



<b>Distribution:</b>
✓ Head Teacher : Mrs Matthews
✓ CAO: N/A
✓ Diocese: Mr Rob Simpson

<b>Brentwood Diocesan Education Service</b>	
<b>S48 MID-TERM REVIEW</b>	
<b>Name of School</b>	St Joseph's Catholic Primary, Upminster
<b>Name of Headteacher</b>	Mrs Bernadette Matthews
<b>Name of Adviser conducting Review</b>	Mrs Maria Shepherd
<b>Name of Diocesan Link Adviser</b>	Mrs Frances Booker
<b>Date of visit</b>	03/07/19
<b>Date of last S48 inspection</b>	June 2015
<b>Met with</b>	<b>Head:</b> Mrs Matthews <b>Governors:</b> Mrs Jones, Mrs Podmore <b>Subject leader:</b> Mrs Cara Williams <b>Pupils:</b> Liturgy Leaders <b>Parish Priest:</b> Fr John Tuohy

**Context changes since last inspection (-June 2015):**

- The current Headteacher was appointed and took up her post in September 2015.
- The current Deputy Head Teacher took up his post in September 2017.
- A new Inclusion Leader was appointed in September 2018.
- Governance has continued to develop. Governors hold the Head Teacher to account more robustly, and governance is judged by the school to be highly effective.
- A new Chair of Governors was appointed in May 2019. She is a Lead Section 48 Inspector.
- Networking with other schools is stronger as a result of Peer Reviews amongst deanery schools. St Joseph's is an outward looking school.
- EYFS has been strengthened with a review of provision. The Assistant Head Teacher is the Early Years and KS1 Phase Leader.
- Much improved partnership with parents. Consistent and regular use of Parentmail. The school now have volunteer helpers and Meet the Teacher sessions, in addition to parents meetings and workshops.

**Areas to Improve from last inspection**

1. Purchase more sets of bibles to enable pupils to gain increased familiarity with scripture.
2. Give pupils more responsibility in planning and leading collective worship to raise their sense of ownership.

**Action taken and impact since last inspection**

1. The school have now purchased more sets of bibles to enable pupils to gain increased familiarity with scripture. Following a donation, each Year 3 pupil is now also presented with a bible. Evidence of work on scripture was seen in the book

scrutiny conducted during this visit and bibles were evident in the classrooms.

2. Pupils take more responsibility in planning and leading collective worship to raise their sense of ownership. Each class has a Liturgy Leader. When I spoke to the group of Liturgy Leaders during this visit, they were proud to explain what roles they fulfil in leading class worship.

### **Strengths of the school –Catholic Life of the School**

1. The provision for 'Catholic Life of the School' is given the highest priority by leaders. CPD focusing on Catholic Life is well planned and effective resulting in very good understanding of the school's mission. The School Mission Statement: '*St Joseph's is a joyful community, which follows the example of Jesus, helping, accepting and respecting everyone as we learn and grow together, safe in His love*', which was originally developed in consultaion with all stakeholders, was recently reviewed by staff and pupils and amended to add the words, 'joyful' and 'helping' and change the word 'Christ' to 'Jesus'. In this way, it has become even more meaningful to the pupils. The Mission Statement is a clear expression of the educational mission of the Church and Leaders, Governors and staff are committed to its implementation across the whole of school life. There is a strong sense of community at all levels, evident in the relationships between staff and Governors, Leaders and staff, staff and pupils and pupils with each other. Governors commented on the celebration of and support given to SEND pupils and the way they are treated by all pupils, as practical examples of this, as well as the fact that pupils actively and genuinely show concern for adults in the school, enquiring after their health and well-being.

The visible evidence of the catholicity of the school is in every corridor and room, from the point of entry, through quality displays and focal prayer areas. Most classroom prayer focal areas are very high quality. All have appropriately coloured cloths for the liturgical season, bibles, prayer books, 'feelings bags' where children can place photos, notes or thoughts for prayers, plants/flowers and a candle but in the best examples, cloths are artistically draped, the Bible is enthroned on a stand (giving prominence to the Word of God) and other religious artefacts are carefully placed, making them instantly noticeable as you enter a room. All classrooms have a 'JOY' award which is presented to the child who most shows they are living the mission and values of the school that week. Many prayer areas display the daily prayers and classrooms have R.E. display boards with vocabulary to scaffold learning in their 'Come and See' topic and celebrations of children's R.E work. For example, a Pentecost display in Year 5, Catholic Social Teaching about stewardship and CAFOD in Year 6, 'Our World and Fair Trade' in Year R and Treasures in Year 2. There were also some good examples of displays on Other Faiths eg Judaism and Islam and in the corridor photographs of the pupils' workshops and assembly with Imran Kotwal, emphasising the values placed on tolerance and respect for Other Faiths.

Displays in the hall and corridors include 'British Values', statues and a mosaic of St Joseph- the school's Patron, banners celebrating the school's jubilees and the Diocesan Centenary, a Papal Blessing, pictures of Parables, a Beatitudes display and a display celebrating different titles/ 'versions' of Our Lady statues, including pupils' drawings. These serve as constant reminders to children of their faith life and how this is lived in a community through prayer, praise and service.

2. Pupils' excellent behaviour is testament to the attitudes and ethos developed in daily life at school. Leaders, Governors, staff and pupils all spoke to me about the 'What

Would Jesus Do?' (WWJD) mindset and the prompts are visible throughout the school. When I asked children how I would know that it was a Catholic school, they told me about their prayer tables, friendship charts, prayer candles with their faces on, discussing 'WWJD' with Mrs Matthews in assemblies and her favourite word being 'JOY-Jesus, Others, Yourself'. They also talked about being taken to the Prayer Garden, 'Stay and Pray' Masses which they lead and their parents attend, class prayers and their opportunities to lead prayer. The practice of developing 'What Makes a Good...' signs includes children's collated ideas with regard to good behaviour in KS1 and KS2.

'Shout Out' boards and 'The Superstars' displays, as well as photos of children in their leadership roles eg School Council, demonstrate how the school cherishes and celebrates its pupils as unique children of God who are encouraged to use their talents and serve others.

The school's mission is lived out through the many charitable works the school undertakes and its encouragement of pupils to reflect on and think about those who are less fortunate than themselves. For example, pupils fund raise for a parish in Canning Town; Year 6 pupils organise a 'Fun Day' and charge other pupils to participate in events to raise money; each House in the school decides on its own charity cause including local, national and global examples and following CAFOD assemblies, a fund raising drive is undertaken.

'St Joseph's Recipe for Success' board celebrates the charity fund raising of the school and events to help others such as singing in local Care Homes or making Remembrance Day Wreaths to honour local people who died in wars

Living a life of faith is modelled well by staff who are Catechists in the parish for First Holy Communion and the Children's Liturgy Group is run by teachers and parents together. The close relationship between the school and parish and the very good support of the school by the Parish Priest undoubtedly enhances the Catholic Life of the School.

Through the Ethos Team, Leaders and Governors self-evaluate provision and outcomes of the 'Catholic Life of the School' well and strategically plan for developments. For example, recently they have focused on the mental health and well-being of staff and pupils and Leaders and Governors have attended training on this. The recent Parent Questionnaire showed 96% + of parents agreed/strongly agreed that the school offers: a distinctively Catholic education; clear moral teaching; opportunities for spiritual growth and development; regular sacramental celebrations; daily prayer; opportunities for children to serve others; strong partnership with parents; strong links between school and parish and welcomes parents to assemblies and liturgies.

#### **Suggested new or continued action-Catholic Life of the School**

1. Ensure that all prayer focal tables in classrooms match the excellent, high standards seen in most rooms. Share good practice amongst staff, for example by using the school's own methodology, 'What Makes a Good...' Through this all children will have consistency of opportunity for stimulus for prayer and reflection.
2. Action the school's own plan, as discussed, to hold R.E. workshops for parents

## Strengths of the school –Religious Education

1. Books we looked at, from across the school, were generally well presented and showed a good volume of work with a range of formats of recording, including appropriate scaffolding through 'writing frames' and other types of worksheets/proformas. It was obvious that 'scaffolding' decreases as pupils mature. For example in Year 6 books, there was increasing evidence of a variety of styles of writing, such as 'diary entries', 'newspaper articles' and 'debating/giving opinions'. In Year 2 books, there was a noticeable increase in the work from Year 1 and much more independent recording. Pupils take pride in their work and they told me that they find their R.E. lessons interesting and enjoy the topics they study and the activities they do, which include drawing, role play, debating, watching film clips of Bible stories and writing prayers. My discussion with the Subject Leader confirmed the children's enjoyment of the range of work as it matches what they tell her when she monitors. We discussed the fact that it would be good to show some of the practical work through photographs in the book, a practice which previously occurred but hasn't this year due to GDPR concerns.

Teachers' subject knowledge of the liturgical year and the 'Come and See' programme is at least good, aided by the fact that so many of them are Catholics themselves. Scrutiny of books from across the school showed that pupils made at least good progress within the academic year and very good progress over time. Outcomes at the end of each key stage are strong with a good proportion of children reaching the higher levels. Every topic has an evaluation and each term there is an assessed written task. We discussed the 'pros and cons' of assessing each task.

Books showed evidence of the use of Scripture throughout the school eg Isaiah in Year R, this and the 'exploration' and 'examination' of parts of the Mass eg the Penitential Rite and traditional prayers such as the 'I confess' in Year 4, help to ensure that children develop high standards of religious literacy. Religious art is used well in some classes eg Year 5, to deepen children's understanding of the Bible; this work could be usefully extended. The Parish Priest supports learning in R.E. by, for example, coming into lessons to talk about Vocations with Year 4.

There was evidence in different year groups of children learning to write prayers but we talked about the need to ensure all types were covered (see further action point below).

'Big Questions' are used across all year groups as a methodology to ensure pupils apply their learning in R.E. to daily life. Examples of this were seen in the Year R class books, where adults had scribed pupils' responses and in the older year groups' books where pupils answering the question at the beginning and at the end of a topic demonstrate significant developments in understanding between the two occasions of answering.

There was evidence of teaching Other Faiths eg Judaism and Islam, both in the pupils' books and in work displayed in the classrooms.

2. Leaders and Governors feel well informed about pupils' progress and attainment and the content of the R.E curriculum. Leaders and Governors ensure that R.E fully embraces all the policies and requirements of the Diocese and at least 10% curriculum time is dedicated to it; it is treated as the core subject of the school. Through the Ethos Team, Leaders and Governors self-evaluate provision and

outcomes well and strategically plan for developments. They were pleased to inform me that they challenge Leaders to ensure that standards in writing are the same in R.E. as in English and that this is verified by the fact R.E work is used in teacher assessment of Writing at moderation. Governors also recounted that a GCSE R.E student recently commented that she used memories of drama in R.E at St Joseph's to assist her revision of Bible stories. The R.E. Link Governor previously worked as R.E Subject Leader at St Joseph's; she is well informed and provides very good support to the school.

The recent Parent R.E. Questionnaire confirmed that 100% parents thought their children made good progress in R.E and 96% thought R.E was 'challenging and exciting'.

The Headteacher and R.E. Subject Leader regularly attend diocesan training and disseminate information to other staff.

The Subject Leader is enthusiastic and knowledgeable; she regularly monitors and evaluates teaching, learning and assessment in R.E, providing feedback to teachers and good practice ideas for improvement. She is very well supported in her role by the Headteacher. Work with other Deanery schools in Havering eg on moderation and to create a portfolio exemplifying the various standards in R.E is a useful development.

Pupils said that they know how well they are doing in R.E 'because of teachers' comments', they appreciate 'fix it time in the mornings' when they use purple pens to improve their work. Pupils are proud when they 'get to read our good R.E. work out' or if it gets displayed on the R.E. prayer focal table or R.E. display. R.E. work is valued and celebrated across the school as evidenced in various displays.

### Suggested new or continued action-Religious Education

1. To establish the new 'assessment without levels' across the school, using opportunities for moderation both within school and across schools to ensure all teachers are confident and accurate in their assessment. As part of this process, to secure the emphasis on 'Driver Words' across the school.
2. To continue and spread the good practice, noted in some classes' books, of using varied activities, such as exploring religious art or 'unpicking' scripture based hymns to deepen children's knowledge and understanding and even further extend the use of drama in R.E.
3. Ensure that children are taught to write the full range of their own prayers ie prayers of Thanksgiving, Adoration, Petition and Sorrow or 'Thank', 'Ask', 'Praise', 'Sorry'(TAPS ).

### End of Key Stage Data-% at each level/grade/band

KS1	KS2	KS4	KS5
8% Level 1	2% Level 1		
69% Level 2	7% Level 3		
22% Level 3	65% Level 4		
	30% Level 5		

### Strengths of the school –Collective Worship

1. Pupils' response to, participation in and leadership of Collective Worship is enthusiastic and contributes well to their spiritual and moral development. Music and liturgical dance are used to good effect to enhance celebrations. The school has 2 choirs and pupils sing at every assembly and liturgy. Pupils are taught to understand a variety of traditional and more contemporary approaches to prayer and the purposeful use of religious artefacts. Technology is used to support liturgies with visual images. Pupils act with reverence, sing joyfully, reflect in silence and join in community prayer appropriately and with confidence, as was evidenced during the assembly I attended. In this Reception Class assembly, pupils joyfully celebrated some of their class work through the media of song, rhymes, playing musical instruments, action and dance as well retelling the Parable of the Lost Sheep and leading the school in prayers and hymns with the appropriate invitation to join in prayer and modelled prayer gestures eg inviting people to join their hands, bow their heads, make the Sign of the Cross. They showed confidence in front of the whole school and 60 parents.

Liturgy Leaders spoke enthusiastically about their role in school, leading class prayers at lunchtime and hometime, lighting the candles on prayer focal tables before Class Worship and in older year groups, selecting a prayer reflection from the bag on prayer tables and leading their class in these. They were eager to recite to me their daily prayers and tell me about 'Stay and Pray' and other school Masses.

R.E. visits are used to extend Collective Worship opportunities. Older pupils told me about going to Brentwood Cathedral in Year 5 and attending a Year 6 Retreat at Walsingham House. Pupils also spoke about using the Prayer Garden with their teachers at certain times.

2. Collective Worship is central to the life of the school, forming the heart of every school celebration, and Senior Leaders and Governors set high expectations for the standard. The Headteacher specifically focuses on this as part of her 'beginning of the year' INSET and all classrooms have a 'reminder sheet' to go through with children prior to whole school Collective Worship such as Masses and assemblies, to emphasise the reverence and attitudes required. All pupils enter the hall for assemblies quietly and KS1 pupils demonstrate understanding that it is a prayerful event by entering with hands joined. Collective Worship at St Joseph's has a clear purpose, message and direction. Leaders and other staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure pupils have high quality experiences.

Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. Governors have a good understanding of the quality of the Collective Worship because they attend Masses and assemblies when they can. The Ethos Team, comprising the Parish Priest, R.E Lead, Headteacher, R.E Link Governor and Music Lead discusses and evaluates Collective Worship as well as Catholic Life

The strong, positive relationship between the school and parish and the proximity of the school and church enhances the Collective Worship of the school. Every week, a year group is able to attend Monday Mass and the Parish Priest informs the congregation each week on a Sunday which classes will attend; parishioners appreciate seeing the children attending Mass so reverently. Once a term, children invite their parents to a 'Stay and Pray' Mass, during which they will do

the readings, take up the offertory and often conduct a liturgical dance. Mainly Masses are held in the Church but on the School's Feast Day and at the beginning of the school year, they are held in the school.

During the Reception Class assembly that I attended, adults in the school modelled well to children the gestures of prayer as well as supporting the singing and actions. Parents are invited to Class assemblies and other Collective Worship and are very supportive, attending in large numbers. The Parish Priest often attends assemblies on a Friday, led by the Headteacher or Deputy Head and he feels these are of a high standard.

During the big Easter Assembly, pupils tell the story of the Passion of Christ from different view points, enabling others to reflect in a meaningful way.

### **Suggested new or continued action-Collective Worship**

1. Extend the variety of traditional forms of Collective Worship that the children get the opportunity to participate and lead in eg by introducing opportunities for Stations of the Cross in church during Lent and a May Procession for Marian Worship.
2. As per the school's own plan, to provide INSET for teachers on enhancing class liturgies, including the use of the Prayer Garden.
3. Develop opportunities for children to be more involved in the planning of Collective Worship.

### **Progress**

The school has made excellent progress in maintaining and further extending the high standards seen in all areas at the last Section 48 Inspection in 2015. Both areas for improvement, identified at the last inspection, have been addressed. Evidence from my visit and accompanying documentation shared, suggest that St Joseph's are focused on continuing to further develop excellent standards in R.E, Collective Worship and Catholic Life of the School. Leaders and Governors promote, monitor and evaluate these 3 strands on an ongoing basis through their Ethos Team and have very good capacity for sustained improvement.

The 'suggested or continued actions' within this document are all aligned with/based on the school's own self-evaluation.

The school's focus on 'JOY'- 'Jesus, Others, Yourself'-led by the Headteacher, is an age appropriate and highly effective way of helping the pupils of St Joseph's understand how to live out their faith in daily life. The strong relationship with the highly supportive Parish Priest is an additional bonus to the school's work in all 3 areas.

Send to ...  
Headteacher  
Chair of Governors  
Diocesan Schools' Adviser

## Appendix

	Check	Date of doc	Notes
R.E Policy	√		No date on the document; it would be good to date when policy was last reviewed and when next review date is.
Collective Worship Policy	√		No date on the document; it would be good to date when policy was last reviewed and when next review date is.
RSE Policy	√	2018	The school uses the recommended Journey in Love. Policy Review Date is 2021
RE SEF	√	June 2019	Evaluates practice and signposts evidence; identifies areas for development
CPD Log	√	June 2019	Detailed for the last 3 years within the SEF
How many Catholic Teachers			16- 12 full time and 4 part-time equating to 75% of all teachers
How many teachers with CCRS			7- 44% of teachers
Monitoring	√	ongoing	<p>The R.E Lead and Senior Leaders conduct book looks to ensure coverage and progression and learning walks to evaluate prayer focal areas. Verbal and written feedback is provided to teachers.</p> <p>Lesson observations take place on a planned cycle.</p> <p>RE Lead 'interviews' pupils on RE and School Worship to evaluate their impact on learners.</p> <p>In school moderation of work takes place.</p> <p>Deanery moderation and RE monitoring is planned.</p> <p>The RE Lead is supported by the Assessment Lead and Inclusion Lead when evaluating data.</p> <p>The RE Lead evaluates her 'Progress against Targets in SID Plan' in her 'RE and Worship Report' to Governors.</p> <p>Ethos Team, consisting of RE Lead, RE Link Governor, HT and PP, meet to discuss RE and Worship in the school.</p>
RE Action Plan	√	Not dated	'R.E.and Worship Subject SID' details development plans
RE/Catholic Life info on website/info to parents	√		<p>Newsletters include prayers and information about the school's charity work; RE newsletter on website, Parentmail reminders about assemblies.</p> <p>Website makes very clear Catholic ethos of the school and all relevant policies are on here; link to parish website here too.</p> <p>Plan to introduce R.E. workshops for parents.</p> <p>Going to follow up feedback from parent questionnaire re RE Newsletters and also send them out by email.</p>