



## St Joseph's Catholic Primary School

Hazelgrove Road, Haywards Heath, West Sussex RH16 3PQ

School Unique Reference Number: 126059

<b>Inspection date:</b>		21 -05-2014	
<b>Lead Inspector:</b>		Ros Gillies	
<b>Associate Inspector</b>		Richard McKenzie	
<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
<b>Overall Effectiveness</b>	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:

- The Catholic Life of the school is outstanding because all members of the school community feel a deep sense of belonging and enthusiastically take part in the many opportunities open to them to live out their faith, in both the school and parish community.
- The quality of collective worship is outstanding because, guided by staff, pupils confidently lead prayer and worship and act with reverence and respect.
- The quality of religious education is outstanding because thorough planning, assessment and consistently outstanding teaching, along with excellent resources, lead to rapid progress in most lessons.

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

- The school is slightly larger than the average sized primary school. It is expanding and now has two classes in each year group up to Year 2. Building work to increase the number of classrooms is ongoing. Reception children have just moved into a new, purpose built block.
- Approximately 89% of the pupils are baptised Catholics, the majority of the remaining 9% are non- Catholic Christians.
- There are a rising number of pupils for whom English is an additional language. At 45% this is significantly above the national average.
- SEN figures are broadly in line with national statistics. A very low number of pupils are recognised nationally as being at risk of under achievement. There are no children at risk of exclusion.

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

- Improve the quality of the Catholic life by:
  - Embedding and resourcing the new religious education scheme 'Come and See'.
  - Developing the knowledge and confidence of all teachers on the use of scripture.
- Improve the quality of collective worship by:
  - Increasing opportunities for pupils to independently plan worship.
- Improve the quality of religious education by:
  - Improving learning by developing pupils' independence and collaborative skills.
  - Continuing to develop tracking systems to monitor progress in line with other subjects.

## 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.

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

- St Joseph's has a distinctly Catholic ethos, character and identity with a very strong community deeply committed to ensuring that all pupils receive the best personal, spiritual, moral, social and cultural education alongside an effective religious education curriculum.
- As a result of whole school ethos and high expectations pupils' behaviour is exemplary and they feel safe and cared for.
- There are very good links between the school and parish and the pupils are enthusiastically involved in parish celebrations and activities.
- Pupils demonstrate an excellent understanding of the liturgical year and its key celebrations. They speak confidently of their Catholic identity and what this means.
- Inclusion of all groups is a high priority at St Joseph's consequently, all pupils benefit from the rich experiences shared and celebrated by all.

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

- The school's mission statement is central to the life and ethos of St Joseph's and all staff are fully committed to its implementation.
- There is a very strong sense of community at all levels. This is evident in the quality of relationships that exist between teachers, support staff and pupils.
- Clear policies and structures are in place which provides a high level of pastoral care to all pupils.
- The highest standards of moral and ethical behaviour are promoted through the clear and consistent communication of the school's expectations. These are clearly demonstrated in the 'St Joseph's Pledge' and 'The St Joseph's 10'.
- Parents are supportive of the school. One parent commented, 'We cannot speak highly enough of the spiritual, moral and cultural ethos and education the school provides'.

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

- The school's leadership team is deeply committed to the Church's mission in education and lead by example. Leaders at all levels have a shared vision and high expectations, leading to highly effective monitoring of the Catholic Life of the school.
- Leaders liaise and collaborate with other stakeholders in the school, parish and deanery to enable wider celebration and development of the school's Catholic faith. St Joseph's has a strong relationship with the parish priest regarding spiritual, curriculum and pastoral issues.
- The religious education leadership team provide outstanding leadership and support for the Catholic Life of the school by continually seeking out new and exciting ways to challenge, support and guide pupils along their faith journeys, allowing them to develop a deep understanding of Catholic tradition.
- There are very clear and effective systems in place to promote monitor and evaluate this provision, which are clearly linked to school improvement and professional development and subsequently, outcomes for pupils. Leaders demonstrate outstanding capacity to develop the spiritual life of colleagues and pupils.
- Governors make a significant contribution to the leadership of the Catholic Life of the school. They are involved in challenging and supporting the senior leadership team and making informed decisions which determine the direction of the Catholic Life of the school.

**COLLECTIVE WORSHIP / PRAYER AND WORSHIP**

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

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

- St Joseph's is a prayerful community. Pupils told the inspectors that they enjoy leading and taking part in various forms of collective worship, as they like to have the opportunity to share in prayer together.
- During worship pupils listen, join in and respond in a sincere and respectful way. Music is an important part of all collective worship with pupils keen to share their musical talents in song and instrumental playing.
- A well prepared programme of assemblies, liturgies and masses ensure that all pupils have the opportunity to participate with increasing confidence and independence, appropriate to their age and development. They use scripture, music, silence, artefacts and dance confidently and imaginatively to create very spiritual acts of worship.
- Pupils said that it is an honour and privilege to be involved in the choir or liturgy dramatisation.

- Outstanding practice was observed in a May procession led by the pupils. They displayed confidence in their use of a variety of approaches to prayer, such as through scripture, liturgical dance, singing and art.
- There is a strong sense of respect for other faiths. Pupils learn about different faiths within curriculum religious education (Judaism and Islam) as well as in other curriculum subjects.

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

- Collective worship is central to the life of St Joseph's and is given the highest possible priority in terms of preparation, resourcing and leadership.
- There is a rich variety of different forms of worship, which are enthusiastically embraced by the whole school community. Pupils are given many opportunities to take responsibility for leading worship in the school in a variety of ways.
- Film and music, art and drama are widely used in collective worship across the school to make the experience of the Gospel message relevant and meaningful to everyone.
- Themes for collective worship throughout the school reflect the liturgical year, curriculum religious education and special events, for example pupils and staff take part in Ash Wednesday, Advent and Lent reconciliation services allowing time for quiet reflection and spiritual development.
- Opportunities are given to participate in diocesan worship such as the Good Shepherd Celebration at Worth along with other schools in the Diocese.
- Pupils, governors and parents commented on how much they value the school's collective worship, in all its forms, which include class based worship led by pupils, key stage worship, led in turn by staff, whole school assemblies and masses.

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

- A well prepared programme of assemblies, masses and liturgies provides opportunities for all classes to participate, at an appropriate level, in collective worship. This is planned around the liturgical calendar and the current 'Come and See' theme.
- Leaders have an excellent understanding of the Church's liturgical year, its seasons, rites and symbols. They lead the school in providing and maintaining high quality resources to enrich and develop pupils' understanding.
- Leaders monitor and evaluate the impact of collective worship on a regular basis and plan improvements accordingly.
- A recent collective worship survey completed by pupils stated (in answer to a question about how worship helps them grow as a person) that, '...by regularly worshipping God I realise that Jesus would want me to grow and learn more about how to be a good person'.

# RELIGIOUS EDUCATION

## THE QUALITY OF RELIGIOUS EDUCATION

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- 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.

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### **How well pupils achieve and enjoy their learning in religious education is outstanding.**

- Pupils told the inspectors that they enjoy religious education and they are extremely proud of their books which they consider to be very special. Books are beautifully presented and show appropriate differentiation, challenge and variety.
- Pupils in all lessons displayed positive attitudes to their learning. Behaviour for learning is outstanding.
- All learning styles are catered for in lessons which included role play, discussion, art and music.
- Teachers encourage pupils to record religious knowledge in a variety of ways, such as role play, ICT and art so that those pupils with special educational needs or EAL are not reliant on their literacy skills to succeed. Role play is also used to encourage pupils to explore meaning at a deeper level promoting discussion and challenge for the more able. Group work and other types of collaborative learning are promoted in religious education lessons.
- Pupils in all age groups demonstrate good religious literacy and sound religious vocabulary which they use when answering questions and in their written work.
- Prayer tables and displays throughout the school are exemplary. Pupil's work on display is clearly valued and celebrated.

### **The quality of teaching and assessment in religious education is outstanding.**

- The majority of teaching observed was outstanding and never less than good with outstanding features.
- Teachers plan interesting and imaginative lessons, which build upon prior learning, using a wide range of high quality resources.
- Tasks are well differentiated and assessment opportunities enable staff and pupils to reflect on their teaching and learning.
- Assessment in religious education has been a focus since the last inspection and there is now a more consistent approach across the school. All topics are assessed against the attainment targets.
- A whole school focus on developing learning objectives and success criteria has had a positive impact on the planning for religious education.

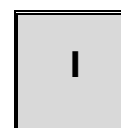
- St Joseph's ensures that parents are involved in their children's learning by sharing religious education topics with the parents at the beginning of each term, including parents in liturgies and sharing work at termly meetings.
- Marking and constructive feedback are frequent and of a consistently high quality leading to high levels of engagement, interest, learning and progress. Pupils have a detailed understanding of what they need to do to improve and are given the opportunity to respond to 'next steps' marking in a planned way.

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

- The commitment, leadership and example of the headteacher, religious education leadership team, SLT and governors has a significant impact on the raising of standards in religious education and is wholeheartedly supported by the whole school and parish community.
- Targeted planning and strategic action taken by the school leads to outstanding outcomes in religious education.
- Outstanding pastoral care promotes a strong and caring Catholic ethos and a sense of family, in which all pupils feel valued and secure.
- Leaders carry out regular monitoring and analysis of teaching and attainment. All staff benefit from these robust systems and from regular professional development both in-house and provided by the diocese, leading to a raising of standards.
- Leaders model outstanding examples of best practice in the teaching of religious education, supporting all new and newly appointed teachers.
- Clear steps for ongoing improvement are identified in the school improvement plan and are linked to teachers' targets for appraisal.
- Resources for religious education are being updated to ensure effective delivery of the 'Come and See' programme for example, iPads and laptops are installed with a Good News Bible app to support classroom teaching.

## Summary of Inspection Judgements

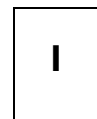
How effective the school is in providing Catholic Education.



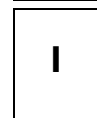
### Catholic Life



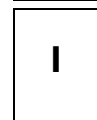
The extent to which pupils contribute to and benefit from the Catholic Life of the school.



The quality of provision for the Catholic Life of the school



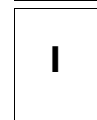
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.



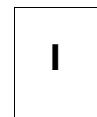
### Collective Worship



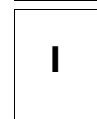
How well pupils respond to and participate in the schools' Collective Worship.



The quality of provision for Collective Worship



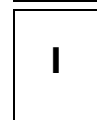
How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.



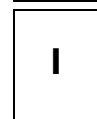
### Religious Education



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 monitor and evaluate the provision for Religious Education

