

**INSPECTION REPORT**

Telephone: 0161 817 2204

Email: [education@dioceseofsalford.org.uk](mailto:education@dioceseofsalford.org.uk)

**Inspection carried out Under Canon 806  
and in accordance with Section 48 of the Education Act 2005**

**Name of School**      **St Joseph’s R.C. Primary School, Market St, Mossley, Ashton-under-Lyne OL5 0ES**

Inspection date      Monday 10<sup>th</sup> June 2019

Reporting Inspectors      James Graves and Donna Kiernan

Type of school	Primary
URN	106254
Age range of pupils	3-11
Number on roll	197
Appropriate authority	The Governing Board
Chair of Governors	Stephen Newton
Headteacher	Irene Williams
Religious Education Subject Leader	Irene Williams
Date of previous inspection	25 <sup>th</sup> June 2014

<b>The Inspection judgements are:</b>	<b>Grade</b>	<b>Explanation of the Grades</b>
Overall effectiveness of the school	2	1 = Outstanding 2 = Good 3=Requires Improvement 4 = Inadequate
Catholic Leadership	2	
The Catholic Life of the school (incorporating Welcome, Welfare and Witness)	2	
Religious Education (incorporating Word)	2	
Collective Worship	2	
The following pages provide reasons to support these judgements		

## **CHARACTERISTICS AND CONTEXT OF THE SCHOOL**

St Joseph's RC Primary school serves the town of Mossley and the parish of St Joseph's. There are 197 pupils on roll, pupils are arranged in single aged classes and the admissions number is 30. The school is situated close to the parish church. 70% of learners are baptised Catholics. Attainment on entry to Reception is broadly average and represents the full ability range. The percentage of pupils from ethnic minority backgrounds is below average with 1.5% of the pupils having English as an additional language. 22 children qualify for the Pupil Premium which is 11.2%. This is below the national average. 17 children have special education needs and disabilities (SEND), which is 8.6%, also below the national average. The socio-economic background of the pupils is above average overall. 6 of the teachers are Roman Catholic and 6 teachers hold the CCRS. The Headteacher was appointed in September 2016 and recently the school has become more popular increasing numbers on roll from 180 three years ago. Attendance is at 96.7% for the period 1<sup>st</sup> September 2018 to 24<sup>th</sup> May 2019.

## **THE KEY STRENGTHS OF THE SCHOOL INCLUDE:**

- **Pastoral support, including provision for mental well-being is a strength of the school.**
- **Positive relationships in the school lead to a productive learning environment.**
- **Pupil voice leads to an impact on the school's provision.**
- **The behaviour of the children is exemplary.**
- **The school's self-evaluation is accurate, honest and effective.**

## **OVERALL EFFECTIVENESS OF THE SCHOOL IS GOOD**

St Joseph's is an effective Catholic school. Provision in Word is 'Good' with evidence seen of large quantity and high quality work in the children's books. The dedicated headteacher has started the school's journey in evolving teaching and learning that ensure children will progress and develop. She is well supported by staff and governors who have responded to her direction and vision. Staff provide respectful care to all children in the school. The children are witnesses to Gospel Values throughout the school day in their dealings with others, including love, tolerance and forgiveness. Parents value the school and spoke positively, both about the school's caring provision and the headteacher's leadership. Support for the school from parents is very strong. The school is very inclusive and is well led by both the headteacher and the SENDCo. The leadership's school self-evaluation is accurate, honest and a strength of the school. Governors are aware of the importance of monitoring the Catholic life of the school, with the Pastoral Committee having a role in this. They are rightly proud of the work completed by the school with regards to care for the common good and they say that the use of Caritas in Action has 'brought Scripture to life.' All the previous inspection findings have been considered by the school and most have been addressed. The school needs to continue to concentrate further on the pace of learning in lessons. The Governors visit the school to attend assemblies and are aware of progress and attainment through information presented by the headteacher. The next stage of development for the governors is to gain a clearer overview of the school so that they can gain a greater understanding of how children progress in Religious Education and by holding the school to account. Some governors have attended training through the Diocese, but this needs to involve all governors, especially those new to governance.

## **THE QUALITY OF CATHOLIC LEADERSHIP IS GOOD**

The headteacher, alongside the staff, children, governors, parents and parish, strives for St Joseph's to be a school community with Christ at its heart. This is evidenced in the behaviour policy, with a vision shared and owned by all, which puts the focus on reconciliation and repair. The impact of this policy in practice is a school where the children are very well behaved. Behaviour is a strength of the school. Religious Education is monitored by leaders, as is prayer and worship. The school's leadership, inspired by the headteacher, demonstrates a deep commitment to the Church's Mission in education. This Mission is evident in the faith development of its pupils. Leadership clearly witnesses Gospel Values, ensuring a

peaceful atmosphere in the school. Priority is focussed on those on the margins of society and all children are afforded opportunities to grow and develop as a whole child, regardless of religion or background. The school feels that external outreach is important, such as raising money for a local hospice with a 'Wear-a-Hat Day' led by the children on the School Council. Celebration of achievement and success is central to school life and those achievements are on display in the school. Governors are fully supportive of the school as a Catholic learning community. They are aware of their roles in taking the school forward in its purpose and action. The governors are aware of the school's strengths and areas to develop, and are informed by the headteacher to provide challenge ensuring that the Catholic life of the school is secure. More of this information needs to come from governors' monitoring. Pupil leadership is emerging but needs to have greater focus on the planning and delivering prayer and worship.

### **THE CATHOLIC LIFE OF THE SCHOOL (incorporating Welcome, Welfare and Witness) IS GOOD**

The school's ethos and mission are visually present throughout the school. Diversity and equality are celebrated in the school, and this was shown in the curriculum with a display of the children's learning about Judaism. Parents are very positive about the school. The parents interviewed agreed that the school was committed to developing the children's spiritual and emotional welfare. The school is dedicated to the welfare of its community and thus the SENDCo is well supported by the headteacher and deputy headteacher. In addition to this, the school has a qualified mental health nurse that enables children access to someone when they are in crisis and distressed which fills the support gap until outside agencies become involved. Parents feel that the children are safe and well looked after. The children have a strong voice at St Joseph's, with an eco-council, GIFT chaplains and class councillors. The impact of their voice on school life includes the purchase of equipment for the children to play with at lunchtime. Lunchtimes observed saw children playing happily and interacting safely under the watch of lunchtime staff. Children are proud of the school and feel safe. They know what to do if they feel they are being bullied. They reported that the school's staff were 'brilliant' because they were 'lovely to the children'. Pupils described the school as fun, caring, kind and a place that gives good 'chances to learn'. There is a culture of welcome in the school, where all are included and their needs met, for example, the 'Talking and Drawing' Intervention allows children the opportunity to speak about things in their life in a safe environment. Inspectors found that visitors are welcomed with care and respect. Parents play a significant part in school life. Displays such as Internet Safety promoted the welfare of the children which is paramount in the school.

### **RELIGIOUS EDUCATION (incorporating Word) IS GOOD**

At St Joseph's the Mission Statement is known and lived in the school each day. This was evident during a lesson observation when the children were very respectful to the views of others, even though they differed from their own. It ensured that the children felt safe enough to express what was being felt at the time. Religious Education accounts for 10% of the school timetable. The requirements of the Religious Education Curriculum Directory are met through the school's Religious Education curriculum, which is based upon 'Come and See'. Pupils were fully engaged during lessons, especially in lessons within Key Stage 1 regarding the Holy Spirit. Assessment is used well to measure what the children know and what their next steps in learning will be. Social, Moral, Spiritual and Cultural Education is clearly at the heart of the curriculum, such as a discussion around how the apostles would have felt at Pentecost in Upper Key Stage 2. 'Big Questions' are asked by the children for example when learning about the Gifts of the Holy Spirit in lower Key Stage 2. Sacred scripture is recognised as being important around the school. Classrooms have displays around the 5Ws and are based on Sacred Scripture. Quotes and passages from Scripture can be seen around the school, with a large display about Jesus in the hall. Children are developing their religious literacy across the school and this is most noticeable in Upper Key Stage 2. There is clear evidence of the Word of God informing teaching and learning across the curriculum. The work in children's books is at least as good as that in their English books and demonstrates good quality and quantity. Working alongside the parish is important to St Joseph's. The school's Mission Statement says that belief in the Word of God is central to all work and learning; this was seen in the many different displays around the school.

## **COLLECTIVE WORSHIP IS GOOD**

The children at St Joseph's regularly attend Mass with the parish priest. Children have an active involvement, such as preparing prayers of intercessions or by reading scripture. The GIFT chaplains are well known in the school and have a voice that impacts on school life, for example when they organised a 'Prayer Area' in the school hall for children to pray quietly. Classes hold weekly acts of worship which includes prayers written by the children. Class Worship Books that are found in each classroom, detailing the focus of each session and showing how prayer is at the heart of the school. The pupils write prayers to reflect their concerns about the world. The school gives children the opportunity to make a personal response to scripture, and this was observed when their prayers were read out during assembly. The school's Mission Statement says, 'May we truly worship with our hearts and minds', and the evidence from the inspection shows the different approaches that allow the community of the school to be fully involved in this. Pupil chaplains occasionally share in the leading of prayer and worship in the school. The next step for St Joseph's is for the children to take far greater responsibility for leading the prayer and worship sessions. These opportunities should be afforded to all children including those who are not chaplains. Staff have received training to support less confident children to fully take part in acts of worship, and the next round of training should focus on allowing children to plan and lead. Parents and the local community are invited to celebrate Mass along with the children. There is a systematic and developmental programme of prayer in the school.

## **AGREED AREAS FOR DEVELOPMENT**

- **Increase the pace of Teaching and Learning in lessons by ensuring appropriate teaching time, by varying teaching methods, by giving more responsibility to children for their own learning and by being more focussed on a tight learning objective driving the teaching, the activity and the assessment.**
- **Develop children to allow them to take full responsibility for the planning and delivery of prayer and worship.**
- **Ensure all governors are trained so they can extend their monitoring role through visits to school to have a greater understanding of how children progress in Religious Education.**