

St Joseph's Roman Catholic Primary School

URN: 105550

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

21–22 May 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

Compliance statement

- The school is compliant in relation to the general norms for religious education laid down by the Bishops' Conference and fulfils the 10% curriculum expectation.
- There are currently no additional requirements of the diocesan bishop.
- The school has fully responded to the areas for improvement in the last inspection. They have successfully embedded an appropriate programme for personal relationships and continue to develop their assessment in Religious Education, with a new focus on the new *Religious Education Directory*. Some pupils are now involved in the planning, preparation and presentation of prayer and worship across school, with plans in place to develop this further in line with the new *Prayer and Liturgy Directory*.

What the school does well

- The headteacher is an inspirational model of leadership, showing dedication, commitment and support for all members of the school family,
- The behaviour of pupils is exemplary and their kindness and compassion for one another is inspirational.
- The bridge, not barrier, to the parish ensures a flourishing relationship which benefits, school, home and parish.
- Relationships are secure, supportive and loving, resulting in pupils, families and staff feeling nurtured and cared for.
- Leaders are honest and ambitious for their school and have a clear commitment to developing it further.

What the school needs to improve

- Develop the use of assessment and feedback which enables all pupils, including those with special educational needs and those who are more able to know what they have done well and what they need to do to improve
- Develop a wider range of opportunities for pupils to present their work in different ways and reflect and respond independently and personally.
- Develop a skill strategy which enables pupils and staff to be confident in planning and leading prayer and liturgy across school and for the wider community.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

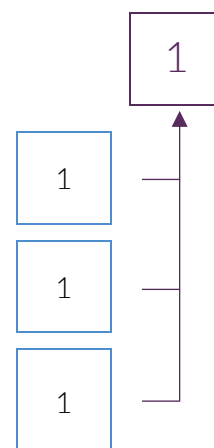
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are rightly very proud of their school and can talk with enthusiasm about the Catholic life and mission of the school, their outreach within the community and the impact they have on the school and local community. They feel cared for and nurtured and in return are caring and nurturing towards one another. Behaviour across school is exemplary because children feel happy, confident and secure as a result of the strong relationships between all. The pupil leaders talked confidently about the impact they have, raising money for charity, locally, nationally and globally as well as supporting the local community through singing at 'The Little Sisters', collecting food for the food bank and striving to make the world a better place. They understand the importance of helping others and articulated this as their mission, as Jesus taught them to 'Love one another as I have loved you'. They understand the importance of Catholic social teaching, and this is lived through their actions across and beyond school.

There is a strong culture of welcome for all, including visitors, new pupils, and governors with a clear commitment to helping those who are the most vulnerable. This is a supportive and joyful school which is proud to have Christ at the very centre of everything. Relationships at all levels are very strong and supportive; staff are exemplary as role models to each other and to the pupils. There is the highest level of pastoral support for those who are the most vulnerable, including providing academic support, financial support and a commitment to care for those who may be facing challenges. The school environment has been well developed both indoors and outdoors including the development of an outdoor prayer space; this reflects the Catholic ethos and this is appreciated by all members of the school community. Whilst chaplaincy is well provided for in school, this is not yet formalised with a clear plan to encourage broader formation and development for all members of the school community; however, there is a commitment to this.

Leaders and governors are passionate in their roles within this special Catholic school; they are determined, energised and resilient in achieving what is needed for the pupils in their care. They

have faced many challenges over recent years and are inspirational in the witness to Christ throughout difficult times. The headteacher has committed recently to working with the diocese to develop the school even further and leaders should continue to seek support externally to further develop in their roles. The staff team work dynamically within the parish, attending Mass, supporting the sacramental programme and working closely with the parish priests; this is a flourishing relationship which is recognised and appreciated by pupils, parents, staff, governors and parishioners. They see this relationship as a 'bridge, not a barrier'. Parents feel fully supported in their role as the first educator and talk with enthusiasm about what the school offers. The school outreach for parents is recognised and appreciated by all, with staff going above and beyond in their roles to meet the needs of pupils and their families. There is a commitment by leaders to support employees in their roles and whilst governors are ambitious for the school, bringing challenge to leaders, they also recognise the need to support staff at all levels, understanding the difficulties they face. There is a commitment to professional development, and leaders recognise where more of this is needed in anticipation of further developments. They need to ensure this is strategically planned, monitored and the impact measured.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

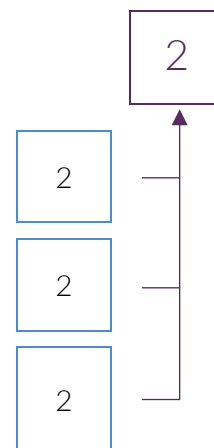
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing a secure knowledge, understanding and skills that reflect the *Religious Education Curriculum Directory*. They make good progress as a result of the school's commitment to metacognition in knowing more and remembering more; there is a clear commitment evident across school to recall with pupils what they have already learnt. Pupils across school are religiously literate and are enthusiastic learners who have the ability to reflect spiritually, thinking ethically and theologically when and if given the opportunity. They can confidently use subject specific vocabulary and demonstrate curiosity and enthusiasm for knowing more. Pupils respond well to the challenge and benefit from wider opportunities and challenge. Whilst feedback is used consistently and in line with expectations, this does not yet enable the pupils to achieve what they are truly capable of and enable them to celebrate and articulate what they do well and what they need to do next. They have welcomed the opportunity to present their work individually and creatively and would benefit from more of these opportunities across school to enable them to articulate their knowledge and understanding to an even greater level. They achieve at least average attainment, and this has improved over recent years with outcomes in religious education now matching or exceeding those in other core subjects.

Teachers are confident and enthusiastic about teaching religious education and they are committed to the value of it across school. At present, assessment feedback is not incisive enough to enable teachers to plan effectively, adapting where appropriate and challenging pupils even further, particularly those who are more able. They use questioning effectively and children are enthusiastic about participating in their learning, asking relevant and meaningful questions. Teachers recognise the impact religious education has on the formation and development of children and are beginning to give them wider opportunities to present their ideas in different ways including art, drama and role play; further opportunities for this would be welcomed by the children. Whilst some teachers celebrate pupils' outcomes in class, this is

not currently consistent across school; with increased consistency in feedback and modelling high expectations, this will inspire all pupils to make progress.

The school curriculum, using *The Way, The Truth, and The Life* is a faithful commitment to the *Religious Education Curriculum Directory*. Leaders must now consider how to adapt their curriculum to fit in with the new *Religious Education Directory*, including ensuring there is appropriate professional development for staff, utilising the existing skill and expertise within school as well as seeking support from other professionals. Religious education is comparable to other core subjects and both staff and pupils recognise the value of this. The headteacher, in her new role as subject leader, is committed to improving and developing religious education even further and has ensured standards and expectations are shared with staff resulting in teaching which is at least good. She recognises what the school needs to do to improve and is honest about the standards and journey of the subject in recent years. All leaders and governors should now consider how they can adapt the curriculum and teaching to meet the needs of all pupils, including those with special educational needs and those are more able.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils respond well to the opportunities provided for prayer and liturgy. They are reverent and respectful, showing a good understanding of responses and pattern of prayer. There are a variety of ways of praying being developed across school, which is well linked to the liturgical year. Pupil leaders are working well with leaders to develop their skill in planning class experience of prayer and celebration of the Word; they welcome this and would benefit from wider opportunities and further development to ensure this work is embedded across school. Music is used to enhance pupils' experiences and support their engagement with scripture. The Mini Vinnies and Prayer Leaders are rightly proud of the roles they have in school, talking confidently about their opportunities and showing confidence and enthusiasm in undertaking ministries, in class, in whole school gatherings and in extracurricular opportunities, including the Monday Mass and exposition. They would welcome the opportunity to develop their roles even further. Leaders and governors are proud that this enthusiasm has resulted in increased engagement within the parish with pupils welcoming wider opportunities.

Prayer is central to the life of school and form part of routine gathering as well as the daily pattern of prayer across school. Scripture is used effectively and linked closely to the liturgical year. Staff would benefit from further support to develop their knowledge and application of the changes in the new *Prayer and Liturgy Directory* ensuring their understand the different opportunities which can be planned for all pupils in an inclusive manner. This will enable them to support pupils further to plan meaningful prayer and liturgy opportunities for different groups. The school makes good use of the spaces available, including the outdoors. Whilst the outdoor prayer garden is relatively new, the pupils appreciate this space and others around school and respect them. Additional provision, including Monday Mass and exposition is welcomed by the school community and should now form part of the annual plan of provision. The school team work very closely with the parish, and this is welcomed and appreciated by all, including pupils, parents, governors, parish priests and parishioners. Pupils enjoy the

opportunity to celebrate Mass in church with one class going weekly and special Masses planned throughout the liturgical calendar, to which families and the wider community are welcome.

Leaders understand the different levels and skills, but they now need to develop a clear and systematic skill strategy across school which is known and understood by all; this will enable all pupils to develop their skills and share them within and beyond the school community. There is a clear commitment to ensuring key times in the liturgical calendar are marked as well as regular opportunities to celebrate Mass. Whilst they have committed to professional development, this has been relatively recent and now needs to be embedded to ensure staff and pupils are confident in their roles and able to plan and lead liturgy and prayer across school. Leaders have committed to investing in high quality resources which now need to be fully utilised to support the introduction of the new *Prayer and Liturgy Directory*.

Information about the school

Full name of school	St Joseph's Roman Catholic Primary School
School unique reference number (URN)	105550
School DfE Number (LAESTAB)	3523494
Full postal address of the school	St Joseph's Roman Catholic Primary School, Richmond Grove, Longsight, Manchester, M13 0BT
School phone number	01612245347
Headteacher	Elizabeth Eccles
Chair of governors	Julie Miles
School Website	www.st-josephs.manchester.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Choose an item.
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	14 th March 2017
Previous denominational inspection grade	Outstanding

The inspection team

Sinead Colbeck
Lisa Corrigan

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement