

Catholic Schools Inspectorate inspection report for St Joseph's Catholic Primary School, Winsford

URN: 111386

Carried out on behalf of the Right Rev. Mark Davies, Bishop of Shrewsbury on:

Date: 8 - 9 June 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	N/A

Summary of key findings

What the school does well

- Senior leaders, governors, and staff are fully committed to providing an inclusive, nurturing, and safe learning environment.
- The behaviour of pupils is exemplary; they are respectful of visitors, adults and of each other.
- The commitment to Catholic Social Teaching is a strength; pupils are enthusiastic and actively engaged in promoting the Church's mission.
- Staff have high expectations and provide a variety of engaging activities to which pupils respond enthusiastically.
- Resourced provision is a strength of the school.

What the school needs to improve:

- Develop further links with the parish so that pupils and families have more opportunities to participate in Mass and celebrations, in church and in school.
- Following the impact of the recent pandemic, actively seek further ways to re-engage parents and carers in the life of the school.
- Following the recent appointment of the subject lead, embed the monitoring and evaluation of religious education to further improve learning outcomes for pupils.

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



In conversation and active participation, pupils at St Joseph's demonstrate their understanding of their Mission statement, 'Our school is a family of faith, hope, love, fun, and learning for all.' Pupils are enthusiastic and committed, describing activities such as Mini Vinnies, Eco Warriors, Prayer leaders and School council, as ways in which they accept the challenge to respond to Catholic Social Teaching and say, 'we try to do what Jesus wants.' Pupils recognise that St Joseph's is distinctive because, 'we believe in the New Covenant and the New Commandment.' The youngest pupils talk about caring for God's world and carefully water plants in the sensory garden, observing with awe God's gift of water. Pupils feel safe, confident, and happy. Their deep respect for themselves and others is evident in the welcome and consideration they show to visitors, and to those around them. This is especially evident in the inclusion of pupils from the resourced provision. In speaking of pupils new to the school, they talk about welcoming and supporting them, and respecting their differences, as, 'we are all made by God.' In discussion, three pupils spoke very confidently and eloquently about their needs and how other pupils support and accept them.

St Joseph's is an inclusive, welcoming school. In their annual review of the mission statement, the school community state their commitment to ensuring that the word of God underpins their daily lives and actions. Excellent relationships between staff and pupils are evident. For example, pupils openly welcome into lessons pupils and activities from the recently opened Resourced Provision unit. Staff are excellent role models; pastoral care for the pupils is of the highest quality, and there is a strong commitment to supporting pupils and families. Pupils are surrounded by explicit signs of God's love and care in both indoor and outdoor environments.

For example, the sensory garden and the outdoor classroom, as well as forest school activities, link specifically to the mission statement and the Catholic character of the school. St Joseph's has some effective strategies for engaging with parents. However, the school needs to find additional ways to help and involve parents in understanding the mission of the school. A recent review of the relationships and sex education policy and the personal, social, health and citizenship education policy ensures that the school meets statutory and diocesan requirements.

Leaders and governors speak of their passion and ambition for the Catholic life and mission of St Joseph's, understanding that this is a core responsibility. They ensure that staff and governors access diocesan and other relevant professional development to support the Church's mission in education. Induction of new staff is a real strength of the school; teachers appreciate the support given to them by senior leadership and colleagues in understanding and contributing to the Catholic life of the school. Leaders and governors have ensured that the whole school curriculum is designed to include links to Catholic Social Teaching, and this now needs to be fully embedded. Leaders and governors seek the views of staff, parents and pupils and are committed to ensuring that positive change benefits their whole school community. For instance, they are aware of parents' and carers' wish to be more involved, and that the school must develop ways to re-engage them in the Catholic life of the school. Leaders and governors are committed to strengthening the partnership between the parish and the school. They also state their ongoing commitment to the well-being of staff and pupils. This commitment is evident in staff and pupils' appreciation of the practical and emotional support they receive.

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 speak with enthusiasm about their learning in religious education. They say that 'teachers make education fun.' Pupils speak confidently and can give examples of how what they have learnt has an impact on their everyday lives, influencing their behaviour and concern for others, 'we think about Jesus and love, and we put it into practice' and, 'we read the Scriptures.' In lessons, pupils concentrate well and engage well with others, asking searching questions, which helps them to know and remember more. Each classroom has a book of 'Big Questions' from pupils, relating to religious education, which they consider and discuss. Their behaviour is exemplary. The work in pupils' books is well-presented, covering a variety of activities, including role play and art. Links to other curriculum subjects also help pupils to make sense of what they have learnt. In the best lessons seen, teachers challenge all groups of pupils appropriately. Most pupils, including those with additional needs and disadvantaged, make good progress according to their age and ability. Most marking and feedback are appropriate, but pupils need time to respond to this. Parents are happy with their children's learning in religious education, and one said, 'The teaching of RE is of a good standard and my child enjoys this subject and in turn teaches me'.

At St Joseph's, teachers have a deep commitment to religious education and their subject knowledge is generally good. Teachers' expectations of pupils are high in almost all classes. A clear progression of skills supports teachers in planning, and in lessons skilful questioning supports and extends pupils' understanding. Teachers make learning interesting and fun, providing a variety of tasks and activities to engage all groups of pupils. Teachers plan for pupil self-assessment at the end of most lessons, using Balance wheel, the school's assessment tool. This encourages pupil independence and provides a check on areas which might need

revisiting. Marking and feedback are in line with the school policy. Some classes have time in lessons to reflect on their learning. However, pupils need more time to explore and deepen their understanding of the religious education curriculum and how their learning impacts on their daily lives. High quality resources, including other adults, support and extend pupils' learning. Displays throughout the school reflect the Church's liturgical year. Teachers effectively use prominently displayed artwork on the Parables, made with pupils, to support learning across all phases.

Leaders and governors ensure that religious education complies with the *Religious Education Curriculum Directory*, and that it has parity with other core curriculum subjects. Attainment in religious education is at least good across the school and in line with attainment in English. Leaders and governors are deeply committed to religious education, ensuring staff undertake diocesan and school-based professional development. The committed subject leader addresses any development points from monitoring with staff and supports them in planning and delivering good religious education. Staff speak highly of the support they receive. Analysis from monitoring and evaluation should be reported regularly to governors, enabling them to challenge and support senior leaders effectively. The planned pupil admission number of forty-five results in the school having single and mixed age group classes, addressed by a two-year rolling programme for all classes from Year 1 to Year 6. The school is investigating other ways of planning and delivering religious education, so that each year group makes appropriate and sustained progress, which is matched to the learning objectives. Well planned enrichment activities enhance learning in religious education. For example, retreats, and workshops with groups such as Cafod, ensure that pupils can reflect on their learning and make connections with Catholic Social Teaching.

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

At St Joseph's, pupils take an active part in prayer and liturgy. Their singing is joyful, and pupils are fully engaged in times of prayerful reflection. The school mission song forms a regular part of their prayer times. Pupils enjoy, understand, and recall, special celebrations held during the liturgical year, such as on the feast of St Joseph. Pupils are encouraged to evaluate their experiences of prayer and liturgy. For example, pupils spoke of how they lead liturgical prayer for their class or for the whole school, and say, 'we inspire others,' and, 'we think about Jesus and love and put it into practice.' They explain how the whole school liturgical prayer celebrated on Mondays and based on the Sunday Gospel, influences and informs their behaviour and actions for the rest of the week, and that on Fridays, pupils' efforts are recognised. Pupils engage in and undertake liturgical celebrations with enthusiasm and appreciate the ways in which they are supported to do this, according to their age and ability. They say the prayers change as they move through the school but traditional prayers 'stay the same'. Pupils enjoy composing their own prayers, which a teacher might model for them, and say how their prayers are linked to the theme or topic.

Prayer and liturgy are central to school life at St Joseph's. A member of staff commented, 'It is woven into who we are.' Whole school liturgical prayer provides a weekly focus and is, 'following through the school's mission'. Celebrations and class assemblies held during the school year assist the school community in understanding the pattern of the Church's year. Following the pandemic, St Joseph's is re-establishing the pattern of prayer and liturgy, including planning opportunities for linking with the parish. This is needed for the whole community to gather, reconnect, and celebrate. A parent commented, 'It would definitely be nice to feel more a part of the school as it used to be.' Traditional prayers, as well as a rich

variety of ways of praying, engage pupils. Senior leaders are confident and skilled models of good practice for staff and pupils, who gain confidence from them. Staff use their gifts such as music and art to enhance prayer and liturgy. Indoor and outdoor spaces are generally used exceptionally well. Classroom prayer is calm, reflective, and engaging but ways of using classroom prayer spaces more effectively could be explored.

St Joseph's has a well formulated policy for prayer and liturgy, which is reviewed regularly. The committed religious education leader provides support for all staff in developing their expertise in leading prayer and liturgical prayer, and they, in turn, help pupils. The committed headteacher, senior leaders and governors recognise that the school now needs to share some of their regular and frequent opportunities for prayer and liturgy with the whole school community, including parents and parishioners, and are fully committed to doing so. A long-term strategic plan is necessary to ensure that links between the school community and the parish are re-established and sustained, especially for celebrating the Eucharist and the Sacrament of Reconciliation, at key times during the liturgical year. Leaders and governors ensure that high quality resources, including staff, help to provide engaging experiences of prayer and reflection for the school community. The quality and impact of the school's prayer and liturgy is regularly reviewed, including seeking the views of pupils, to inform their future planning.

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	111386
Full postal address of the school	Woodford Lane, Winsford, Cheshire CW7 2JS
School phone number	01606668790
Name of head teacher or principal	Mrs Martine Gum
Chair of governing board	Ms Chris Rose
School Website	http://www.stjosephs.cheshire.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Diocese of Shrewsbury
Gender of pupils	Mixed
Date of last denominational inspection	24 November 2016
Previous denominational inspection grade	Outstanding

The inspection team

Carol Morgan	Lead inspector
Sue Lyonette	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/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