parents new to the school.
- Staff prayer is led by the headteacher and religious education subject leader and forms part of weekly staff meetings. Staff inset day liturgies and staff retreat days offer opportunities for discussion, reflection and mutual support.
- Collective worship is valued by all members of the school community, with class worship well attended by parents and governors.
- Prayer and collective worship is well planned and well resourced. Prayer focus areas enhance classroom prayer opportunities. Classroom displays and artefacts remind pupils of the school's Catholic identity and encourage them to be reflective and prayerful. Class prayer books and prayer boxes give pupils the chance to share thoughts, joys and worries and to value and use prayer as part of school life.
- Teachers and the chaplain are skilled in helping pupils to plan and deliver high quality worship. This is a great strength of the school. Pupils are encouraged to begin this in Year 2 and to develop their skills as they progress through the school. A parent commented, 'My son has really enjoyed preparing the class worship and has asked us to join him in spontaneous prayer'.

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

- Leaders are skilled in planning and delivering high quality experiences of collective worship and are fully committed to this as part of their mission as a Catholic school.
- They lead the school in a rich and fulfilling experience of the Church's year, encouraging pupils to understand its traditions and to make these an enriching part of their own lives. Pupils speak highly of school celebrations and are keen to play their part. Parents are very appreciative and show this by excellent attendance at these events and their feedback comments.
- Worship is principally led by the headteacher and religious education leader, with members of the senior leadership team sharing delivery of weekly key stage assemblies. This provides examples of good practice, which should now be extended to encourage more staff to lead whole school worship.
- Monitoring and evaluation of collective worship is well established although it is largely based on informal discussion. Collective worship planners ensure high quality resourcing and monitoring and evaluation are seen as an integral part of this. Feedback from pupils and parents is incorporated into the school's evaluation and helps to inform future planning.

# RELIGIOUS EDUCATION

## THE QUALITY OF RELIGIOUS EDUCATION

1

- 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.

1

1

1

### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils enjoy their religious education lessons and are keen to do their best. In the lessons observed, pupils were interested, focused and engaged. They are proud of their religious education books and are keen to show and explain their work. Pupils speak appreciatively of their lessons and recognise the importance of religious education to their own lives. They are able to make cross curricular links. They talk about using drama and art to enhance and enrich their learning and show desire to extend these opportunities.
- All groups of pupils achieve well. Attainment is high, with significant numbers achieving at the higher levels. Differentiation and appropriate support ensures that all are challenged and enabled to achieve their potential.
- Behaviour for learning is outstanding. Lessons proceed smoothly and pupils are motivated and responsive.
- Standards of religious literacy are high. Pupils are reflective and think deeply about religious concepts, asking questions to deepen their understanding.
- Standards in religious education are high and approximate to those in other core subjects.
- Pupils show excellent subject knowledge. They are able to work independently to extend their learning. They are confident in using Bibles to look up scripture references and enjoy doing so.

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

- The school follows the Come and See programme of religious education enriched by cross-curricular links.
- Four lessons across two key stages were observed as part of this inspection. These ranged from securely good to outstanding. Pupils were enthused and were enabled to achieve excellent progress.
- Teachers had high expectations of their pupils. They displayed secure subject knowledge and showed high levels of personal commitment.
- Skilful and challenging questioning encouraged pupils to explore religious concepts and deepen their understanding.
- Religious vocabulary and key words enabled pupils to express themselves demonstrating high standards of religious literacy.
- Pace was good and time was used very effectively.
- A comprehensive programme of assessment includes assessment tasks and teacher assessment. In-house and deanery moderation ensure accuracy of judgement. A recent school focus on assessment has resulted in greater accuracy of judgement and staff confidence. This has also included the identification of next steps for pupils. Moderated work samples are exemplary.
- Work in pupils' books is of a high standard, both in presentation and quality. Marking is regular and thorough. It shows a dialogue between teacher and pupil with clear recommendations for development and improvement.
- Religious education lessons have an atmosphere of encouragement and affirmation, to which pupils respond very positively.
- The teaching of other faiths is well established and enjoyed and welcomed by the pupils. Parents recognise that this is an important part of their religious education. One wrote, 'They have good religious education lessons about the Bible, teaching of the Church and the sacraments, they do also learn about other faiths. As parents we feel this is exactly how it should be. We want them to have a clear understanding of other faiths as this gives them a stronger grounding in their own journey of faith'.

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

- School self-evaluation of religious education is accurate, reflective and strongly evidence based. The religious education coordinator's exceptional vision and discernment has had a direct impact on raising and maintaining standards. She supports the staff team, providing a high level of expertise including coaching and modelling good practice.
- Well targeted planning and strategic action is responsible for high quality provision including excellent standards of teaching and learning.
- Religious education has a high profile in the life of the school and is recognised as a core subject. The moral and spiritual development of pupils and their sense of mission is fostered and nurtured throughout the school.
- The religious education curriculum meets the range of pupils' needs and shows continuity and progression.
- The religious education curriculum is enhanced by links with the local parish, the community and wider agencies.
- Sacramental preparation is recognised and celebrated within the school community and is embedded in the religious education curriculum.

# Summary of Inspection Judgements

**How effective the school is in providing Catholic Education.**

1

## **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 and Prayer Life**

1

How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

1

The quality of provision for Collective Worship and Prayer Life.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

1

## **Religious Education**

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

1