



# St Joseph's RC Primary School

St Joseph's Way, Hedworth Estate, Jarrow, NE32 4PJ

School Unique Reference Number: **108724**

**Inspection dates:** 5– 06 February 2018  
**Lead inspector:** Mrs Nora Hughes

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| Overall effectiveness       | Previous inspection: | Outstanding        | 1        |
|                             | This inspection:     | <b>Outstanding</b> | <b>1</b> |
| <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 RC Primary School is an outstanding Catholic school because:

- St Joseph's RC Primary school is a warm and welcoming community where everyone feels valued and accepted. The mission and ethos of Catholic education is reflected throughout the whole community and the building itself.
- The Catholic Life of the school is outstanding because there is a determination for everyone to be the best they can be and do the best they can do; not just for themselves but for others. Pupils are proactive in supporting others locally, nationally and globally.
- The quality of Collective Worship is outstanding and is central to the life of the school. Staff and leaders model quality acts of worship. Pupils are now adept at planning and leading age appropriate acts of worship throughout the school and thrive on this responsibility.
- The quality of Religious Education is outstanding. Teachers plan challenging and focused learning activities which enable pupils to make excellent progress within lessons and over time. Behaviour for learning is outstanding and lessons proceed without interruption.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Joseph's is an average sized primary school catering for pupils aged 3-11 years. It is situated on the borders of the Fellgate and Hedworth Estates, in an area where the level of social deprivation is above average.
- 57% of pupils are Catholic.
- The school serves the parish of St Joseph's church which is located next to the school.
- The percentage of pupils who are eligible for free school meals is broadly in line with the national average.
- The school is predominantly white British, with the number from ethnic minorities being significantly below national levels.
- 12% of pupils have special needs.

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

- Improve standards in Religious Education by:
  - Ensuring teachers have the confidence and expertise to consistently level work accurately.

## CATHOLIC LIFE

### THE QUALITY OF 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.
- 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.

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

- The school's mission statement is centred around providing a loving and caring atmosphere where everyone can reach their potential to the full. Staff and pupils foster a respect for the dignity of every person in the school community and in everything they do. They hope to, 'Act justly, love tenderly, walk humbly with our God'.
- This living mission statement along with the school's vision statement, 'In God's love we learn and grow,' are displayed and lived out in every classroom.
- Pupils have a strong sense of belonging and being part of the school family. They take on leadership roles such as Mini Vinnies, school council, house team leaders, the year six buddy system, playground leaders and eco warriors.
- Pupils are alert to the needs of others; they feel that raising money for others is a way, 'to share, to make things fair'. They have supported CAFOD, Save the Children, St Clare's Hospice, the shoebox appeal and Stand Up To Cancer. They are proactive and will often make suggestions for fundraising initiatives.
- Pupils spoke proudly of sending prayer cards to those too sick to go to church and of becoming 'prayer pals'.
- Pupils talk about being unified, showing forgiveness and respect. This was evident in the relationships between pupils and the calm and orderly atmosphere in the school.
- Success is regularly celebrated in school, parents contribute to this by recording 'wow' moments observed at home. The golden book is a fantastic record of pupils nominated by teachers for acts of kindness or exceptional effort.
- All pupils enthusiastically engage in events at parish and diocesan level, irrespective of their own faith backgrounds. Each December they take part in 'The Big Sing', a cluster carol service for parents.

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

- The living mission statement, based on Gospel values is at the heart of the school; there is an explicit and concrete commitment to the most vulnerable and needy by all.
- School is a harmonious place with a tangible sense of community at all levels. All colleagues and pupils demonstrate positivity and enthusiasm. Mutual respect and support are evident in all relationships.
- Staff enjoy high levels of support and are provided with quality continual professional development both in school and at diocesan level.
- The beautiful displays in school are an effective sign of the school's Catholic character.
- Policies and procedures are in place providing the highest levels of pastoral care to all pupils. Anti-bullying is supported well by visits from theatre groups.
- The school is an accredited kidsafe school and a programme is delivered by two trained members of staff. Pupils say they feel safe and cared for in school.
- Pastoral programmes such as Nurturing Human Wholeness are consistently well taught and celebrate Catholic teachings and principles. 'Statements to live by' are shared weekly with parents via text message.
- The school is attentive to the pastoral needs of staff. It ensures the needs of all are catered for.
- Behaviour policies are rooted in Gospel values and reflect the teaching of the Catholic church. Staff and pupils recognise the need for forgiveness; they believe in treating others as they would like to be treated themselves.

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

- The leaders of St Joseph's are completely committed to the Catholic Life of the school. Their drive is for everyone in their community to be the best person that they can be and they are inspirational in communicating this vision.
- Leaders constantly strive to ensure the best possible provision for the whole community. Accurate self-assessment has been carried out by all leaders and feeds directly into school development plans.
- The headteacher and deputy regularly attend the annual headteacher and deputy headteachers' conference and diocesan training is regularly attended by staff.
- Regular Religious Education staff meetings are designed to support staff in contributing to the Catholic Life of the school.
- Rigorous monitoring is carried out by the Religious Education leader and headteacher. Governors evaluate progress towards school improvement targets regularly; they offer challenge and support in equal measure.
- There are very strong relationships with parents. The open morning sessions, where parents meet the teacher and work alongside their children in the classroom are seen as a valuable experience by all. Feedback from parents is extremely positive.
- The Friends of St Joseph's, made up of parents and parishioners, recognise that if everyone does a little it can become a tremendous effort. They support the Catholic Life of the school effectively and with enthusiasm.

- Governors are highly visible in the school and parish, acting as excellent role models to the whole community. They are totally committed to their role and see it as a vocation.
- The parish priest visits school weekly and promotes very strong links between the school and parish. He describes the school as a place of order and respect where everyone learns to look after each other with compassion.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- 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 school is a deeply prayerful community. The beautiful sacred spaces created by staff and pupils create a calm, peaceful atmosphere which is reflected in the excellent behaviour demonstrated by all pupils.
- Collective Worship takes many forms; class worship led by pupils and staff and whole school worship led by senior leaders and the parish priest. Pupils participate reverently and enthusiastically.
- From the earliest age pupils lead Collective Worship, developing increasing independence.
- Pupils select hymns appropriate for the time in the church's year. Regular hymn practices take place with the parish organist and singing is beautiful.
- Prayer files are in each class, designed to share traditional prayers and encourage pupils to initiate prayer. The school took part in the world Rosary challenge throughout October 2017.
- Pupils enjoy many forms of prayer, including liturgical dance and reflections for silent prayers times. Class worship is recorded in worship books kept in each classroom.
- Voluntary prayer takes place during lunch time sessions weekly. They are confident and happy to use the many and varied resources available.
- Mini Vinnies are active within the school; they have launched a prayer partner initiative in the parish. Mini Vinnies are partnered up with an elderly member of the parish in order for them to pray for each other.
- Adults act as excellent role models for pupils; this is evident in the reverence and respect shown when pupils lead their own liturgies.

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

- Opportunities for Collective Worship are varied, daily and central to the life of the school. They are linked to the liturgical year and the statements to live by in the Nurturing Human Wholeness programme. All pupils and staff are actively involved.
- Prayer files are used in every class and are continually added to. Pupils are confident in accessing resources to plan their own liturgies.
- Staff prayer is equally prominent in the school; there are staff prayer opportunities each week led by staff members on a voluntary basis.

- Families are regular visitors to Collective Worship gatherings over the course of the year. Parents expressed the belief that the school is very welcoming to all.
- The parish priest visits school weekly to work with pupils throughout the school. Class masses or liturgies are celebrated by the parish priest both in school and in church.
- Parents and parishioners are invited to all masses and services. Prayer at home is encouraged through the travelling crib and Lenten crosses; Mary bags are being used in 2018 for the Year of Mary.
- Class teachers are skilled in helping pupils to plan and deliver quality worship. They are supported in developing their skills through training offered by the Religious Education leaders and the diocese.

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

- The headteacher, Religious Education leader and parish priest set a very high standard for Collective Worship in the school. They are models of outstanding practice for staff and pupils.
- They lead by example, often working with individual staff as part of their induction to ensure their skills develop quickly. They ensure that all staff have access to quality training in school and from the diocese.
- The spirituality of the staff is actively promoted and enthusiastically engaged in. The recent spiritual walk at Souter Lighthouse was described as a very 'uplifting experience' which could not even be dampened by the wind and torrential rain.
- The school comes together with their cluster group to plan days of spiritual development every two years.
- Many staff and governors are highly active and visible in the parish community. They are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.
- There is clear evidence of the quality of Collective Worship being monitored and evaluated. There are regular observations and visits followed by evaluation which feed in to the school improvement plan. It is given the highest possible priority by all leaders.
- The governors are actively involved and have an accurate understanding of the strengths and areas for further development in Collective Worship. They provide very effective challenge and support.

## 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.**

- All pupils obviously enjoy their Religious Education lessons and are passionate about their learning. They say it is one of their best and most important lessons.
- Observations of lessons indicate that pupils are keen to join in both discussions and practical activities. Work for pupils is finely differentiated to ensure appropriate challenge for all pupils.
- The behaviour of pupils is exceptional which impacts positively on learning.
- All pupils make good or outstanding progress in Religious Education both within lessons and over time. They make progress across a range of skills and are developing well in their knowledge and understanding. This is evidenced in books, in the school tracking system and through pupil discussions.
- All children talk articulately and consistently about how targets are shared for each topic and their role in self-assessment. Pupils are clear about how to improve their work in response to marking and feedback.
- All groups of pupils, including the most vulnerable, make comparable progress. Support staff are deployed effectively to support individuals and groups of children.
- Outcomes for pupils are very good overall. From below average starting points in the early years foundation stage pupils make rapid progress, this continues through key stage one and two. The attainment of all learners is above the diocesan average.
- Parents appreciate the way the school encourages children to have high aspirations.

#### **The quality of teaching and assessment in Religious Education is good.**

- Teaching is never less than consistently good. Pupils are enthused, ensuring that they learn extremely well. Teachers demonstrate high expectations for behaviour and pupils respond well.
- Teachers use a wide range of imaginative resources and teaching strategies; the pupils see learning as important and make very good progress. Support staff are effective in reinforcing, supporting and extending learning for all pupils
- Assessments are regular, and the school has developed a rigorous tracking system which ensures that underachievement can be quickly recognised and tackled. The levelling of pupils' work is not yet consistently accurate, and teachers need to be more confident with levels of attainment in Religious Education.

- Marking follows the whole school policy of using green pen marking and red pen response by pupils and teachers are confident when linking this to objectives and further challenging pupils.
- All pupils were able to explain their role in assessing their own work; consistency of practice is a strength of the school. The work produced by the children is beautifully presented. There is clear evidence of very good progress, both over time and within lessons.
- Success is celebrated throughout the school with verbal praise and positive comments. Work is celebrated in assemblies and star pupils are identified and their pictures displayed.

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

- Leaders effectively support Religious Education in terms of resourcing, training and challenge which leads to very good outcomes in Religious Education.
- Leaders are relentless in their desire to improve both teaching and learning across the school and in inspiring staff, pupils and parents to share in their vision.
- The Religious Education leader accesses coordinator training and is skilled in developing best-practice in school during regular Religious Education staff meetings.
- All staff have a performance management target based on curriculum Religious Education.
- Religious Education has a very high profile in the life of the school. Clear steps for improvement are detailed in the school improvement plan. This is monitored and evaluated by governors termly.
- The Religious Education programme is delivered by staff imaginatively to give pupils quality experiences of the Catholic Church and of other faiths. Synagogue and mosque visits promote an understanding of other faith communities.
- The Religious Education curriculum meets the requirements of the Bishops' Conference.
- Sacramental preparation is delivered well and in accordance with diocesan policy. Social evenings continue after First Holy Communion to encourage families to remain part of the parish community.
- Governors regularly visit the school and are actively involved in monitoring and evaluation activities; they demonstrated an excellent knowledge of the standards of Religious Education in the school.
- Governors offer outstanding support and challenge to the school. They see the leadership of the headteacher as a major strength of the school. All leaders are outstanding in their determination for all pupils and staff to succeed.

## SUMMARY OF INSPECTION JUDGEMENTS

### HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

**1**

### CATHOLIC LIFE:

**1**

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

1

The quality of provision for the Catholic Life of the school.

1

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

1

### COLLECTIVE WORSHIP:

**1**

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

1

The quality of provision for Collective Worship.

1

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

1

### RELIGIOUS EDUCATION:

**1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

## SCHOOL DETAILS

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| <b>School name</b>  | St Joseph's RC Primary School |
| <b>Unique reference number</b>  | 108724                        |
| <b>Local authority</b>  | South Tyneside                |
| This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005. |                               |
| <b>Chair of governors</b>   | Mrs A Gibson                  |
| <b>Choose School Leadership Type</b>  | Mrs E A Seagrove              |
| <b>Date of previous school inspection</b>   | April 2013                    |
| <b>Telephone number</b>   | 0191 5364311                  |
| <b>Email address</b>  | office@stjosephsjarrow.co.uk  |