



St Joseph's Catholic Primary School

URN: 145994

Carried out on behalf of the Right Rev. Alan Williams, sm, Bishop of Brentwood on:

Date: 8 – 9 November 2023

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| Overall effectiveness The overall quality of Catholic education provided by the school..... | 2 |
| Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission..... | 2 |
| Religious education (p.5) The quality of curriculum religious education..... | 2 |
| Collective worship (p.7) The quality and range of liturgy and prayer provided by the school..... | 2 |
| The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference | <input checked="" type="checkbox"/> |
| The school is fully compliant with all requirements of the diocesan bishop | <input checked="" type="checkbox"/> |
| The school has responded to the areas for improvement from the last inspection | Fully |

Summary of key findings

What the school does well

- Pupils enjoy coming to school and relationships, both in class and around the school, are very positive.
- Pupils of all faith backgrounds enjoy religious education lessons and have good knowledge and understanding of the subject.
- The school has a good relationship with the parish.
- Parents appreciate the approachability of staff and feel welcome within the school community.

What the school needs to improve:

- Ensure pupils know and understand their role in responding to the demands of Catholic social teaching.
- Develop and implement effective systems of monitoring to inform rigorous self-evaluation for Catholic life and mission and for prayer and liturgy across the school.
- Provide professional development opportunities for all staff, enabling them to support pupils in planning, leading and evaluating prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church’s educational mission.

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| Catholic life and mission key judgement grade:..... | 2 |
| Pupil outcomes The extent to which pupils contribute to and benefit from the Catholic life and mission of the school | 2 |
| Provision The quality of provision for the Catholic life and mission of the school | 2 |
| Leadership How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school | 3 |

Pupils are happy, confident and secure at St Joseph’s; this is evident in their positive relationships with each other and school staff. Pupils understand that they are following the example of Jesus and many are able to articulate the school’s mission statement: *“at St Joseph’s, a place of mercy, we walk in Jesus’ footsteps, as we pray, learn and play together”*. Pupils know they are working to develop the values of respect, resilience and responsibility. One Year 6 pupil explained that the school wants them to “be responsible and resilient to get awards”. Pupils now need to be able to specifically link these behavioural attitudes to Gospel values. One parent commented that “I love the values the school teaches the children”. Pupils can express in their written work that they are made in the image of likeness of God. School councillors are able to explain how they choose charities for fundraising. They can provide examples: “breaking the rules” day for Cafod and collecting for a local food bank at harvest time. However, they have limited understanding of how their actions link to Catholic social teaching and how they can care for our common home. Pupils have a well-developed sense of respect for those of other faiths. Pupils are able to discuss times of prayer and reflection as part of the school’s chaplaincy provision.

The commitment of staff in supporting the mission statement of the school is seen in their care for the pupils and their service to the school community, for example, in the additional support provided for the most vulnerable families. Staff are good role models for the pupils. The school is a caring community offering additional support to their families with a variety of services on offer, including the Brentwood Catholic Children’s Society and Rainbow groups. Additionally pastoral support is offered to families through the St Vincent de Paul Society. The interim head teacher and staff are developing a strong sense of welcome to all cultures, which is greatly valued by parents. They appreciate that staff are approachable and

listen to their concerns. Although the school environment contains signs of the school's Catholic nature, additional attention now needs to be given to the quality of some areas. This will ensure that there are places for reflection both inside the school and outside in its spacious grounds. The chaplaincy provision, offered by the parish priest and staff at the school, enables the pupils to develop a sense of spirituality. The provision for relationship, sex and health education meets both the statutory and diocesan requirements. The policy has been shared with parents.

Leaders and those responsible for governance are able to articulate the Church's mission in education; however, this is not always clear in the school's policies. All leaders are engaged in a productive working relationship with diocesan advisors and take advantage of some services offered by the diocese, including training. The links with the parish are good and the parish priest is a welcome visitor. The school liaised with the parish to participate in their Education Sunday Mass. Leaders respect the dignity of workers, and staff are happy to work at the school. There is a newly formed well-being committee which staff value. One member of staff explained, "This school is one with a caring, compassionate heart. It keeps the children [at the forefront] when implementing new initiatives and everything is done with their best interests in mind." The Catholic curriculum needs to be developed to ensure Catholic social teaching has greater prominence. Whilst those responsible for governance are ambitious for the Catholic life and mission of the school, there now needs to be a greater rigour in self-evaluation in this area through systematic monitoring, including the involvement of pupils. Leaders have begun to provide some professional development for staff to ensure a better understanding of the school's mission and Catholic life.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils enjoy their learning and are developing the sound knowledge, understanding and skills that reflect the learning required by the *Religious Education Curriculum Directory*. Pupils make good progress as they journey through the school in knowing more and remembering more; this was clearly evidenced in a lesson where pupils were discussing vocations. As a result, pupils across all age phases, including those with special educational needs, achieve well and their attainment is in line with, and sometimes better, than that in other core subjects. Pupils speak confidently about their learning in religious education; they know how well they are doing and respond well to the school green-pen question strategy to further improve their work. They are introduced to religious vocabulary from an early age; consequently subject-specific vocabulary is used confidently during discussions and in pupils' written work. The presentation of their work in religious education is of a high standard and quality showing the respect and high regard they have for the subject. They are rightly proud of their work. Pupil celebration books for each topic provide a wonderful example of work by each year group and showcase the progress pupils make year on year. Pupils approach their lessons enthusiastically and with a determination to do well; they enjoy sharing their ideas. Behaviour in lessons is good.

Teachers are confident and demonstrate sound subject knowledge, which they impart with enthusiasm to pupils. Questioning is used effectively to ascertain pupils' understanding thus ensuring that any misconceptions can be quickly identified and rectified. Teachers plan lessons together with colleagues, ensuring they are effective in building on prior knowledge, and in moving pupils' learning forwards. To further enhance pupils' enjoyment of lessons teachers provide pupils with the opportunity to present their work in a variety of forms, including responding to religious art, making cards and posters, drama activities as well as

writing at length. Evidence in books shows pupils making mezuzahs and sampling a Shabbat meal during their study of Judaism. Teacher feedback, both verbal and in books, demonstrates how pupils can improve their work and continue to make progress. Praise and encouragement are used well by teachers, leading to high levels of motivation and incentive amongst pupils. Relationships are very positive, creating an environment which is conducive to learning, and where everyone feels safe and secure in expressing and sharing their ideas and opinions. Assessment of pupils' work occurs regularly; moderation, both within the school and across the trust, ensures that these assessments are an accurate reflection of pupils' work.

School leaders and those responsible for governance ensure that the curriculum is well-planned and sequential. It follows the requirements of the *Religious Education Curriculum Directory*. Religious education is given equal priority with other core subjects in terms of time allocation and funding. Leaders ensure planning provides a consistent approach by teachers year on year; this enables all pupils, regardless of their faith background, to make at least good progress, consistently building on prior learning. Teachers in the early stages of their career are well supported by senior colleagues and draw on their expertise to improve practice, develop subject knowledge and build confidence. The subject leader for religious education has a clear vision for the subject. This can clearly be seen in the well-written and detailed action plan which includes plans for the introduction of the new *Religious Education Directory* in September 2024. The self-evaluation of religious education by leaders and those responsible for governance is accurate. However, this self-evaluation would be greatly enhanced if monitoring were more systematic and consistent.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

3



Pupils respond well to the prayer and liturgy experiences provided by the school, for example in class prayers, hymn practice and the daily Angelus. Pupils take advantage of reflective moments of prayer during assemblies and class liturgies. Older pupils are able to formulate their own written prayers of thanksgiving, to ask for forgiveness and for intercessions of help for others. Pupils are able to describe the parts of the Church's liturgical year, including Christmas, Easter and key feast days. Pupils are able to discuss the impact prayer has on their daily lives. A Year 6 pupil described how prayer helps to calm him if he is stressed or worried. Another pupil explained that he could ask for forgiveness in prayer. Pupils also expressed their views that prayer is a time to talk to God. There is a clear development in prayers known by the pupils as they progress through the school. Pupils in Years 4, 5 and 6 are beginning to plan and lead some prayer and liturgy in their classes; however, they are not always well prepared to do so.

Prayer is central to the life of the school. Significant moments are identified and celebrated in prayer, for example Remembrance Day. Families are encouraged to contribute to the book of remembrance for November. There is a daily pattern of prayer, which includes a morning offering, the Angelus, and grace before meals. Opportunities are provided for a variety of prayers including the rosary and spontaneous prayer. For example, pupils in a Year 6 class write their own prayers and they understand prayer can make a difference. Scripture is used in most prayer and liturgy opportunities, including the relevant Gospel reading in the interim head teacher's Monday assembly. The Gospel and a reflection are also included in the weekly newsletter for parents. Hymn practice, including scripture and a time for reflection, provides a joyous opportunity for pupils to share their beautiful singing with the whole school community. Staff are positive role models and willingly participate in all prayer and liturgies.

Staff now need to be provided with additional professional development opportunities to enable them to help pupils to plan, lead and evaluate well-constructed prayer and liturgy. All classes have a prayer focus area, although these could be further developed to ensure they are prominent and reflective in all classes. Some parents are taking advantage of, and are enjoying the recently introduced stay-and-pray sessions.

The school's policy on prayer and liturgy is superficial and only has a limited impact. The policy needs to be reviewed and developed to ensure that it is useful and relevant to staff who are preparing prayer and liturgy. Additionally, leaders now need to provide professional development opportunities to enhance staff skills that enable them support pupils in planning, leading and evaluating well-structured prayer and liturgy. Leaders and those responsible for governance have a planned timetable in place to ensure pupils attend Mass on all holy days of obligation. The school community has recently begun to attend the church, including on All Saints Day. The parish priest and parishioners are complimentary about the children's singing and responses. Leaders and those responsible for governance have begun to monitor prayer and liturgy through regular visits to the school and through attending class and whole-school Mass. However, the regular review of the quality and impact of prayer and liturgy, as part of the school's cycle of self-evaluation, now needs to be more robust and systematic. The views of pupils need to be sought as part of this process.

Information about the school

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| Full name of school | St Joseph's Catholic Primary School |
| School unique reference number (URN) | 145994 |
| Full postal address of the school | Vaagen Rd, Canvey Island SS8 9DP |
| School phone number | 01268 683903 |
| Name of head teacher or principal | Interim head teacher Mr Phillip Maxfield |
| Chair of governing board | Mr Frank McEvoy |
| School Website | https://www.stjosephscanvey.net |
| Multi-academy trust or company (if applicable) | Assisi Catholic Trust |
| Type of school | Primary |
| School category | Academy |
| Age-range of pupils | 4-11 |
| Trustees | Brentwood |
| Gender of pupils | Mixed |
| Date of last denominational inspection | 5 July 2016 |
| Previous denominational inspection grade | Outstanding |

The inspection team

Gael Hicks

Lead inspector

Angela Podmore

Team inspector

Key to grade judgements

| Grade | England | Wales |
|-------|----------------------|--------------------------------------------------|
| 1 | Outstanding | Excellent |
| 2 | Good | Good |
| 3 | Requires improvement | Adequate and requires improvement |
| 4 | Inadequate | Unsatisfactory and in need of urgent improvement |