



# Archdiocese of Birmingham

## Section 48 Inspection Report

### ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Part of the Dominic Barberi Multi-Academy Company

Lawton Avenue, Carterton, Oxfordshire, OX18 3JY

Inspection dates:

7<sup>th</sup> & 8<sup>th</sup> February 2019

Lead Inspector:

Maureen O'Leary

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#### OVERALL EFFECTIVENESS:

**Requires Improvement**

Catholic Life:

Good

Religious Education:

Requires Improvement

Collective Worship:

Good

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*Overall effectiveness at previous inspection:*

*Good*

#### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

- The principal and the deputy principal's commitment to the Catholic Life, Religious Education and Collective Worship of the school has resulted in rapid improvements.
- The whole school community values and actively participates in its mission, 'Walking Hand in Hand with Jesus.' All staff and governors are committed to its implication, which has led to a harmonious community that is focused on continual development.
- Governors are supportive of senior leaders and are becoming progressively more aware of the standards of Catholic Life, Religious Education and Collective Worship.
- Most pupils enjoy Religious Education and are engaged in lessons because teachers use a variety of ways to teach them.
- Collective Worship is an important part of every school day and event throughout the year. It strengthens staff, pupils and their families, who increasingly appreciate these times of prayer and reflection.

It is not yet Good because:

- The school's self-evaluation of Catholic Life, Religious Education and Collective Worship needs to become more strategic.
- Teaching in Religious Education does not consistently promote the progress and attainment of pupils.
- Collective Worship could provide more opportunities for spiritual development.

**FULL REPORT****What does the school need to do to improve further?**

- Develop the strategic monitoring and evaluation of Catholic Life, Religious Education and Collective Worship. Focus on key areas of improvement such as the pupils' understanding of vocation.
- Effectively use learning outcomes, from the 'Learning and Growing as People of God' strategy, to plan lessons and assess pupils' achievement.
- Improve the quality of teacher feedback to pupils in Religious Education.
- Increase the opportunities for spiritual development during Collective Worship.

**THE CATHOLIC LIFE OF THE SCHOOL**

The quality of the Catholic Life of the school.	<b>Good</b>
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Good
The quality of provision for the Catholic Life of the school.	Good
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Good

**The extent to which pupils contribute to and benefit from the Catholic Life of the school.****The quality of provision for the Catholic Life of the school.**

- Staff have a good understanding of the mission and intent of the school, which they have effectively shared with pupils. Pupils not only value and appreciate this mission and intent but also try to live it out in their lives at home and at school. For example, one pupil explained that the school teaches her, "To believe in myself and be myself because that is what God taught me and made me to be."
- Through the comprehensive use of the Catholic Schools' Pupil Profile (CSPP) and the virtues it promotes, pupils are able to explain confidently how they try to live as a faith-filled community. They feel that the virtues, such as 'Compassionate & Loving' and 'Eloquent & Truthful', shape their thoughts and actions. Consequently, the behaviour of pupils is good.
- The environment has undergone a transformation so that it now truly celebrates and promotes the Catholic Life. Vibrant displays in communal areas and classrooms remind everyone that this is a faith community.
- Staff respond positively to the high level of pupils that move in and out of the school (due to its close proximity to RAF Brize Norton). There is a clear focus on promoting a very nurturing community.
- The recently appointed SENCO provides excellent support for pupils and families, using a variety of strategies, which involves collaboration with other schools and agencies (including liaising with the RAF). She helps vulnerable pupils, such as those with special educational needs and/or disabilities (SEND) and service children, to feel fully included in the school.
- During the school year, all pupils give generously to charity fundraising and support their local community through a number of events. In turn, the local community of Carterton values the school.
- Many pupils actively contribute to the Catholic Life of the school through their membership of the choir, play leaders, prefects, learning council, school council and as

Catholic ambassadors. They appreciate how school leaders ask for their opinions and listen to their ideas about ways to improve Catholic Life.

- The newly formed Mini Vinnies group are now taking a leading role in fundraising for charities. Working with the parish St Vincent de Paul Society, they organised a successful collection for a Christmas charity and have served lunch to the sick of the parish. They wear their Mini Vinnies badge with pride.
- Through their service to others, both in and out of school, pupils are growing in their understanding of vocation. School leaders have rightly identified that pupils' understanding of vocation, as a call from God, now needs to be further developed.
- The school and parish priest work effectively together to prepare pupils to receive the sacraments. As well as preparation in lessons, with additional support from the parish priest, pupils are also given opportunities to attend retreats at sites of Catholic heritage such as Alton Castle, Harvington Hall and Stoner Park.
- The parish priest is a regular visitor to school and is also a governor. He has built a very positive relationship with pupils and staff, who value his pastoral support.
- The school and the parish work collaboratively together. For example, the school and parish community celebrate Mass together each week, either in church or at the school. Pupils from the school, both Catholic and non-Catholic, attend the parish youth group. This group is led by the deputy principal and former chair of the local academy committee.
- Parents/carers are positive about the school and the impact that its values have on their children.

#### **How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.**

- The principal and deputy principal have worked hard to ensure that the mission is not only known but understood by staff, pupils and families. Their sincere desire is that members of the school recognise that they are 'Walking Hand in Hand with Jesus', as they learn and grow.
- The involvement of all members of the school in reviewing the mission and intent has supported their understanding and appreciation of it.
- The ongoing monitoring and evaluation of Catholic Life, both formal and informal, has led to improvements in the school environment and understanding of its mission. The increase in self-evaluation, since the last diocesan monitoring visit, means that senior leaders now have a good understanding of Catholic Life. Monitoring and evaluation should now concentrate, in a planned way, on key areas for development, such as the pupils' knowledge and understanding of vocation.
- Governors are made aware of standards in Catholic Life through the principal's reports and their visits to school. Their support and challenge to senior leaders about these standards should now become more strategic and focused on key areas for development.
- Senior leaders have provided relevant training for staff to support their understanding and promotion of Catholic Life. Diocesan training for staff new to Catholic schools has been specifically beneficial.
- Leaders and governors have actively pursued diocesan initiatives and policies to implement the Archbishop's vision for the diocese.

**RELIGIOUS EDUCATION**

The quality of Religious Education.	<b>Requires Improvement</b>
How well pupils achieve and enjoy their learning in Religious Education.	Requires Improvement
The quality of teaching, learning and assessment in Religious Education.	Requires Improvement
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Requires Improvement

**How well pupils achieve and enjoy their learning in Religious Education.**  
**The quality of teaching, learning and assessment in Religious Education.**

- Staff plan lessons that involve a range of teaching strategies which engage pupils. For example, pupils have the opportunities to learn in Religious Education through drama, art, critical discussion and writing. As a result, most pupils enjoy their learning.
- The introduction of a Religious Education book that is covered and includes the picture of a saint on the front has helped make the subject feel special and important to pupils and staff. The presentation of pupils' work in books is improving and is good in a number of classes. However, it is not consistently good across the school.
- Teachers plan lessons using the diocesan strategy, 'Learning and Growing as People of God.' However, close enough attention is not given to the intended outcomes for each lesson and the expectations for pupils at the end of each unit of work. This means that pupils are not always sufficiently challenged and encouraged to think deeply.
- Although teachers assess pupils work in Religious Education in line with diocesan guidance, the reliability of these assessments is not secure.
- The inclusion of 'British Values' in Religious Education lessons can provide some relevant links. For example, during a lesson about Oscar Romero, the class reflected about how he had respect for the poor. However, their inclusion is often forced and hinders pupils' learning.
- Scripture, especially from the Gospels, is used regularly in lessons throughout the school. Consequently, pupils are growing in their knowledge of bible stories and events. Increasingly, they are able to reflect on the parables such as, 'The Lost Sheep' and 'The Good Samaritan' and apply them to their own lives. They are also able to connect these parables to the CSPP, recognising that the good Samaritan was compassionate and loving.
- Teachers provide feedback to pupils about their work, which often celebrates success or relates to literacy skills. However, it rarely helps pupils to know their areas for improvement. As a result, pupils are unsure of how to improve their work. Where good quality feedback is being practised by staff this should now be shared with all teachers.
- Some teachers' questioning is good because it develops pupils' thinking and encourages them to make connections to scripture, to explain and justify their thoughts. However, the questioning of pupils seen during the inspection was too often closed and didn't sufficiently develop pupils' ideas.
- One of the additional adults observed in Reception Class skilfully responded to pupils' answers to questions and remodelled phases to rapidly increase their understanding of the Sacrament of Baptism. However, the challenge and support provided by most additional adults did not sufficiently improve pupils' learning.
- Pupils are taught about relationships and sex education using the 'All That I Am' programme.

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

- Seniors leaders and governors have ensured that the minimum of 10% of the curriculum is dedicated to Religious Education.
- Senior leaders, staff and governors are committed to improving Religious Education, which is treated as a core subject and resourced accordingly.
- The Religious Education Subject leader is enthusiastic about the development of the subject and has introduced a number of initiatives to improve standards. However, the impact of some of these initiatives has been minimal.
- Current monitoring has not accurately identified areas that require improvement. A skilful review and revision of teachers' planning and assessment of pupils' achievement by senior leaders is necessary.
- Governors are informed about standards in Religious Education through the subject leader's and principal's reports. However, the school's self-evaluation of standards in teaching and learning is not secure. This is because it is based on inaccurate evaluation of monitoring and assessment judgements.

### **COLLECTIVE WORSHIP**

The quality of Collective Worship.	<b>Good</b>
How well pupils respond to and participate in the school's Collective Worship.	Good
The quality of Collective Worship provided by the school.	Good
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Good

### **How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.**

- Collective Worship is a planned part of every school day and event during the year and is valued by the whole community. Pupils understand that through prayer they can speak to God about anything and they feel confident that he will listen and respond to them.
- The deputy principal plans worship around key themes, such as the love of God, and the seasons of the Church. She provides useful resources for staff to support Collective Worship in class.
- Mass is celebrated weekly for the school community. Most Masses take place in Church but larger whole school Masses take place in school.
- Pupils generally participate well in Mass and a number of pupils are engaged in an active way through the reading of the liturgy, writing bidding prayers, acting as altar servers and bringing up the offertory. The contribution of the singing and music, led by a very able and enthusiastic member of staff, is a strength of whole school worship. As a result, the celebration of Mass is a meaningful, prayerful experience for most pupils.
- Members of the parish regularly attend school Masses and are made very welcome.
- Pupils have the opportunity to experience prayer in a variety of ways during daily class prayers, longer class worship, house and whole school worship, as well as regular attendance at Mass. As part of these times of prayer they may use traditional prayers, their own written prayers, spontaneous prayer, silence, meditation and scripture. This has increasingly helped them to reflect and respond personally during worship.

- Where pupils are given the opportunity, they are enthusiastic to lead and sometimes plan acts of worship. The school has accurately identified pupil led Collective Worship to be an area for further development.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.**

- Senior leaders have improved and increased the provision of Collective Worship. As a result, it is now fully embedded in the life of the school.
- Collective Worship, for both staff and pupils, is regularly led by the principal and the deputy principal.
- The development of staff Collective Worship, led by senior leaders, has strengthened the faith life of staff. Voluntary worship is very well attended by all staff. In turn, this has enabled staff to lead increasingly spiritual experiences of prayer for pupils. The nurturing of pupils' spiritual development should be developed even further.
- Staff are progressively supporting pupils to lead Collective Worship.
- Senior leaders have evaluated the engagement of parents, carers and members of the community at school Masses and other types of Collective Worship. This has helped them to deliver new and improved opportunities. Parents are well informed about the times of Collective Worship and feel welcome to attend.

### **SCHOOL DETAILS**

Unique reference number	139532
Local authority	Oxfordshire
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Academy
Age range	4-11 years
Gender of pupils	Mixed
Number of pupils on roll	150
Appropriate authority	The board of directors
Chair of local academy committee	Michele Heath
Principal	Lisa Smith
Telephone number	01993 841240
Website address	<a href="http://www.stjosephsprimarycarterton.co.uk">www.stjosephsprimarycarterton.co.uk</a>
Email address	<a href="mailto:principalsjc@dbmac.org.uk">principalsjc@dbmac.org.uk</a>
Date of previous inspection	19 <sup>th</sup> March 2014

## **INFORMATION ABOUT THIS SCHOOL**

- St Joseph's is a smaller than average primary school serving the parish of St Joseph's. The school is situated in Carterton, Oxfordshire, which is a large town close to Brize Norton RAF airbase. Consequently, there is a high proportion of pupils that transition in and out of the school.
- 43% of pupils are baptised Catholics.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of pupils with special educational needs and/or disabilities is above the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry is significantly below age-related expectations.
- Since the last inspection a new principal, deputy principal, chair and vice chair of the local academy committee has been appointed.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors – Maureen O'Leary and Marie Conway.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across seven Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with a group of governors, the principal, the deputy principal, the Religious Education subject leader, the parish priest and Fraser Long, the DBMAC Executive Principal.
- The inspectors attended a whole school Mass, house Collective Worship, staff briefing prayers and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Catholic Life/Religious Education action plan, teachers' planning and Catholic Life journals.