



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOSEPH THE WORKER CATHOLIC PRIMARY SCHOOL

KIRKBY

Inspection Date 20 November 2018

Inspectors Mrs Pat Peel Mrs. Angela Williams

Unique Reference Number 131836

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 248

Chair of Governors Mrs. Lesley Lester

Headteacher Mrs. Jude Ryan

School address
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Date of last inspection October 2013

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Joseph The Worker is an average sized Catholic Primary School situated in Kirkby serving the parishes of St. Joseph The Worker and St. Laurence.
- There are children 248 on roll of whom 228 are baptised Catholic, 3 come from other Christian denominations and 2 from other faith or religious traditions. 15 have no religious affiliation.
- There are thirteen teachers. Nine of whom teach Religious Education. Ten teachers are baptised Catholic. Six teachers have a suitable qualification in Religious Education.
- Since the last Section 48 Inspection a new headteacher, deputy and Religious Education subject leader have been appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Outstanding
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

St. Joseph The Worker is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils truly appreciate, value and actively participate in the Catholic Life at St. Joseph's. They know, own and live out their Mission Statement, '*A loving Christian Family, striving to achieve excellence,*' every day.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary.
- In proportion to their years, they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong. Pupils say they enjoy their weekly celebration assemblies where they receive a Headteacher award and certificates. Pupils earn respect cards at lunchtimes which are transferred into points. The class with the most points is also rewarded during assembly.
- Pupils enthusiastically embrace the demands that membership of the school community entails such as becoming school and eco councillors, curriculum ambassadors and buddies.
- They take a leading role in those activities which promote the schools' Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Macmillan, Nugent, Save the Children, British Legion to name but a few. Within the locality they support the Kirkby Collaborative Food Bank on an on-going basis and they have donated Easter eggs to two local hospitals in support of the James Apter fund. They are alert to the needs of others and seek justice for all.
- Pupils value and fully participate in opportunities provided by the school including a range of lunchtime and after school clubs such as; choir, dance, fencing, yoga, drama and seasonal sports.
- Pupils take full advantage of the opportunities the school provides for their personal support and development. They have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. On the day of inspection, a group of Year 6 pupils commented that, "*They attended the best school in Kirkby by far!*"
- The school choir performs at school and community events including singing as part of the annual Young Voices concerts to support Clic Sargent, Nordoff Robbins and Fare Share.
- Pupils, appropriate to their age and capability, have begun Relationships and Sex Education within the context of a Christian understanding but this is in its infancy and needs to be further embedded into school life.
- Pupils in Year Five and Year Six have the opportunity to undertake residential visits. They attend PGL at Boretton Park Activity Centre in Shropshire.

- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- Pupils in Year five and Year 6 have attended retreat days at Lowe House, St. Helens with the Animate Youth Group.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish celebrations and activities, irrespective of their own faith commitments.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, *'A loving Christian Family, striving to achieve excellence,'* and its aims and objectives are a clear expression of the educational mission of the Church. It underpins every aspect of 'family life' at St. Joseph's.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- St. Joseph's is an extremely supportive and joyful community which describes itself in its Mission Statement as a family. This is fully reflected in all that they do both within and outside of the school. There is a keen sense of community at all levels, evident in the high-quality relationships and the centrality of prayer to the whole community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The aesthetically pleasing displays, classroom focus' and reflective spaces all create an overwhelming yet calm ambience which exudes St. Joseph's Catholicity and ethos. This is tangible throughout the school.
- An area has been outlined in the grounds as a dedicated 'Prayer Space' following a successful bid. This will be developed in the spring term.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its eco stewardship, fundraising and numerous outreach opportunities. This is a real strength in the school.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer, retreat days and continuous professional development opportunities i.e. accessing Archdiocesan training and attending in-service days.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The Learning Mentors are extremely effective and highly valued in the school community for the work that they do in supporting pupils and their families through Personal, Social and Health Education, the Early Help programme, circle times and nurture groups. Workshops are offered to parents in areas of the curriculum.
- The school benefits from a quiet, room for pupils who may need some calming space. This is currently undergoing redecoration.
- The school is equally attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for.
- The school has a very active Friends of St. Joseph's group which supports the school by organising social and fundraising events.

- The school supports the parish, the pupils and their families undertaking the *With You Always* Sacramental programme.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education using *Journey in Love* alongside Personal, Social and Health Education and outside agencies.
- The school offers before school provision throughout the year. This is popular and very well attended.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The schools' leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders and is reflected in the school's self-evaluation document which is a coherent reflection of monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Relationships at every level are outstanding. The school operates exclusively as one team, and this is the key to its success.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. Members of the senior leadership team have attended the Archdiocesan Spirituality Conferences. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it. The whole school community was recently involved in reviewing the Mission Statement.
- The school has successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, sends out regular newsletters, has a parent app, Twitter feed and an up-to-date website. As a result, parents and carers have an outstanding understanding of the school's mission and are very supportive of it. Artwork created at home in collaboration with their children is a fantastic testament to this.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. The chair of governors is also the link governor for Catholic Life and Religious Education.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school.
- Leaders and governors have undergone training and made a commitment to further develop Relationships and Sex Education throughout the school alongside Personal, Social and Health Education.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make excellent progress in each key stage.

- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- They are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils concentrate well and understand how well they are doing.
- They approach their lessons with interest and enthusiasm. This was evident throughout the inspection as pupils quickly settled to tasks and responded positively throughout. This was observed in a class where children had a timed activity to prepare a table setting for a party. The groups worked together collaboratively, albeit under pressure, to give them personal experiences of the joys and demands of welcoming a visitor.
- Pupils enjoy a range of activities and respond well to opportunities which extend their learning. Behaviour for learning is exemplary because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, both in class and in books, is outstanding. Pupils take pride in their workbooks and the presentation is of a good standard. The Rejoice celebration floor books, started in September, are a real celebration of all the work which takes place during Religious Education lessons.
- Pupils are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- On the day of inspection there was some outstanding practice observed with no teaching less than good. Teachers and other adults used the language of the standards i.e. driver words routinely as part of their repertoire to enhance pupils' growing awareness of challenge during lessons. This needs further embedding.
- Staff are using the most up to date Archdiocesan template for planning Religious Education.
- Some teachers plan very good lessons and do use the language of the standards i.e. driver words, but not enough is currently linked to pupils' on-going assessment. However, this will improve as the new, interim standards become more familiar over the coming months.
- Teachers are confident in their subject knowledge and have a very good understanding of how pupils learn.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are inspired, motivated and concentrate extremely well in lessons.
- There is evidence in books of continuity in lessons and across sequences of lessons. Parents are routinely invited to the Rejoice celebration assembly aspect of the topics.
- In the best lessons observed, teachers used questioning techniques very well. They adapted explanations and tasks using the language of the standards i.e. driver words, catering for the needs of all pupils. However, there was no assessment for learning observed. This needs to become a regular feature during activities.

- Formal assessments are undertaken in line with Archdiocesan guidance and portfolios of evidence kept. Currently, some of this evidence is not accurate at the higher standards. This should improve as staff become more familiar with the new interim standards and have more opportunities to moderate pieces of work.
- Enjoyment of and enthusiasm for Religious Education is promoted using high-quality resources e.g. Come and See website, God's and Church's Story, audio and visual media etc.
- Other adults are used very effectively to optimise learning for pupils who need their support. During lessons they work hard to develop pupils' confidence in undertaking and completing tasks.
- Evidence in books shows that marking is very positive and teachers are using the language of the standards.
- Achievement and effort are celebrated immediately leading to outstanding levels of motivation from pupils.
- Pupils have studied Judaism and Hinduism as part of their Religious Education lessons. They have been visited by a practising member of the Jewish faith and a practising Hindu who shared their experiences with the children. This helps to promote tolerance and respect for others of a different faith or religion.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leader regularly attends Archdiocesan in-service training and meets together with other cluster schools to support monitoring and evaluation of the subject. There is a great commitment to staff undertaking Continuous Professional Development in all aspects of leadership in the school.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are fully embedded.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by best practice in Religious Education.
- Whole school tracking is in place. Considering the Bishops directive to implement the new standards of assessment, the school is currently looking at ways to develop whole school tracking in line with other core curriculum subjects. Its accuracy will improve significantly when staff are more confident in using the language of the standards more succinctly on a daily basis.
- The subject leader is a real strength in the school. She has a high level of expertise, is enthusiastic and totally committed to the role. Since the monitoring visit she has continued to drive forward the subject and is endeavouring to further improve teaching and learning in Religious Education.

- Leaders and governors ensure that Religious Education is planned to meet the needs of different groups of pupils. There is a link governor for Religious Education who supports the subject leader in her role.

COLLECTIVE WORSHIP

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

- Pupils' response to and participation in the school's Collective Worship is outstanding.
- Pupils are developing a firm foundation for liturgy.
- Pupils act with reverence and are keen to participate in Collective Worship.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils are involved in planning, preparing and leading worship with confidence, enthusiasm and a degree of independence.
- Pupils are not yet routinely evaluating Collective Worship, either as a leader or a participant, this needs to be further developed across the whole school.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer.
- Pupils value and participate voluntarily in liturgy and prayer and say that they really enjoy taking part in Collective Worship.
- Ambassadors for Worship are chosen in every class and they take their roles very seriously. Pupils commented that they were *"...very proud to set up and lead Collective Worship for their friends and sometimes their parents."*
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is a core part of the life at St. Joseph's and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Staff regularly use *Come and See for Yourself* Collective Worship materials prior to beginning a new Religious Education topic.
- Collective Worship and resourcing is given a high priority in the school. Portfolios of evidence are collated for monitoring.
- Staff have become more skilled in helping pupils to plan and deliver quality worship and are providing opportunities for pupils to develop a firm foundation for liturgy.

- Collective Worship has a clear purpose, message and direction. Evidence suggests these experiences for both pupils and staff are reflective, prayerful experiences. However, a few examples show that the Word of God in Scripture is not always listened to. This needs to be addressed.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have outstanding experiences of the Church's liturgical life.
- Opportunities for Collective Worship are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is excellent.
- Parents are invited to Stay and Pray and Rejoice celebrations. They receive regular copies of the Wednesday Word.
- The parish priest regularly presides at celebrations of the Eucharist in school and in church. He is fulsome in his praise of the school community.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. There is a policy in place for Collective Worship.
- Leaders have created an innovative themed planner for Collective Worship which enables all adult members of the school community to take part in leading or facilitating Acts of Worship across the school.
- Resources are regularly reviewed. New ones have been purchased to enhance Collective Worship experiences.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils.
- Staff promote pupils' planning and leading Collective Worship. By facilitating throughout, they ensure meaningful, quality experiences are delivered.
- Leaders and governors have made a commitment to enhance the prayer life of the school. Some staff have recently undergone training in meditation. This will become a feature of the school over the coming months.

What the school needs to do to improve further

- Further develop the work being undertaken in Catholic Life by:
 - continuing to embed '*Journey in Love*' into lessons to support Relationships and Sex Education.
- Raise the standards of attainment in Religious Education further by:
 - developing a tracking system which supports assessment, reporting and monitoring of Religious Education for the new, interim standards in line with other core curriculum subjects;
 - continuing to address the areas identified on the Self Evaluation Document.

- Further develop the work being undertaken in Collective Worship by:
 - ensuring that during every Collective Worship pupils only *listen* to the Word of God.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

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 governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the	1

provision for Collective Worship	
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Key to judgements: Grade 1 is Outstanding, Grade 2 Outstanding, Grade 3 Requires Improvement and Grade 4 Inadequate