
The Diocese of Hallam Section 48 Report

The Catholic Life of the School and Religious Education

Diocese of Hallam



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

St Joseph and St Teresa's Catholic Primary School, Woodlands Doncaster

School URN	106769
Name of Chair of Governors	Mr Paul Batchelor
Name of Head teacher	Mr Terry Carroll
Date of inspection	7 th Dec, 2015
Section 48 Inspector	Mrs Delia Kay

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Joseph and St Teresa's Catholic Primary School has been carried out under the requirements of the Education Act 2005 and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

Description of the School

St Joseph and St Teresa's Catholic Primary School is part of a Federation with Our Lady of Perpetual Help Catholic Primary School. Each school has its own Headteacher, but there is one Federated Governing Body across both of the schools. St Joseph and St Teresa's works in close partnership with the Diocese of Hallam and The Local Authority of Doncaster Metropolitan Borough Council. The school was founded in 1926 and serves the parishes of St Joseph and St Teresa's, Woodlands, St George and English Martyrs, Carcroft, and Blessed English Martyrs, Askern. The parish priest was the chair of the Federated Governing Body until his retirement from the Governors in July 2015 and there is now a new chair of Governors who was elected in December 2015. The school serves a wide geographical area to the north of Doncaster. Many pupils travel by car or bus, while others walk.

Following a long period of staff instability due to recruitment difficulties, the school has now appointed some key staff. This consists of the Headteacher, an Assistant Head, who is also a full time class teacher, four other full time teachers, one full time nursery nurse, one Learning Mentor, two HLTAs and ten Teaching Assistants. Nursery and Reception pupils are taught in the Foundation Unit.

Type of School	Primary Voluntary Aided
Age profile of students	3-11 years
Number on roll	153
Number of students on Special Educational Needs and Disabilities Register	10
Number of students with a Statement of Special Educational Needs or Educational Health and Care plan	2
Number of Catholics on roll	80
Number of Other Christian Denominations	44
Number of other Faiths	0
No religious affiliation	29
School Address	Doncaster Lane, Woodlands, Doncaster DN6 7QN
Telephone Number	01302 723320
Fax Number	01302 728011
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School Website	www.sjst.co.uk

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

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THE PROVISION FOR CATHOLIC EDUCATION

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LEADERS AND MANAGERS

2

OVERALL EFFECTIVENESS

2

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OUTCOMES FOR PUPILS

How good outcomes are for pupils, taking into account variations between groups.

The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	3
How well pupils respond to and participate in the school's Collective Worship	2

The extent to which pupils contribute to and benefit from the Catholic life of the school is good.

- The mission statement of the school -‘Love others as I have loved you’ influences the good behaviour of the pupils, who show care for each other as well as those in the wider community e.g. anti-bullying buddies led by the school council and fund raising for CAFOD.
- Pupils take a pride in their school and talk willingly about what they have learnt in Religious Education lessons and how they enjoy taking the lead in Collective Worship, because it makes them think more deeply.
- Many pupils have been supported through a difficult time in their life by the Rainbows programme, which helps children come to terms with loss. This is run very effectively by the Learning Mentor and four other trained members of staff.
- Parents praised the welcome received when visiting school. One parent said she felt the school was ‘like a big family –everyone caring for each other.’

How well pupils achieve and enjoy their learning in Religious Education Requires Improvement.

- The Come and See programme is being successfully used in all year groups so Religious Education lessons are enjoyed by the majority of pupils. ‘Teachers make lessons interesting and fun.’
- The assessment data shows that the percentage of pupils achieving the higher levels of attainment in Year 2 and Year 6 is slightly below average.
- ‘The Response to Work’ policy is not being followed consistently by all teachers. Where it is followed, pupils understand how to improve their work and attainment is higher.
- The positive relationships between pupils and staff are a strength of the school.

How well pupils respond to and participate in the schools’ Collective Worship is Good.

- Pupils were respectful and prayerful in both acts of Collective Worship observed. They sang enthusiastically and confidently read their own prayers.
- Statements of the week are used to focus the minds, develop an awareness of God and promote good behaviour. Pupils talked keenly about how these statements helped them ‘to be better.’
- A dedicated Reflection room provides the space for groups of pupils to gather and share prayerful times together.

- Children know the traditional prayers and a small group were keen to say the Hallam prayer for me, which included all the actions.

PROVISION

How effective the provision is for Catholic Education

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	2

The Quality of teaching and how purposeful learning is in Religious Education is Good

- Lessons observed were good and recent monitoring reports confirm this. In all cases Information Communication Technology was used to engage the pupils and in some classes role play was used which the pupils positively enjoyed.
- Teacher's subject knowledge is good and a range of teaching strategies and resources are used to promote learning.
- The Religious Education Co-ordinator ensures that teachers are prepared for each new 'Come and See' topic and has supported less experienced teachers.
- The Come and See programme is complemented by the use of SEAL and CAFOD resources.
- British values are being taught through the Religious Education curriculum.
- Teacher's planning is good and clearly differentiated.
- Teaching Assistants are used effectively to support pupils with additional needs.
- Parents said that they were delighted and surprised at the Religious knowledge of their children and especially pleased with the travelling cribs and the Lenten bags provided by the school, which enables them to share their children's learning.

The extent to which the Religious Education Curriculum promotes pupils' learning is Good.

- The school meets the requirements of the Bishops' Conference allocating 10% of teaching time to Religious Education.

- Religious Education lessons are enjoyed and the pupils understand their value. They apply what they have learnt to their daily lives.
- Good progress is not always evident in all workbooks or in all year groups. Where marking is informative, pupils are able to further improve their learning and progress is more evident.
- Pupils talked enthusiastically about the carousel of activities they took part in during Judaism week and Islam week. These made a deep impression on them and gave them a greater understanding of different beliefs and cultures.
- The Year 6 pupils attend a retreat each year organised by The McAuley High School Lay Chaplain and the InReality Team, which starts with a liturgy and focuses on the Year 6's hope and dreams. This is a valued part of the school's transition work to secondary school.

The quality of Collective Worship provided by the school is good.

- Collective Worship is central to the life of the school and pupils confidently take a lead when they are given the opportunity. They say they find the Headteacher's assemblies interesting.
- Parents are well informed about dates and times for whole school assemblies and they enjoy taking part especially in the Awards Assembly.
- Mass is celebrated by Father Norman in church for the whole school at the start and end of the year. Class Masses are held during Lent and parents are always made welcome.
- Children are provided with a range of opportunities for formal and informal prayer.

LEADERS AND MANAGERS

How effective the provision is for Catholic education

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 for improvement to outcomes for pupils.	2

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 is Outstanding.

- Leaders and governors show a deep commitment to the mission of the Catholic School.
- The exceptionally well written Self Evaluation Document [SED] shows an excellent understanding of where the school is in the development of Religious education, and gives clear and realistic direction for the future.

- The governors contribute to the SED through feedback from monitoring visits and are clear how the school has to improve. They now need to prepare a systematic yearly monitoring plan.
- A governor representative visits school on a weekly basis and attends assemblies and other special liturgies.
- Skills knowledge and good practice is shared between the federated schools and within the Doncaster family of schools.
- The Headteacher and Assistant Head strongly promote the Catholic life of the school and the high quality displays re-inforce the gospel message. It is a stimulating environment.
- The school has made full use of CPD opportunities for all staff and governors. The teaching assistants are especially pleased with the staff development they have been included in.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is Good.

- Improving attainment in Religious Education has been identified by the leadership team as their focus for the coming year and they have a clear Action Plan, which is shared with all staff, to help them achieve better outcomes for the pupils.
- The governors understand the need to listen to the parent voice and plan to send out a questionnaire to parents specifically focusing on Religious education and the Catholic Life of the School.
- Regular monitoring of provision takes place so the school is aware of how it can improve even further.

This final section draws together all the evidence and judgements made in the preceding sections

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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The overall effectiveness of St Joseph and St Teresa's Catholic Primary School is Good.

- The school's mission statement is at the heart of all activity. Achievement is celebrated, mistakes are allowed and weakness is supported.
- Children enjoy coming to school. They feel happy, safe and secure.
- Children recognise and respect the different needs and circumstances of others and readily want to improve the lives of others, through raising money for a variety of causes – Cafod, Mission Together, adopting a polar bear.
- The Headteacher and governors have a clear vision for the school and the steps taken by the Headteacher over the past two years to raise standards in both learning and behaviour have been effective and appreciated by pupils, parents and staff.

Recommendations:

- To increase the percentage of pupils reaching age related expectations in all year groups.
- To develop staff confidence in marking so that pupils in all year groups know how to improve their work.
- Continue to work with the Federated school to develop accurate assessment and moderation in Religious Education.
- To develop quality child led Collective Worship so that all year groups and all children have an opportunity to develop their skills.