



DIOCESAN INSPECTION REPORT

St Joseph’s RC Primary (part of St Margaret Clitherow Catholic Academy Trust)

Swainsea Lane, Pickering, North Yorkshire, YO18 8AR

School Unique Reference Number: **121654**

Inspection dates:	10 – 10 March 2022		
Lead inspector:	Mrs Meg Baines		
	Click here to enter text.		
Overall effectiveness	Previous inspection:	Select Previous OE Judgement	2
	This inspection:	Select OE Judgement	2
Catholic Life:		Select CL Judgement	2
Collective Worship:		Select CW Judgement	2
Religious Education:		Select RE Judgement	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph’s RC Primary (part of St Margaret Clitherow Catholic Academy Trust) is a good Catholic school because:

- The overall effectiveness of the school is good. The development of the Catholic Life of the school is given a high priority. The school’s recently renewed mission is tangible in the physical environment, and is seen in relationships of mutual respect and trust and in the opportunities for prayer and worship. This is a school with a genuine regard for every pupil. It is a family. There are high standards in the teaching and learning of Religious Education.
- The quality of the Catholic Life of the school is good, building on existing strong relations between School, Parish and Parents. There is a need to re-establish links, post pandemic with the parish and the wider community. Its aim to be a community inspired by Christ to serve others is clear. There is a climate of kindness, humility, friendship and cooperation. Christ’s message of faith, hope and love are acted out in the small acts that occur across the school daily.



- The quality of Collective Worship is very good because of the high levels of engagement of pupils who prepare and lead acts of worship. Pupils plan and participate actively in acts of Collective Worship. They respond reverently. Such acts are modelled by staff who engage with enthusiasm and confidence and senior leaders who demonstrate their witness through their presence in acts of worship. The Chaplaincy team is small and does not allow for input from the wider school community.
- The quality of Religious Education is outstanding because the progress and attainment of pupils in RE is high. More able students are not always sufficiently challenged. Work in books is of a high standard. Pupils are motivated to develop spiritually and put their faith into action in their daily lives. The subject leaders and all staff are committed to achieving outstanding outcomes, supported and challenged by the school leadership and Trust oversight. Teaching is good to outstanding, leading to outstanding outcomes for many.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Joseph's is a smaller than average Catholic Primary school located in the rural district of North Yorkshire.
- Pupils come from a wide spectrum of social and economic backgrounds, many travelling from disparate villages in the surrounding countryside.
- There are two pupils from ethnic minority backgrounds. None is registered as speaking English as an additional language. 12% of the pupils are on the Special Educational Needs (SEN) register. 29% of pupils are eligible for free school meals. 28% of pupils are baptised Catholics and a further 12% come from Christian denominations.
- St Joseph's is part of the Margaret Clitherow Multi Academy Trust.
- The school allocates a minimum of 10% of its curriculum time to the teaching of RE.
- There are 88 pupils currently on roll. This is due to rise at Easter. It is a fluctuating picture as St Joseph's is situated in an area where there is movement in the population. Classes are grouped: Nursery and Reception (Class 1) Years 1 and 2 (Class 2) Years 3 and 4 (Class 3) and Years 5 and 6 (Class 4). There are four class teachers, a head teacher who shares his role as head between St Joseph's and St Benedict's Ampleforth. There are 5 full time teaching assistants and a full time school office secretary who leads the Holy Communion preparations.
- Changes since the last inspection include the appointment of a new head Mr Eddy. During his absence the experienced teachers in **Classes** 2 and 3 take over his responsibilities. Staffing has remained stable for the last four years. The RE lead is shared between the head and **Class** 3 class teacher.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve further the effectiveness of the Chaplaincy team by:
 - Strengthening and expanding the Chaplaincy team's role and membership
 - Providing opportunities for pupils from across the school to participate in and plan events
- Continue, post COVID to strengthen bonds with both Parish and the local community by:
 - Hosting events which involve the wider community
 - Building on foundations already begun to involve pupils with acts of charitable giving
- Improve further outcomes in RE for high ability pupils to extend their knowledge and understanding by:
 - Offering greater differentiated tasks in lessons to challenge them
 - Clarifying how pupils who complete tasks early can move on.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- 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 good.

- All members of St Joseph's community have a strong sense of belonging to a good Catholic school. Opportunities to promote the school's ethos within school are grasped and in the wider community, following the pandemic, it is also beginning to reform. Pupils entering St Joseph's come together to celebrate the spiritual focus of school life weekly and do so with enjoyment and enthusiasm.
- Pupils, staff and governors are aware of and have helped shape the mission of the school.
- Pupils have the opportunity to use the 'Prayer Room' when they want to. It is in the heart of the school and demonstrates to those entering that this is a Catholic school and also a place where you can pray and reflect.
- Behaviour is at all times exemplary. Pupils listen attentively, show appreciation and celebrate the achievements of others. They help each other without prompting and are kind and considerate towards everyone in the school community.
- St Joseph's is a happy school where pupils develop spiritually and emotionally, growing in confidence in a community where they feel secure and supported. Service to others is an integral part of school life. Pupils use their talents to help the needy in their local community and abroad, as witnessed by the current collection for Ukrainian refugees. Calls to the local community to contribute came from the school and were heard on local radio in the week of the inspection. This is exemplified further by fundraising for local foodbanks and for CAFOD and in a series of kind acts where pupils who were able to be in school during the lockdown wrote to those in isolated locations letting them know they were being thought about.
- Almost all pupils, including those who are not baptised Catholic, have a strong sense of their religious identity, respecting the beliefs of others. The Catholic tradition of the school is respected and valued by those who learn and work in the school.
- The local Catholic Church welcomed pupils into the church following lockdown for a day of discovery. Pupils had the opportunity to wander, look and ask questions about the church.
- Faith in Action Awards, began in September last year, and are now established.

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

- The recently reviewed mission statement has been shared with the whole community. It is the inspiration for the school community to live out the educational mission of the Church, in service to the common good, in all aspects of the life of the school
- The headteacher works hard with his staff to ensure the best Catholic education for all – motivated by a desire to provide for the pupils of St Joseph's an enriching experience.
- A lack of recent engagement with parish and the wider community has made it difficult for pupils and staff to act out their mission.
- Staff model high standards of behaviour showing respect to each other and all pupils. They have a real commitment to caring for those in their care, particularly the most vulnerable and needy. Passionate about her role the SEN coordinator knows each pupil individually and works hard on each pupil's behalf to ensure all are well supported and their needs are met.
- The quality of Catholic Life in the school is tangible through all relationships, leading to a supportive and joyful community. The celebration of the year of St Joseph gave the school a very personal focus.
- School provides a highly efficient First Holy Communion programme and is beginning to working closely with the parish on this.
- Staff and pupils are friendly and engaging as visitors are welcomed. An ecumenical Bible story telling group, 'Open the Book', run regular assemblies focussing on bible stories which the pupils act out.
- St Joseph's is proudly Catholic, so evident in the main entrance where displays of religious art and eye-catching religious symbols create an atmosphere of calm and welcome. Every classroom has a 'Holy Corner' and there is an outdoor prayer space.

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

- The provision of the Catholic Life of the school is given the highest priority by school leaders. It is a focus of the school's planning for improvement: **School Development Plan "Priority 6: Maintain and develop the promotion of the Catholic Life of the school and ensure that it remains an integral feature of the children's experience"**
- The Head, staff and Governors have a visible presence in the Catholic Life of the school and are leading on well targeted, planned improvements, systematically reviewing the impact of initiatives on the religious life of the school. The initiative of 'Governor of the Month' which allocates a different governor every month to pay frequent visits to the school allows governor monitoring both informally and formally. This provides the governing body with oversight of the Catholic Life of the school first hand.
- Staff are aware of and accept the high expectations demanded of them as regard the Catholic Life of the school. Staff express appreciation for the care and support received. Staff receive ongoing support and training around the Catholic Life of the school with dedicated sessions during whole school training which focus on Catholic Life and as a result staff's understanding of the direction of the school with regard to Catholic Life is good.
- Governors know the school well and are active in all aspects of school life. They are passionate about the school's mission and engage fully in sustaining the genuine Catholic Life of the school.
- Staff and pupils' understanding of the school's mission is good.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- 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 good.

- Collective Worship is good and engages the interests of all pupils, ensuring prayerful and respectful participation. Pupils are given the opportunity to pray daily and are keen to participate in voluntary acts of collective worship. In response to their worship one Class 2 pupil said: 'When we light the candle it means that Jesus is here with us'. Another said 'If we didn't say thank you the world would change'.
- Pupils engage in all acts of worship in a highly respectful and reverent manner. Pupils expressed their appreciation for the opportunities afforded to them to be reflective and prayerful. They know how to act respectfully during worship and were seen to enjoy and engage with the acts of Collective Worship witnessed, singing joyfully.
- Pupils eagerly and creatively participate in Collective Worship. There is a small chaplaincy team which meets with the headteacher to plan events. This is, however, currently limited to Class 4 pupils and means that insufficient numbers of pupils are given the opportunity to engage with and plan Collective Worship. This is an area for development.
- School offers and therefore pupils are familiar with a variety of forms of worship. The school uses drama, music and role play in its worship as well as Gospel and religious readings and references. They are confident and comfortable with various prayer gatherings, showing a maturity and respect for liturgical traditions. They are visibly inspired by and respond well to contributions from fellow pupils and appearing uplifted by the music and readings.
- The praying community of St Joseph's has a tangible impact on the development of all pupils irrespective of age, ability or faith backgrounds. Pupils were patient when less able readers read their prayers and smiled happily when they were chosen to share their thoughts by the leaders of the worship. Pupils showed that they are confident enough to celebrate difference and acted with sincerity. Most significant was that pupils from different faith backgrounds acknowledged their appreciation to be able to contribute significantly to Collective Worship together, for example in their participation in the 'World Day of Prayer'.

The quality of provision for Collective Worship is good.

- The day at St Joseph's starts and ends with prayer for all pupils and staff. Collective Worship is central to the daily and weekly calendar. It is planned and is fundamental to the routine of the school community.
- In the absence of a school chaplain the head teacher has taken on the role and is instrumental in working with the school to provide experiences of Collective Worship which are age appropriate and engaging. Themes chosen for worship reflect the liturgical year, the Catholic character of the school and any matters that arise from local community issues and world events.
- Pupils value the opportunities for participating in Collective Worship, responding in a prayerful and engaging manner.
- The community is open and welcoming. Governors and parents attend Collective Worship in line with the school calendar. The opening up of places following the pandemic will allow the school to invite parents back in so that they can join in acts of Collective Worship.
- The chaplaincy team is supporting the school in providing resources for class teachers, leading a variety of different forms of worship such as school Masses, assemblies and form prayers. It is a small group at the moment but has the potential to have even greater impact of the prayer life of the school.

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

- Leaders are highly visible in Collective Worship around the school; they are models of good practice, giving meaningful, relevant leadership.
- Leaders place Catholic ethos as an essential aspect of professional development, they offer staff opportunities to receive liturgical formation and help with planning Collective Worship. Continuous Professional Development offered by the Diocese is made available.
- Leaders regularly review Collective Worship as part of their self-evaluation process. An accurate Diocesan Self Evaluation Form was completed and has been recently updated. The RE subject lead conducts termly official recorded Collective Worship observations which are shared with staff and governors, highlighting points for development.
- The views of the community, including pupils and parents, are sought.
- St Joseph's are looking to improve continuously. This is an important motivator of the school self-evaluation processes relating to Catholic ethos. In their regular reviews of school performance, leaders look to enhance further Collective Worship at all levels post pandemic.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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.

1

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

- Pupils really enjoy their RE lessons. Their engagement with the subject is outstanding and they therefore achieve well. Attainment tracking indicates that the vast majority of pupils from their varied starting points show achievement to be good. However, a number are meeting their targets early and the evidence found in books indicates many are going beyond expectations. Books from pupils across the spectrum are beautifully presented.
- Pupils of all ages enjoy and value their Religious Education lessons. Older pupils are articulate and demonstrate that they have a commitment to the values and skills they learn. They are, without exception, focused and engaged in lessons. The depth of understanding was demonstrated by the Class 4 students who asked and in turn answered some very challenging questions.
- All pupils concentrated in their lessons and are rarely seen off task. Behaviour is outstanding and all lessons were unaffected by interruptions. The pupils take pride in their work which shows in their RE books and can be seen in displays around the school.
- The interest and involvement pupils show during lessons is a true reflection of the value students give to the quality of and their enjoyment of RE.
- All pupils are focused on making progress in their learning.
- Pupils like that their work is marked regularly (against differentiated learning objectives) and helpful comments support learning and thereby progress is great.

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

- The teaching of religious education at St Joseph's is very effective and almost all pupils are making good progress.
- Teachers plan well, have confidence and a good level of subject knowledge which they use to good effect when questioning pupils.
- A wide range of good quality teaching resources is used by teachers including a full set of bibles as well as resources connected to the 'Come and See' programme.
- A range of teaching strategies is used across the classes including role play and drama, research and group tasks. The quality and consistency of differentiation within lessons is variable. More able pupils are not always sufficiently challenged, some do not know what they must do to improve further.

- Teachers show a level of confidence in their teaching which reflects the level of support received from school and the Diocese. They ensure pupils are themselves involved in evaluating how well they are achieving.
- The quality of marking and assessment in books and the green pen response by the pupils are both consistently very good. Scrutiny of books showed that pupils are encouraged to respond to teacher marking. Achievements are celebrated and the school's award system affords points for good work in class as well as around the school.
- During the school closures RE lessons continued on-line (Seesaw platform). Weekly lessons ensured a large proportion of the RE curriculum was taught and accessed by the pupils.

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

- Leaders and governors ensure that the RE curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage RE is comparable to other core curriculum subjects and is adequately resourced.
- The leadership of Religious Education is very strong. The subject lead is effectively supported and challenged by the head and governors.
- The monitoring of pupil engagement and progress involves both internal and external mechanisms. The Trust's standards officer is supportive and knows the school well. His highlighting of the social context of the school for the inspection team put achievements into perspective. Leaders have used data to target planning and inform strategic decisions taken by the school.
- Leadership in Religious Education inspires confidence in both teachers and pupils, often resulting in teaching that is outstanding and never less than good.
- Religious Education has a very high profile in the life of the school making it a pleasant place to learn and work. The Religious Education lead works closely with the head and chaplaincy team to ensure high quality liturgical experiences.
- Religious Education enjoys similar resourcing to other key departments in the school. Curriculum time dedicated to RE meets the requirements of the Bishops' Conference including the teaching of Judaism and one other faith.
- The planned curriculum enables pupils to gain first hand memorable experiences of the liturgical life of the Catholic Church and a range of religious and belief communities such as the neighbouring Churches. A further example is the contribution the school, including pupils, played in the local Synod gathering.
- Sacramental preparation is fully resourced and supported by the parish church and creatively managed by the church catechist who is also the school secretary.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

2

CATHOLIC LIFE:

2

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

2

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

2

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

2

COLLECTIVE WORSHIP:

2

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

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The quality of provision for Collective Worship.

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

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RELIGIOUS EDUCATION:

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

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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

School name	St Joseph's RC Primary (part of St Margaret Clitherow Catholic Academy Trust)
Unique reference number	121654
Local authority	North Yorkshire
This Inspection Report is produced for the Rt Reverend Terence Patrick Draney the Bishop of Middlesbrough 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.	
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