



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

URN: 141670

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 22-23 November 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>2</b>
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.....	1
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	✓
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 Primary School deepens pupils' knowledge and understanding of Christ through moments of encounter.
- Staff, leaders, and governors are highly committed to sharing and living out the mission statement 'Live and learn together through our faith in Christ' through their witness.
- Staff, leaders, and governors prioritise the dignity of the human person through their charitable outreach work in the wider community.
- Leaders and staff work together across the multi-academy company (MAC) to support staff development and have a shared approach to their training provision.

What the school needs to improve:

- Develop pupils' understanding of how their responses to the principles of Catholic social teaching impact other people, including those in the wider community.
- Regularly challenge pupils during religious education lessons to elicit deeper thinking, understanding, and spiritual reflection.
- Provide regular opportunities for all pupils to independently plan, lead, and evaluate prayer and liturgy at an age-appropriate level.

## 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:.....

1

### Pupil outcomes

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

1

### Provision

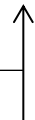
The quality of provision for the Catholic life and mission of the school .....

1

### Leadership

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

1



Everybody understands and embraces the school's mission statement, 'Live and learn together through our faith in Christ'. This is evident through their witness to Jesus. Pupils feel loved and cared for and say that school is a very happy place. Pupils demonstrate high standards of behaviour because of the respect every staff member shows. This means pupils and staff treat each other with dignity, demonstrating school values, and there is a sense of calm in classrooms. Positive relationships between staff and pupils are at the heart of St Joseph's. Pupils know what it means to live out the mission and can articulate how it impacts themselves and others. One pupil said, 'We listen attentively and discern with action to make lives better for others.' Pupils care about and respect each other as unique children of God. They feel valued and confident about sharing their views because their voices are heard, and actions are taken in response to their suggestions. Pupils highly value being part of the mission team and other pupil leadership roles such as mini vinnies, caritas ambassadors and eco council. They carry out their duties with great pride. Pupils are actively supporting others by rising to the challenges in Catholic social teaching. For example, they welcome those in need by supporting the 'Women with Hope'. A deeper understanding of Catholic social teaching for all pupils is not yet embedded in a way that enables pupils to demonstrate how their response to God's call impacts others, including those in the wider community.

Staff are exemplary role models and live out the mission, placing Christ at the heart of their work. They provide the highest levels of pastoral care for all pupils and show a deep commitment to them, especially the most vulnerable. The school works very hard to support the most vulnerable families, who are grateful for this. The pastoral care of pupils is outstanding. Because staff are consistently strong role models and are invested in their pupils' well-being and welfare, pupils feel loved and cared for. The school environment reflects its mission well, with prayer areas in every learning space. Displays around school reflect the liturgical season. The *Catholic Schools' Pupil Profile* guides

pupils on their journey with God, deepens their knowledge and understanding of Him, and helps them know and remember more about the gospels' messages. All families, regardless of faith or culture, are welcome at St Joseph's. Every member of the school community is made to feel part of the St Joseph's family, part of God's family, a place where everyone is treated equally.

Leaders and governors clearly articulate the Church's mission in education and are committed to exercising their duty as guardians of the Catholic life at St Joseph's. They are actively involved in the parish and understand that they are at the service of the Church to ensure, through all decision-making, that all staff and children deepen their relationship with Christ. Staff and leaders work closely with the parish priest to accomplish this mission. The development of the school's Catholic life and mission is embraced by leaders and governors as a core responsibility, as demonstrated by the priority it is given. Consequently, all policies and procedures reflect the priority given to the school's Catholic identity and mission. The school has very creative strategies for engaging with families to the obvious benefit of all. Subsequently, they are very supportive of the school's mission.

## 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.....

1

### 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 actively participate in their learning and develop sound knowledge and understanding of religious education. Pupils make consistently good progress by knowing more and remembering more and are above average attainment in this subject. Teachers use the diocesan-approved scheme of work to plan and deliver lessons, steadily improving pupils' knowledge and understanding. Pupils' needs are carefully considered, and as a result, all groups of pupils demonstrate positive behaviour for learning, good conduct, and good concentration levels. Pupils can articulate what they have learned using religiously literate language, and this is the same for all lessons and all year groups, which significantly contributes to securing strong outcomes for most pupils. However, pupils with higher prior attainment are not always provided with sufficient challenge, leading them to deeper thinking, understanding, and reflection in lessons. Pupils are religiously literate in their communications with one another and are aware of the demands of their religious commitment in their daily lives. Pupils produce work that is well presented in their books, and this is developed even further through modelling from the class teachers. In discussions, pupils clearly state that they are proud of their work and achievements and enjoy opportunities to share and celebrate their work with others.

Teachers are confident in their subject knowledge and understand pupils' learning, resulting in well-planned lessons. Teachers use questioning effectively during learning to assess pupils' understanding and adapt their teaching strategies to meet the needs of most pupils, especially those with additional needs. Pupil effort is often celebrated by adults, leading to good levels of engagement and motivation. The subject leader is actively engaged in collaborative work in the Lumen Christi family of schools, and this supports the leaders and staff at St Joseph's by keeping high expectations and standards at the heart of the religious education curriculum. Staff planning is linked to almost all pupils' current assessments and builds upon their prior knowledge. Leaders have sequenced the curriculum, so pupils build upon their learning over time. Staff have created

effective methods for pupils to remember what they have learnt. As a result, most pupils achieve well. Teachers are supported very well by the subject leader, so they are gaining more confidence in planning and delivering the scheme of work.

The subject leader is passionate and active in her leadership across the school, working alongside the principal and the Catholic life leader. She attends all diocesan training and supports all staff, especially teachers who are relatively new to the profession, with lesson planning, assessment, and moderation. This helps their lesson planning and assessment to be accurate and has contributed to achieving consistency in provision throughout the school. She has a clear vision for religious education and has identified training opportunities to support the staff in deepening their knowledge and understanding of religion. Standards are monitored and updated regularly, demonstrating that leaders constantly strive to improve the teaching and learning of religious education with guidance and support from the diocese. Leaders at all levels ensure that the curriculum is a faithful expression of the *Religious Education Curriculum Directory* and comparable with other core subjects regarding timetabling, staffing, and training, especially concerning teachers' subject knowledge and pedagogical development. Leaders' and governors' self-evaluation of religious education is informed by robust monitoring, evaluation, and review, which leads to a sustained drive for improvement in the subject.

## 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 respond well to the prayer and liturgy opportunities provided by the school and participate in them in age-appropriate ways. Appropriately planned prayer and liturgy opportunities form part of the daily experience for St Joseph's pupils, staff, and families. Pupils actively participate in prayer services led by the principal at the start of the week, including the 'Gifts from God' assemblies and weekly, whole school Mass. Pupils work well with their peers and teachers to prepare prayer and liturgy experiences and undertake their liturgical ministries willingly. Pupils from the mission team recognise and can clearly articulate ways in which prayer has influenced the broader life of the school, though not how it impacts the taught curriculum. Pupils are actively involved in creating focal prayer areas around the school, for example, in the St Thomas Aquinas prayer room, which they can use throughout the school day. Pupils link to Catholic social teaching and their class saints, which are at the core of their daily and weekly prayer service. Pupils can articulate where prayer and liturgy have led to action, such as supporting refugees and support for Ukraine and, more recently, the conflict in the Holy Land.

Pupils are given opportunities to share prayer and liturgy within the MAC. Pupils from Saint Joseph's and other MAC schools collaboratively produced the Lumen Christi prayer, which is used by staff and pupils throughout the week. When preparing to lead prayer and liturgy with support from their teachers, pupils know how to select and read relevant scripture and are always reverent and respectful. Regular opportunities for all pupils to independently plan, lead, and evaluate prayer and liturgy at an age-appropriate level are not yet provided. Teachers understand the need to create a prayerful environment using music and art to enhance the learning experiences for the pupils. As a result, staff and pupils embrace the prayer the school offers them, seeing it as a special time of reflection. The prayer life within the wider community is rooted in the faith. The school works well with families, providing many opportunities for parents to be involved in the school's prayer life.

Consequently, they feel fully engaged in the school's prayer life and welcome the opportunities provided.

Leaders, governors, and all staff are good role models of good practice and live out their faith with the pupils. They clearly understand the liturgical year, which is reflected in their creative displays and prayer tables in their classrooms. Prayer spaces are clearly defined in the classrooms and around the school. Leaders and staff at St Joseph's have worked collaboratively with other schools across the MAC to carefully formulate a policy on prayer and liturgy for all, which is fit for purpose. Leaders, including governors, prioritise the quality and impact of prayer and liturgy provided by the school and ensure that the pupils' voice is a valued part of their evaluations. Leaders incorporate their monitoring findings into improvement plans to ensure a constant drive for improvements in provision and outcomes. Governors and directors ensure that the school has all it needs for worship and that this remains a priority in their allocation of resources.



## Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	141670
Full postal address of the school	Selly Oak Road, Kings Norton, Birmingham, B30 1HN
School phone number	0121 458 2458
Name of head teacher or principal	Paul Greavy
Chair of governing board	Peter Vince
School Website	<a href="http://www.stjosb30.bham.sch.uk">www.stjosb30.bham.sch.uk</a>
Multi-academy trust or company (if applicable)	Lumen Christi Catholic Multi Academy
Type of school	Primary
School category	Academy
Age-range of pupils	4 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	June 2017
Previous denominational inspection grade	2

## The inspection team

Christine Finnegan

Lead inspector

Jane McNally

Team inspector

## 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