



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

#### ANDERTON

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Inspection Date 17 May 2016  
Inspectors Rev D Melly Mr D Williams  
Unique Reference Number 119688

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

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Type of School Primary  
Age range of pupils 4-11  
Number on roll 189  
Chair of Governors Mrs D Butterworth  
Headteacher Mrs F Brownsey  
School address Rothwell Road  
Anderton  
Chorley  
Lancashire  
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Date of last inspection 24 May 2011

# 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's school is an average sized Catholic Primary School situated in Anderton mainly serving the parish of St Joseph.
- There are 189 children on roll of whom 171 are baptised Catholic, 10 come from other Christian denominations. Eight children have no religious affiliation.
- There are 8 teachers of whom 7 teach Religious Education and 7 have a suitable qualification in Religious Education. Seven teachers are baptised Catholic.
- Since the last inspection a new headteacher has been appointed and there have been significant structural changes to the school building.

### Key for inspection grades

|         |                      |
|---------|----------------------|
| Grade 1 | Outstanding          |
| Grade 2 | Good                 |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate           |

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Further copies of this report are obtainable from the school.

## **Overall effectiveness:**

St. Joseph's is an outstanding school in providing Catholic Education.

## **Inspection Judgements**

### **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 have an outstanding sense of belonging to the school community and obviously value and respect each other.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. They take responsibility for preparing and leading Collective Worship and school and class Masses. They are members of the school council, play leaders and Peer mentors.
- Pupils are actively involved in developing the Catholic character of the school by the way they live out the Mission Statement, the way they treat each other, their concern for those less well off than themselves and by their participation in school Masses and Collective Worship.
- Pupils in year 5 have benefited from participation in an away day to Lowe House under the leadership of the Animate Team. Year 6 are due to have that experience shortly. It is hoped that this will then become an annual event. There are also plans to have time for reflection during the residential to Borwick.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are involved in service to the local faith community. They are very much involved in the life of the parish particularly at the time of celebrating the first sacraments when they also have prayer sponsors from the parish. They have been involved in the May procession and the crowning of Our Lady's statue. The mini Vinnie's are involved with the SVP and a group of ladies were in school on inspection day leading a small group in the recitation of a decade of the rosary. They visit a local day centre and a retirement home for the elderly to take tins of fruit and vegetables at Harvest. They sing carols there at Christmas and also outside the local co-op and library. They also take part in a Cresting service with other local schools. They show concern for those who are less well off, readily and eagerly supporting such charities as CAFOD, Nugent Care, St Catherine's Hospice and Darien House which is a children's hospice. They show respect and understanding of other faiths and religions.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They certainly aspire to be more.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is Outstanding.
- Their attainment in Religious Education is overall Outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.

- Outcomes for pupils with additional or special needs, who are extremely well supported, are very good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each key stage while many are exceeding.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is Outstanding
- They show great interest, respond very well and actively participate in Collective Worship
- They act with reverence and are keen to participate in a variety of gatherings
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures. This is well proclaimed and well responded to.
- They sing very joyfully with signing, reflect deeply in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning when planning so that the work consolidates, builds on and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Excellent use is made of time and resources including other adults, music and Information and Communication Technology to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. A more consistent approach to the marking of children's work and the addressing of next steps needs to be considered. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is very good.
- The school has effective assessment strategies, which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is Outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements
- Of the total curriculum time 10% is allocated to Religious Education at an appropriate time in the day. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as the retreat days, residential experience and the many after school clubs have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship obviously has a very high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. The Mission Statement is due to be reviewed in the next academic year. All who form part of the school community will be involved in the process.

- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school especially in the way they respect and care for each other. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and to outline areas for development. The SED is very comprehensive and thorough and obviously has a great impact on the Catholic life of the school
- The school provides outstanding induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. They make full use of the opportunities for development offered by the Department for Christian Education.
- The quality of Collective Worship is a priority for the school. A very good up to date policy is in place.
- Opportunities for spiritual and moral developments are provided for staff. Use is made of the *Come and See for Yourself* section of the programme.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are kept well informed about the life of the school and are invited to assemblies and Masses.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through the generous sharing of their time and expertise. The contribution of the priest is particularly appreciated.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leaders and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leaders are very conscientious and are outstanding in guiding Religious Education. They show extra ordinary commitment and introduce new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.

- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are regularly celebrated.

## **What the school needs to do to improve further?**

- Address the areas identified in the SED, by:
  - growing the involvement of children in planning and leading Collective Worship,
  - using NOSH or Lancashire cluster group to moderate between schools and to continue to make Continuing Professional Development for RE a priority.
- Ensure there is a more consistent approach to the use of *Driver Words* throughout the whole school and share the good practice where this is already effective.

## **INSPECTION JUDGEMENTS**

## **OVERALL EFFECTIVENESS**

|  |   |
|--|---|
| <b>How effective the school is in providing Catholic Education</b> | 1 |
|--|---|

## **OUTCOMES FOR PUPILS**

|   |   |
|---|---|
| <b>How good outcomes are for individuals and groups of pupils</b>                         |   |
| The extent to which pupils contribute to and benefit from the Catholic Life of the school | 1 |
| How well pupils achieve and enjoy their learning in Religious Education                   | 1 |
| How well pupils respond to and participate in the school's Collective Worship             | 1 |

## **PROVISION**

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|--|---|
| <b>How effective the provision is for Catholic Education</b>                     |   |
| The quality of teaching and how purposeful learning is in Religious Education    | 1 |
| The extent to which the Religious Education curriculum promotes pupils' learning | 1 |
| The quality of Collective Worship provided by the school                         | 1 |

## **LEADERS AND MANAGERS**

|  |   |
|--|---|
| <b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>   |   |
| How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils | 1 |
| How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils                      | 1 |

***Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate***