

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and inspection of
Denominational Education under Section 48
Of the Education Act 2005
URN 131126

St Josephs Catholic Primary School
St Peter's Park Road
Broadstairs, Kent
CT10 2BA

Chair of Governors Mr John Darby
Headteacher Mrs Linda Briggs
Inspectors Mrs Angela O'Connor
Mrs Bernadette Dowswell

Inspection dates 11th November 2011

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**
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Introduction

Description of the school

The school is voluntary aided. It is situated in the Thanet Deanery of the Archdiocese of Southwark. It is maintained by Kent LA. The principal parish which the school serves is Our Lady Star of the Sea, Broadstairs. The proportion of pupils who are baptised Catholics is 67%. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 206. The attainment of pupils on entering the school is broadly average. The proportion of pupils eligible for free school meals is below average. Around 23% of the pupils receive extra support in class. Almost all of the pupils are of White British heritage. The proportion of pupils from homes where English is an additional language is below average.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness as a Catholic school

St Joseph's is a good school with some outstanding features. The strengths of the school are the warm and positive relationships that exist throughout the school, the behaviour of the pupils, the community spirit and prayer and worship. The environment is enhanced by beautiful and thoughtful displays which are consistent across the school, and which display the schools distinctive Catholic identity. For example a lovely display entitled "Praying" which is situated near the Hall, had prayers written by the children and also encouraged them to stop and pray. The pupils are very involved in and contribute on a daily basis to the Catholic life of the school. For example the "Caring Club" has made a school prayer book which is well used by all the classes. The acting Headteacher and staff work tirelessly for the care and well being of all the community. They are well supported by governors who are fully involved in the life of the school. Parents are very supportive of the school and effusive in their praise. As one parent wrote "Our children have flourished at St Joseph's, both academically and in their Catholic life. We are very happy with the Catholic education at St Joseph's and so grateful to all the staff." The issues from the last Inspection have been addressed. As the school is well aware of their strengths and areas to develop, and is a reflective and self evaluating community, it has good capacity to continue to make improvements.

Grade 2

What steps need to be taken to improve further?

To continue to raise standards governors and senior leadership by

- Ensuring that the quality of differentiated activities seen in lessons is also evident in workbooks.
- Continue to develop the marking process so that comments enable pupils to improve by giving them the opportunity and time to respond to the comments.

The Catholic life of the school

Leadership and management

Grade 2

The Acting Headteacher has recently assumed this role. She is totally committed to the success and well being of the school. She is providing good leadership and clear direction and is well supported by all the staff. The very good relationships that exist between all members of staff help to create a warm, safe and caring environment for the pupils. The pupils feel warm, safe and cherished. As one pupil said "The teachers are all kind. It is like a family and we know everybody". The governors are very supportive. They know the school, its strengths and areas for development and are kept well informed through the Headteacher Reports and the Curriculum sub committee. The Parish priest, who has only been in post since September, is enthusiastic and already a regular visitor to the school. He is very keen to be involved and to continue developing the Home/School/Parish relationship. The pupils are able to articulate the mission statement. It is displayed prominently and can be seen in action around the school. The Home, School, Parish relationship is flourishing and parents are regularly involved in the life of the school. They are kept well informed and their views are considered through newsletters and questionnaires.

Quality of provision for personal and collective worship

Grade 1

Prayer and worship are at the heart of the school community. Prayers are said at the beginning and end of the day and pupils know all the traditional prayers of the Church. They are given many opportunities to write their own prayers and quiet reflections are an integral part of the day. Some good examples were seen throughout the day. In a Key Stage 1 class, the lesson started with thinking quietly about the day. In a Key Stage 2 class, two of the pupils read their own prayers. In all classes observed the pupils prayed Morning Offering. There is a well planned programme of Assemblies with opportunities for a variety of different formats and groupings such as whole school, Key Stages and class groups. Parents are invited to a weekly assembly led by a different year group. The Remembrance Assembly for Key Stage 2 was very moving. It was a well thought out and well planned assembly. It started with a minute's silence and two of the pupils laid a wreath. The pupils were respectful and knowledgeable about the significance of the poppies and the work of the British Legion. Several had written their own Bidding Prayers and these were read out for all to join in. Class and school Masses take place and parents are invited to join with each celebration. Other liturgical celebrations are also held, such as the liturgies during Advent. The pupils were very enthusiastic about a Harvest Festival lunch that had taken place. Older parishioners had been invited to this celebration and lunch and the Year 6 pupils had served the food. The school also takes part in Parish Masses on special days. At the recent parish mass for the feast of All Saints the parishioners commented on how much they enjoyed the children's presence and also how well behaved they were in church.

Community Cohesion

Grade 1

The school is an inclusive, welcoming and supportive community. Staff work hard to ensure that all pupils are given every opportunity to succeed. The pupils and their families are all very complimentary of the school and speak very highly of all that the school does. The pupils are encouraged to contribute to the school community through its school council and they have been successful in several ways. The school contributes very positively to the Parish, Deanery and local community, providing many opportunities for the pupils. In order to help working parents there is a before and after school club. The pupils have been involved in workshops and training for disability awareness so that they can better understand the needs of others. They take part in local events such as the Dickens Week and the school choir sing in the local old people homes at various times of the year. Students from the local college are welcomed on work experience and teaching placements and are mentored by the staff. The school is part of a Deanery cluster group with a secondary school and another primary school. They have joint carol services and the year 6 pupils join together for a retreat. These schools work closely together for mutual support. The teaching assistants are part of a social group with the schools in the Thanet area with each school taking turns to organise a different activity. The school takes its responsibility for global awareness seriously and is actively involved in charitable events and activities, such as supporting CAFOD. The schools charity for this year is a school in Mombasa. An innovative project is planned with the pupils writing to the school and enclosing pencils and notebooks so that the children can write back. The headteacher and the religious education coordinator are active members of the 'Our Lady Star of the Sea' parish. They provide good role models for the pupils and families and serve as ministers of the Eucharist.

Religious education

Achievement and standards

Grade 2

General attainment on entry to the school is broadly average. The pupils settle into school well and make good progress. On the whole pupils of all abilities make good progress in the majority of year groups. The standards at the end of Key Stage 2 are in line with national expectations and some are above. Behaviour in all lessons observed was very good. Pupils were enthusiastic, attentive, had good knowledge and answered readily when asked. Work in the majority of books was of a good quality and quantity, well presented and showed a variety of tasks. Although differentiation was observed in the lessons there was little evidence seen in the workbooks. Good opportunities were seen for spiritual, moral, social and cultural development.

Teaching and learning in Religious Education

Grade 2

Teaching was never less than satisfactory and most was good with elements of outstanding. Lessons were well planned with a lively pace. The activities were interesting and challenging and well matched to the pupils abilities. Questioning skills were good, with open ended questions which required the pupils to think. The pupils were engaged with their tasks and sustained their concentration well. A variety of strategies and tasks were used to enhance the lessons. There was also a good mix of teacher led and independent tasks. Teaching assistants were well deployed. For example, in a Year 6 Class one teaching assistant worked with a group in the ICT suite, a second teaching assistant worked with a group in the class while the teacher worked with a third group. This well planned and varied lesson enabled the pupils to make good progress. Children with special educational needs were well supported in all lessons observed. Assessment is very comprehensive. Pupil progress is tracked on an individual basis. Teaching assistants are involved with the assessment process by observing and noting pupil response. Books were well marked with individual comments. Although there were a few examples of interactive marking, this was not in place throughout the school and is an area to be developed.

The religious education curriculum

Grade 1

The religious education curriculum meets the requirements of the Bishop's Conference. 10% of the timetable is allocated to the teaching of religious education in all key stages. The curriculum builds well on prior attainment and good planning enables teachers to link topics together, For example in a Year 2 class, which had just started a new topic of "Visitors", the teacher was able to link it to the first topic of the term about Baptism. The pupils enjoy religious education. One pupil remarked "RE is fun, especially when we go into more detail". There are many cross curricular links to enhance the lessons such as painting, literacy and ICT. Good use is made of ICT both as a teaching aid and by the pupils, with evidence to be seen in the classrooms. Multi faith weeks are celebrated with beautiful displays, a variety of activities and both class and key stage assemblies. Comprehensive records are kept of these events, such as the lovely photos of the work on Judaism. There is a very good supply of resources to support the curriculum such as posters, software for the interactive whiteboard, and an excellent supply of Bibles and books in all the classrooms. There are good resources to support the multi faith curriculum. The Sex and Relationship Education policy and the policy for personal, social and health education are in line with diocesan requirements. Very good use is made of photographs which show how much the pupils' work is valued. Parents are kept well informed about the religious education curriculum and their children's progress.

Leadership and management

Grade 2

The acting Headteacher and religious education coordinator, supported by the governors, work closely together and provide strong and effective leadership. The coordinator is knowledgeable, committed, thorough and well organised and she ensures she keeps herself up to date. She is very supportive of the staff, providing them with all the resources necessary to plan and organise their curriculum. She leads Inset on a regular basis so that staff are kept well informed, and she works well with her colleagues in the local Deanery. She monitors the religious education curriculum through lesson observations and book scrutiny. Feedback to staff needs to be sufficiently rigorous in order to further raise standards. She is aware of the areas for development which are seen in her clear action plan. A “caring club” which is run by the coordinator encapsulates the spirit of the school by emphasising Catholic values. As one parent said “the children really enjoy this club and attend happily”.