



Archdiocese of Birmingham

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Rough Hay Road, Darlaston, Wednesbury, WS10 8HN

Inspection dates	21 st & 22 nd November 2017
Reporting Inspector	Evelyn Harper
Assisting Inspector	Clare Van Vliet

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary Aided
Age range of pupils	3-11 years
Number on roll	236
Appropriate authority	The Governing Body
Chair of governors	Richard Dalton
Telephone number	0121 568 6496
E-mail address	postbox@st-josephs.walsall.sch.uk
Date of previous inspection	November 2012
DFE School number	335/3310
Unique Reference Number	104235

Headteacher	Kirsty Holden
--------------------	----------------------

Previous Inspection Grade	Good
---------------------------	------

This Inspection	Unsatisfactory
-----------------	----------------

DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by two Diocesan Inspectors.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspectors observed teaching across 6 RE lessons to evaluate the quality of teaching, learning and assessment. Some of these lessons were conducted jointly with the headteacher.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with governors, the parish priest and the headteacher.
- The inspectors attended a whole school assembly, and a Key Stage 2 school Mass.
- The inspectors 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, teachers' planning, and learning journals.

Information about the school

- St Joseph's Catholic Primary School is a smaller than average primary school that serves the parish of St Joseph's in Wednesbury which is linked to the parish of St. Mary's in Willenhall, Walsall.
- The percentage of Catholic pupils is currently 36%.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of disadvantaged pupils attending the school is above the national average.
- The percentage of pupils with special educational needs and disabilities (SEND) is in line with the national average.
- Attainment on entry is well below national expectations.
- Since the last inspection there has been several changes to leadership: an acting headteacher was in place last year; a new headteacher started in September 2017; there is currently an acting deputy headteacher; a new parish priest was also appointed just over a year ago.

Main Findings

- Senior leaders express their support for the Church's mission in education. However, the improvement of the Catholic life, collective worship and RE of the school has not been made a priority by governors and leaders in the past. The newly appointed headteacher, working alongside her established group of governors, is now willing to address this area for development.
- The school's leaders have insufficient evaluation of monitoring to correctly judge the school's performance against the current section 48 framework. As a result, the school's self-evaluation judgements are incorrect.
- Pupils enjoy collective worship. Pupils feel that they would enjoy the opportunity to visit their parish church more often for the celebration of Mass.
- Standards in RE do not meet diocesan expectations.

THE CATHOLIC LIFE OF THE SCHOOL

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

- The Catholic life of the school is unsatisfactory.
- Due in part to staffing issues, a significant number of staff have a lack of understanding of how to support the Catholic mission of the school.
- Although children in all phases expressed a keen interest to participate responsibly in school faith activities, the school has not given them the opportunity to do so.
- Pupils could identify that their school is Catholic and what this means to them as individuals. Due to a lack of pupil voice, they have been limited in the ways in which they can respond to opportunities to be a force for action and change within their school.
- During the inspection, pupils participated well in the headteacher's assembly and responded thoughtfully to her questioning about the Gospel. They showed a firm understanding of the Gospel message. However, pupils do not always show respect during other forms of collective worship. For example, some pupils talk over each other and laugh at each other's responses during prayer time.
- Most pupils have a good knowledge of prayer across all year groups and could explain that this was the way in which they communicated with God. This knowledge of prayer is especially strong in upper Key Stage 2.
- Pupils are able to identify the different seasons of the Church's year and they know the colours used in each liturgical season.
- Although the school has introduced the Catholic Schools' Pupil Profile, pupils understanding of Catholic values and virtues is not strong. This resource should now be used more effectively to improve pupils' understanding.
- Year 6 pupils have a good understanding of vocation. They know it to be a calling from God and expressed a good awareness of roles in which they would be fulfilling their calling. For instance, one pupil reflected that he would like to be a church pastor, as he could tell others about God; another pupil said she would like to be a humanitarian lawyer, as she could protect the rights of others.
- There is evidence of pupils supporting charities to help those in need. However, most pupils were unable to explain why they raised money for charity and where this money went.
- The parish priest is keen to support the faith life of the school and celebrates Mass in school each week.
- Parent questionnaires evidenced a good level of support for the faith life of the school. However, parents have asked that communication is clearer between the school and parent body. The new headteacher has begun to develop better systems in which to share home school communications.

LEADERSHIP

Leadership of Catholic life and Collective Worship

- New governors are demonstrating an increased focus on the faith life of the school and a commitment to supporting the new headteacher in actions to improve it.
- Since the arrival of the new headteacher, governors feel better informed about the standards of Catholic life in the school. This has been partly due to the headteacher's improved reporting to governors.
- Leaders and governors self-evaluation of Catholic life and collective worship of the school is currently overly optimistic due to an underdeveloped system for monitoring and evaluation.

- Governors have been presented with a governors' audit of Catholic life. However, they have not been part of its completion and do not understand that they are responsible for this monitoring. The Catholic life link governor does not currently have sufficient monitoring information to report back to the governing body about the standards of Catholic life within the school. The new headteacher has plans to support this governor, but as yet the role is not being used effectively.
- The school has received support from a diocesan schools' advisor. However, due in part to staffing changes, recommendations for improvement have not been sufficiently acted on.
- Due to the current Ofsted outcome for the school, Governors feel that the focus on Catholic life and collective worship had been overshadowed by the need to improve standards in other areas of the school. As a result, there has been insufficient accountability for Catholic life or collective worship.

RELIGIOUS EDUCATION

Leadership, outcomes from and provision for religious education

- The outcomes from and provision for RE are currently unsatisfactory.
- The role of RE subject leader has passed between several members of staff over recent times. Consequently, there has been a lack of monitoring and improvement of standards in RE. There are now plans in place to support a new subject leader. This plan has the full support of the headteacher and governors. The headteacher has the necessary experience to support this.
- Governors recognise and value the strong personal faith of the headteacher, as the present RE subject leader. They recognise, that in the past, the faith commitment of the RE subject leader was not given the necessary importance it required during the recruitment process.
- The provision of RE, and its monitoring and evaluation, has not as yet been given sufficient priority by the governors and the very recently appointed headteacher. As a result, there has been little impact on raising standards. However, governors report that they are much more informed about standards in RE since the appointment of the present headteacher.
- The RE subject leader has carried out activities to monitor provision. However, as yet, this monitoring has had minimal impact on teaching and learning in RE. Senior leaders now need to take immediate action to address areas needing improvement. Ongoing monitoring will be required to ensure standards are raised.
- Inspectors observed a variety of pupils' attitudes to learning in RE lessons. This ranged from poor to very good. In Year 5, due to the strong knowledge and high expectations of the class teacher, pupils were very engaged in their learning. Children in Reception class and Year 6 spoke confidently about their learning in RE lessons. Pupils in Reception carried out a range of activities linked to the Nativity and could identify each of the characters and their roles in the story. However, attitudes to learning across the school are not consistently good due to poor pupil behaviour and/or low teacher expectations.
- Standards in RE are not currently meeting diocesan expectations for pupils. All groups of pupils have the ability to be challenged further.
- The quality of pupils' work in RE is of a lower standard than their work in English. In some year groups pupils have been given inappropriate tasks to develop their knowledge and skills. There is a lack of teacher expectation for work to be finished. Although, some teachers are asking challenging questions in their marking, too few pupils are given the opportunity to respond to them.

- Questioning in RE lessons does not usually develop pupils' learning. Where questioning is good teachers ask challenging questions and expect children to justify their answers. This enables pupils to think deeply and apply their learning to their written work.
- Pupils have a limited knowledge of the wider world, other faiths and religions, other cultures and community organisations. The school has made little use of the growing number of pupils from differing religions to help all pupils have an awareness of those religions.
- Curriculum time for RE meets the 10% requirement of the Bishops' Conference.
- Pupils are taught Relationships and Sex Education in accordance with the teachings of the Church. The school has recently reviewed the Relationships and Sex Education policy with governors.

Recommendations

In order to improve the school should:

- Implement strategic, rigorous and robust monitoring and evaluation of Catholic life and collective worship. Governors, staff, parents and pupils should be involved in this process.
- Strongly monitor the teaching of RE across the school. Ensure that monitoring then informs further actions and holds staff to account for standards.
- Ensure recruitment processes make clear the expectation that staff support the Catholic mission of the school.
- Support pupils to have an active role in the Catholic life of the school.