



Archdiocese of Birmingham

Section 48 Inspection Report

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Part of The Pope Francis Catholic Multi Academy Company
Lawton Avenue, Carterton, Oxon, OX18 3JY

Inspection dates:
Lead Inspector:

7-8 July 2022
Veronica Gosling

OVERALL EFFECTIVENESS:

Requires Improvement

Catholic Life:

Good

Religious Education:

Requires Improvement

Collective Worship:

Requires Improvement

Overall effectiveness at previous inspection:

Requires Improvement

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This Catholic school Requires Improvement to be Good because:

- The provision of Collective Worship is highly variable throughout the school. Whilst the principal models good practice during whole-school prayer, this standard is yet to be embedded with all staff.
- Good quality pastoral care is afforded to pupils, which considers their specific needs, particularly about the school's local context.
- Teachers do not have a high expectation of the pupils' work in Religious Education, and they provide feedback that does not develop learning.
- Feedback, which allows pupils to reflect upon and extend their learning in Religious Education, is not evident in all classes.
- Consistent, rigorous monitoring and evaluation procedures are not in place; therefore, future improvements are not quickly identified and acted upon.

It is not yet Good because:

- Not all pupils receive the full entitlement of Religious Education, as prescribed by the Bishops' Conference of England & Wales.
- Religious Education is not always planned to meet the needs of pupils.
- The evaluation and analysis of the provision of Religious Education in the school by the subject leader and governors are not yet sufficiently thorough and rigorous to secure high-quality teaching.

- Regular, far-reaching chaplaincy provision is required to promote the Catholic Life of the school further.
- Pupils do not routinely instigate, plan, or deliver Collective Worship.

FULL REPORT

What does the school need to do to improve further?

- Allocate 10% of curriculum time to Religious Education in all classes at all times.
- Plan and deliver the Religious Education curriculum matched to the needs of the pupils in a way that facilitates rapid progress for all.
- Implement robust and accurate assessment systems that utilise external moderation to improve the reliability of the data.
- Further develop Catholic Life by utilising chaplaincy provision that regularly reaches out to more pupils.
- Ensure all acts of Collective Worship have a clear theme and message and include regular opportunities for pupils to plan and lead prayer.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school	Good
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Good
The quality of provision for the Catholic Life of the school	Good
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Requires Improvement

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

CL2 The quality of provision for the Catholic Life of the school

- The children know the motto 'Walk hand in hand with Jesus' and can talk about how it relates to their lives. The school's mission now needs to be shared with all stakeholders and, most importantly, pupils.
- Staff model excellent behaviours, and the children reflect this as they move around the school. They have a Christian understanding of the need to treat one another with respect.
- Pupils do not have adequate opportunities to participate significantly in the school's Catholic Life and mission evaluation. Subsequently, they are not effectively involved in planning improvements to it.
- All staff members show positive attitudes toward pupils, parents, and visitors. As a result, the school offers a good standard of pastoral care. The school takes particular care in ensuring the needs of its service families are met; for example, they offer specific extra-curricular activities for the children of these families, as well as a club for forces families and friends. The school works with Commando Joes, who promote resilience and problem-solving skills through top secret 'missions'.
- Staff have worked hard to ensure that the school's physical environment represents its Catholicity. The environment, in both classrooms and communal areas, actively

celebrates and promotes the Catholic Life of the school. Visual prayer foci are relevant and reflect the liturgical season, reinforcing the pupils' understanding of the Church's cycle of seasons and feasts. In some classrooms, the prayer focus area needs to be more prominent.

- Relationships, sex, and health education (RSHE) is taught per the teachings of the Catholic Church using an approved programme. As a result, pupils understand the dignity and uniqueness of the human person. For example, they can talk about the different types of love we are called to show and how they can show it. Older pupils are more confident in articulating their knowledge of what they have learnt in RSHE lessons.
- Pupils have limited knowledge of other religions and faiths; however, they demonstrate respect for those of different faiths and a desire to learn more about other religions.
- Pupils understand the concept of vocation as 'a calling from God on what He wants you to do in life' and speak confidently about the need to help other people. However, even the oldest pupils speak of vocation mainly concerning professions. Teachers must develop a broader understanding of God's call amongst pupils of all ages.
- A new priest was recently appointed after the parish spent a long time without one. The new priest is developing links with the school, but it is too soon for pupils to have been able to become regularly involved in parish celebrations.
- Staff are committed to upholding the school's motto. However, because the school's mission statement is relatively unknown, staff cannot implement it across the curriculum and the whole of school life.
- A clear sense of community is evident through the quality of relationships between all members of the community and the centrality of prayer to daily school life. Pupils appreciate their opportunities to pray and know what is expected of them during these times.
- Catholic social teaching has begun to feature in some aspects of the curriculum, such as RSHE and Religious Education. However, it is not yet planned across the whole curriculum, so some parts of the school's curriculum do not reflect the Church's commitment to caring for our common home or the dignity of the human being.
- Chaplaincy provision is limited to the mini vinnies and the school's efforts to increase pupils' leadership in assemblies. Consequently, it has little impact on supporting the Catholic Life of the school. The school needs to find ways to grow chaplaincy provision in a way that reaches out to more pupils more regularly through various methods.
- Staff feel well supported by leaders to fulfil their roles within this Catholic community, ensuring they are happy in their work and keen to support the school on its improvement journey.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school

- The principal is passionate about the school and has a clear vision that needs to be shared with, embedded, and actioned with the whole school to drive the school forward.
- The school has strategies to engage with parents by inviting them into Mass and through questionnaires. The questionnaires show that the parents understand the school's motto and support the school's work.

- The school complies with the archbishop's vision for the Archdiocese of Birmingham concerning Catholic Life.
- Although leaders identify Catholic Life as a core responsibility within their work, development plans are not clear. Therefore, governors cannot hold them to the same accountability as they can for other areas of the school's work. Leaders must present strategic plans relating to Catholic Life and the progress made against them to enable governors to support and challenge more effectively.
- Self-evaluation occurs, though it relies heavily on diocesan support and resources. As a result, leaders do not analyse their findings to develop action points that will further develop the school strategically. Self-evaluation needs to be more critical and supported by a robust action plan that shows rigour and consistency in monitoring, evaluating, and reviewing the points. Because this is not currently the case, governors cannot hold staff accountable and rapidly improve outcomes for all pupils.
- Staff attend diocesan training, but it is not always followed-up and reinforced with in-house support that is bespoke to their individual needs. Thus, the progress of staff made against school development is not supported or monitored.
- At the point of inspection, there were a significant number of vacancies on the local governing body. The multi-academy company (MAC) has instigated support for the school in this area.

RELIGIOUS EDUCATION

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

RE1 How well pupils achieve and enjoy their learning in Religious Education

RE2 The quality of teaching, learning and assessment in Religious Education

- Pupils are interested and enthusiastic to learn. They regularly ask and answer questions in class, although all teachers must develop deeper questioning to encourage pupils to think theologically and ethically.
- Behaviour in lessons is good with children being on task and focused on learning.
- Leaders are beginning to unpick data and use it to identify pupils' needs; however, this is at an early stage of development. Data is currently unclear, and both leaders and governors are challenging results. Consequently, accurate determinations about pupils' attainment and progress are difficult to make.
- Pupils are on task and engaged in lessons but find it challenging to articulate what they need to do to improve. This is because teachers do not provide feedback which makes this explicit to pupils.
- Teachers do not have high expectations of the pupils' work, resulting in too many low-level tasks dominating lesson time. Teachers need to offer opportunities for

extended writing to enable pupils to demonstrate a deeper understanding of the curriculum content.

- Teachers plan units of work from the diocesan scheme of work. However, planning is inconsistent throughout the school either because units are not being covered thoroughly enough or because planning for mixed-age classes does not cater to pupils' needs. Objectives need to be clear and focused on enabling all pupils to demonstrate progress in every lesson.
- Teachers' subject knowledge needs regular development through staff meetings and diocesan training so that pupils with prior high attainment are effectively and consistently supported to make further progress.
- A range of teaching strategies is used, but this is inconsistent across the school. Resources need to be adapted to suit the pupils' individual needs in each class. Consequently, teachers' expectations are too low for some groups of pupils.
- Pupils' work is assessed; however, their feedback does not move learning forward. As a result, pupils cannot articulate how to improve their work.
- Most teachers do not sufficiently challenge pupils with their questioning, meaning that pupils are not provided with opportunities to demonstrate a greater depth of their knowledge and understanding.
- In the best lessons, teachers manage time well, and there is a good pace to learning; this ensures the lessons have focus and direction. However, this now needs to be consistent across the school because, in most classes, pupils spend too long sitting on the carpet listening, which limits their achievements.
- There is a wealth of adult support in school; however, it is not always used effectively to enable all pupils to make independent progress or adapt the class teacher's planning to meet individual needs.
- Pupils' work is celebrated in an assembly each week and includes highlighting pupils' achievements in Religious Education; this is appreciated by pupils, who are further motivated to succeed because of these awards.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- 10% of curriculum time is not allocated to Religious Education across the whole school. Leaders must ensure that this requirement is met in every classroom.
- The Religious Education subject leader is a good teacher and enables the pupils in her class to learn well. Her expertise must be utilised effectively to model teaching and learning standards across the school, allowing the pupils to improve their work standards further.
- Leaders' analysis of data relies on top-level data and does not identify the progress of key groups of pupils across all key stages. This means that strategic development plans which explicitly deal with areas for development are unable to be formulated. Subsequently, standards are inconsistent across different phases of the school.
- Formal monitoring and evaluation are not in place. As a result, Religious Education is not comparable to other core subjects regarding priority or improvement planning. Leaders' efforts in this area require improvement.
- The budget allocated to the subject is generous, though it includes an amount for Catholic Life and Collective Worship. Over the last year, no funding has been spent on developing the curriculum area of Religious Education, resulting in missed opportunities to improve provision and outcomes.

- Governors need to be more closely involved in the self-evaluation document. Because they are currently uninvolved in its production, governors are unaware of issues such as incomplete curriculum coverage. They thus are unable to hold the school to account sufficiently.
- Leaders need to plan developments smartly with measurable targets, supported by close monitoring and evaluation to help improve outcomes in Religious Education.

COLLECTIVE WORSHIP

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

CW1 How well pupils respond to and participate in the school's Collective Worship

CW2 The quality of Collective Worship provided by the school

- Pupils act reverently, enjoy singing enthusiastically and recognise the need for silent meditation.
- Preparation and leadership of prayer are driven by the headteacher, who reinforces the leading message to others. Other teachers must ensure that the messages and themes from the Collective Worship are simple and memorable so that the pupils can 'go forth' with the message of God and apply it to their lives.
- Pupils know the prayer at the beginning and end of the day, lunchtime prayers and the Hail Mary and Our Father. Pupils now need to learn by heart a range of traditional prayers.
- Pupils now need encouragement to use a range of resources to vary the approach to prayer to help increase participation in Collective Worship.
- Opportunities for pupils to prepare and lead their acts of worship are limited. When pupils prepare their prayer services, they are over-reliant on the adults in school, demonstrating their lack of confidence. The work of the mini vinnies shows shoots of promise, but a more coherent whole-school approach to pupil-led prayer needs to be determined and embedded.
- As a result of an incoherent whole-school approach to prayer, pupils only have a basic approach towards it. Elements of good practice, including using scripture and artefacts, are present, though their use is limited and repetitive.
- Pupils have a limited understanding of the liturgical year; they know that the liturgical colours change according to the time of the year, but most remember very little about the seasons and feasts of the Catholic Church. Subsequently, they have a constrained appreciation of the effects of this on planning prayer.
- All community members recognise prayers as a central feature of the school's work and as part of all school events. Consequently, pupils speak positively about the

effect prayer has on their relationships with God and why it is important to speak to Him.

- The school offers opportunities for adults associated with the school, including parishioners, to attend prayer services. In this way, the school's Catholic identity is promoted throughout the local community.
- Themes selected for Collective Worship must include more explicit links to the pupils' cultures and incorporate greater diversity which needs to be evidenced and evaluated for impact.
- Because the school's approach to Collective Worship is given less priority than other areas of its work, prayer lacks routine, variety and, at times, interest from pupils.
- Staff are beginning to help pupils deliver Collective Worship but now need to help the pupils to lead independently.
- Further continuing professional development (CPD) on the purpose and variety of prayer is required so that staff can impart this knowledge to pupils.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- Senior leaders plan and deliver Collective Worship and model good practice. As a result, staff regularly witness the expectations of the principal and Religious Education subject leader concerning prayer; they must now replicate this in their own classrooms and assemblies.
- Leaders understand the liturgical year, seasons and feasts; further CPD on these for staff is required to enhance pupils' knowledge and understanding.
- Leaders do not provide enough opportunities for pupils to plan and lead acts of worship independently.
- Governors must actively review Collective Worship within the school as part of their self-evaluation. By being a critical friend and closely monitoring the school's provision of prayer, they will be better placed to support the school to improve the outcomes for pupils in this area.
- The school needs to be outward-looking and consider ways of meeting the archbishop's additional requirements relating to prayer by participating in opportunities such as Adoremus, livestream of the Rosary, and 'The God Who Speaks' initiative, as and when they occur.

SCHOOL DETAILS

Unique reference number	139532
Local authority	Oxfordshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Primary
School category	Academy
Age range	3-11
Gender of pupils	Mixed
Number of pupils on roll	97, including 22 in Nursery
Appropriate authority	The board of directors
Chair	Paul Concannon
Headteacher	Lisa Smith
Telephone number	01993 841240
Website address	https://www.stjosephsprimarycarterton.co.uk
Email address	admin@sjc.oxon.sch.uk
Date of previous inspection	February 2019

INFORMATION ABOUT THIS SCHOOL

- St Joseph's Catholic Primary School is a smaller than average school serving the parish of St Joseph's in Carterton, West Oxfordshire.
- The percentage of Catholic pupils is currently 33%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is below average.
- Since its last inspection, St Joseph's has converted to become an academy and joined The Pope Francis Catholic Multi Academy Company. The number of pupils on roll has declined. Before this inspection, there was a significant period during which school governance did not occur, compounded by the considerable number of vacancies on the local governing body.

INFORMATION ABOUT THIS INSPECTION

- Two diocesan inspectors carried out the inspection: Veronica Gosling and Ben McArdle. A shadow inspector accompanied them as part of his CPD: Luke Payton.
- The inspection focused on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across four Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.

- Meetings were held with the chair of governors (the Catholic Life link governor), the principal, the Religious Education subject leader (who is also the vice principal), other members of staff, various groups of pupils, and parents.
- The inspectors attended a whole school Mass, class-based and whole school Collective Worship, and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed various documents, including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Catholic Life, Religious Education and Collective Worship action plans, teachers' planning and learning journals.