

The Diocese of Hallam
Section 48 Inspection Report

**The Catholic Life of the School, Religious Education and
Collective Worship**

**St. Joseph's Catholic Primary School, a Voluntary
Academy**

Babworth Road, Retford, Nottinghamshire, DN22 7BP

School URN	8913710
Overall Effectiveness grade	Outstanding
Date of inspection	Thursday 14th February 2019
Name of Chair of Governors	Mrs Elaine Brett
Name of Head teacher	Mr Richard Hilton
Name of RE Subject Leader	Mrs Ellen Archer
Date of previous inspection	3rd December 2013
Previous inspection grade	Outstanding
Section 48 Inspector(s)	Alexandra Healy John Cape

INSPECTION JUDGEMENTS

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

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

OUTSTANDING (1)	To be judged OUTSTANDING for overall effectiveness: The three Section judgements must all be OUTSTANDING
GOOD (2)	To be judged GOOD for overall effectiveness: The three Section judgements must all be at least GOOD
REQUIRES IMPROVEMENT (3)	To be judged REQUIRES IMPROVEMENT for overall effectiveness: One or more sections will be judged to REQUIRE IMPROVEMENT with no sections judged inadequate.
INADEQUATE (4)	To be judged INADEQUATE for overall effectiveness: At least one Section will be judged inadequate.

Summary of key findings:

This is an Outstanding Catholic Primary School

The Catholic Life of St. Joseph's School is outstanding because the mission statement is a lived reality permeating all areas of school life. This is evident in the strong sense of community and the quality of the relationships throughout the school.

The quality of Religious Education is outstanding because leaders at all levels have a passion for Religious Education, ensuring it has full parity with other core subjects. Teachers have high levels of confidence when teaching Religious Education due to their secure subject knowledge which results in all pupils, relative to their age and capacity, being fully engaged in their learning and religiously literate.

The quality of Collective Worship is outstanding because it is central to the life of the school. Staff and pupils plan and lead high quality acts of worship and participate with heartfelt reverence and enthusiasm.

What the school needs to do to improve further:

- To continue to rigorously monitor the quality of teaching and learning in Religious Education to ensure there is consistently outstanding teaching throughout the whole school.
- To embed high-quality marking and feedback so that pupils know how to improve and can show depth to their understanding.
- To further strengthen pupils' learning experiences in Religious Education teachers should effectively use their secure subject knowledge to broaden the delivery of lesson content, for example through art, drama, music, and technology.
- Explore how the outstanding Catholic Life of the school can be shared with the wider community to support other schools to create an outstanding Catholic ethos and culture.

Information about this inspection

The inspection of St. Joseph's Catholic Primary School, a Voluntary Academy was carried out under the requirements of the Education Act 2005, and in accordance with the Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Hallam. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspectors reviewed in detail the following aspects:

- The school's self-evaluation document (DSEF)
- Previous and current inspection reports and information about the school
- Pupils' contribution to the Catholic Life of the school

- The Religious Education curriculum
- Acts of Collective Worship
- The achievement of pupils

The inspection was carried out by Mrs Alexandra Healy and Mr John Cape over one day.

During this one-day inspection, we had the opportunity to:

- Discuss the work of the school with several key stakeholders including teaching and support staff, governors, parish priest, parents and pupils
- Have detailed discussions with the headteacher and Religious Education coordinator
- Talk to the pupils about St Joseph's School and how they enjoyed their learning and being part of the school community
- Review school assessment information, portfolios of work, photographic evidence, focal points and displays in and around school
- Scrutinise a wide range of pupils' Religious Education work
- Explore information posted on the school website
- Observe Religious Education lessons throughout the school
- Observe acts of collective worship

Information about this school

- St Joseph's is a slightly smaller than average primary school situated in North Nottinghamshire. There are 194 pupils on roll, plus 25 pupils in FS1 nursery, totaling 219 pupils.
- Pupils are drawn from St Joseph's parish and the surrounding areas.
- The majority of pupils are from White British backgrounds but with a growing proportion from an Eastern European background.
- The proportion of pupils who speak English as an additional language is slightly below average.
- The proportion of pupils who are known to be eligible for the pupil premium is below average.
- The proportion of pupils supported at 'SEN Support' or with an Education and HealthCare Plan (EHCP) is well below average.

Full Report – Inspection Judgements

CATHOLIC LIFE

The quality of the Catholic Life of the school is Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

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

Pupils at St Joseph’s are proud of their religious identity and make an outstanding contribution to the Catholic Life and mission of the school which has a very high priority across the school.

Pupils take full advantage of the opportunities offered to them and are happy to take a leading role in those activities which promote the school’s outstanding ethos.

Pupils are aware of the needs of others and seek justice, responding willingly to the needs of those beyond the school. This work is led by the school’s Mini Vinnies. The pupils articulate their views with confidence explaining the purpose of fundraising for various charities, such as the local food bank, CAFOD and Fair Trade. Charitable giving is obviously very important to the school community and demonstrates their understanding of a living faith.

Pupils speak confidently of their Catholic identity and what this means, and how they can turn their faith into action to support others in need.

There is a powerful sense of belonging and involvement from the pupils with some taking on responsibility for key roles, for example prayer chaplains, playground buddies and Mini Vinnies. These roles are given high priority and status which means pupils greatly value and recognise the importance of being given these responsibilities. Parents reinforced this by commenting how their child is ‘desperate to be a prayer chaplain’ and another stating that in the absence of a prayer chaplain their child was ‘overjoyed and excited to stand in for them’.

Pupils are happy, confident and secure in their own stage of spiritual growth, demonstrating outstanding behaviour towards adults and each other.

Pupils are confident and articulate about the role of adults in the school when dealing with any incidents of inappropriate behaviour. Each class has a ‘Worry Monster’ for pupils to post their fears and anxieties into from which imminent action is taken by teachers to respond to any concerns raised.

Pupils and parents are actively encouraged to have a strong voice and feel they are listened to and their contributions are highly valued which results in them confidently expressing their views and feelings.

Parents commented on how their children are nurtured and cared for because 'there is always someone to turn to'. They were full of praise for the school and applauded the outstanding communication and high-quality information they receive.

Pupils and parents value the Catholic tradition of their school and are proud of it. Pupils throughout the school are involved with parish activities and value the contribution of the parish priest.

The quality of provision for the Catholic Life of the school is Outstanding

The headteacher and deputy headteacher, who is also the Religious Education coordinator, have a strong commitment to their faith and ensure the Catholic ethos and mission of the school is given the highest priority. This leads to the mission of the school being a lived reality by the whole school community.

There is a strong sense of community which is evident in the high-quality relationships throughout the school. Parents are very appreciative of how this is achieved by all staff taking an active involvement in the life of the school leading to a mutual respect between adults and pupils.

The Catholic identity is made explicit in all areas of the school environment and is tangible when observing interactions between pupils and adults alike.

The pride in the school's Catholic identity is further demonstrated through the care and consideration that is given to the presentation of the learning environment both in the classrooms and around the school. Focal points and displays are clearly linked to the liturgical season and to living out the Church's mission.

The consistency of the classroom environments displaying the school's mission statement, crucifix and 'statement to live by' ensures all pupils are provided with opportunities for discussion and reflection.

The school's behaviour policy reflects Gospel values. It is clear that pupils are supported well in making right choices and that they understand personal responsibility.

Support for pupils is provided sensitively and in a way that ensures all pupils feel they are cared for, valued and an important part of the school community.

Leadership is considerate to the well-being and pastoral care of staff. For example, a shout out board in the staffroom ensures their efforts, achievements and positive contributions are recognised.

The Relationships and Sex Education (RSE) programme is taught consistently and enhanced by the school inviting in Big Talk Education to further support pupils' learning.

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

The outstanding leadership of the Catholic Life at St Joseph's ensures that all pupils are extremely well nurtured in a caring, safe and supportive community.

Governors discharge their statutory and canonical duties extremely well. They work effectively with the headteacher and Religious Education coordinator and are committed to upholding the strong caring ethos that exists.

The Religious Education link governor gives tirelessly of his time and is a regular visitor to school to carry out learning walks and meet with the Religious Education coordinator to discuss developments and monitor progress. The outcomes are fed back to the full governing body.

The leadership of the school in promoting the Catholic Life is outstanding. The headteacher and deputy headteacher have a positive presence around the school, as well as a very clear understanding of Catholic education and the role of the Catholic school.

The school's self-evaluation is given high priority and the leaders and managers have established a range of monitoring activities to provide a wealth of outstanding evidence which is used to move the school forward.

The school priorities are correctly identified in the School Development Plan which provides detailed actions and timescales to drive improvement. This plan is regularly reviewed by the governors and the senior leadership team to ensure continued development and constant improvement in provision.

Parents speak very highly of the school. They have a clear understanding of the school's purpose and are very supportive of this. They are extremely proud of the school and applaud the fact the Catholic life is at the heart of everything it does.

The outstanding Catholic life of the school is made explicit on the school website and is a strong testimony to the Catholic tradition. A future challenge for the school will be how to share this exemplary practice more broadly with the wider Diocesan community.

RELIGIOUS EDUCATION

The quality of Religious Education is Outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

How well pupils achieve and enjoy their learning in Religious Education is Outstanding

Religious Education is at the heart of the school curriculum and children's learning. Pupils have a positive attitude and are enthusiastic in their response to questions. Behaviour during Religious Education lessons is excellent.

Pupils are proud of their work in Religious Education and speak confidently about what they have learnt. They work independently within a range of activities according to age and ability.

Pupils say they enjoy Religious Education; they have positive attitudes and speak enthusiastically about their learning, explaining how it helps them to understand how to live their lives.

Almost all pupils are making at least good progress in Religious Education over time. There is no significant difference in learning and progress between different groups of pupils or between the

teaching of Religious Education and other subjects of the curriculum. Consequently, pupils' knowledge and understanding is developing extremely well.

All pupils, relative to their age and capacity, are religiously literate and fully engaged in their learning.

The targeted support from skilled teaching assistants ensures pupils are both supported and challenged in their learning.

Pupils use their knowledge and understanding to reflect spiritually and are fully aware of the demands of religious commitment in everyday life through prayer and actions of how they treat and respect others.

Pupils are articulate, confident and passionate about their faith and know how it will help them on their journey through life.

The quality of teaching, learning and assessment in Religious Education is Outstanding

Teaching and assessment is consistently good with some outstanding features evident in lessons.

Lesson planning is carefully linked to prior learning, is differentiated and provides opportunities for support and challenge.

Children have the opportunity to be independent learners and apply prior knowledge to the task in hand and are affirmed for doing so.

Teachers provide tasks that extend pupils' knowledge and understanding in Religious Education and build on what they already know and can do.

Targeted questioning is used well to assess understanding and monitor progress. As a result pupils are motivated and engaged and demonstrate very positive attitudes to their learning.

Teachers have a high level of confidence because of their rounded understanding of Religious Education. Teachers use their excellent subject knowledge to support and challenge pupils' thinking and learning.

Teachers occasionally use their own personal experiences to support pupils' learning in Religious Education. For instance, in the topic of 'Life Choices' the RE coordinator shared her own wedding album to support pupils understanding of marriage.

Teachers frequently affirm pupils so they are confident, active and interested learners. This supports the self-esteem of pupils and gives them confidence to speak clearly and articulately, such as during a liturgy or during question and answer sessions in lessons.

Assessments are regular and systematic. Internal and external moderation shows levelling is accurate. The assessment activities are recorded in pupils' assessment portfolios which form a record of achievement in Religious Education and remain a proud testimony of progress during school life.

High quality resources, including other adults, are used effectively to maximise learning for all pupils.

Teachers communicate very high expectations and passion about Religious Education to their pupils who respond with great enthusiasm.

Opportunities for cross curricular links between Religious Education and other curriculum areas were observed. To further strengthen pupils' learning experiences in Religious Education teachers should

effectively use their secure subject knowledge to broaden how they deliver lesson content, for example through art, drama, music or technology.

The school has continued to focus on developing marking and feedback to ensure it identifies how the religious content can be further improved. In order that pupils can consistently respond appropriately to commentary, to further deepen their understanding and accelerate progress, the school should continue to embed the effective marking and feedback policy they have developed.

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

The curriculum meets the requirements of the Bishops' Conference and contributes very effectively to the pupils' spiritual and moral development.

Leaders and governors ensure Religious Education has full parity with core subjects.

Leaders at all levels have an outstanding passion for Religious Education.

Leaders and managers provide strong leadership and conduct a wide range of monitoring activities that are carefully planned, with many involving teaching staff, to ensure improving outcomes for pupils is a shared responsibility.

The Religious Education coordinator is very committed, knowledgeable, and enthusiastic. She provides bespoke support both for teachers within the school and across the wider diocese as a lead teacher of Religious Education. Her passion for Religious Education and support for colleagues guarantee at least good learning and progress.

School self-evaluation is thorough and is integral to the school improvement plan.

The Religious Education governor is highly visible in the school and, along with other governors, provides support and challenge to the school's leadership.

Governors are well informed and speak confidently about pupils' attainment and progress.

The personal and professional integrity of the leadership inspire whole-hearted commitment from staff, pupils and parents. Consequently, Religious Education not only has a high profile, it is at the heart of the curriculum and daily school life.

COLLECTIVE WORSHIP

The quality of Collective Worship is Outstanding

How well pupils respond to and participate in the school's Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

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

Collective worship is a regular and meaningful part of daily life at St Joseph's.

Pupils' response to and participation in Collective Worship is appropriately heartfelt, enthusiastic, reverent and respectful.

Adults provide excellent role models for pupils in their response to and participation in outstanding liturgy.

Prayer chaplains support and complement the role of adults in enabling pupils to successfully participate in and lead liturgy. This role is highly coveted by pupils due to the importance that is placed on it by the school.

Pupils prepare and lead Collective Worship with enthusiasm and confidence showing great commitment to the mission of the church. To enable them to do this, pupils have access to a range of high quality resources, including planning tools, to support their organisation of worship. They do this from a young age with secure understanding. For example, during a lesson about the different parts of the Mass a Year 1 pupil commented at the going forth section 'that is like the going forth part at the end of our class liturgy'.

Prayer is a regular feature of school life and all pupils know their daily prayers which are celebrated in the morning, at lunchtime and the end of the school day.

Sacramental preparation, rooted in the parish, is fully supported by the school.

Pupils show respect for different faiths and traditions and are aware that religious beliefs are important. They have learnt about Judaism, Sikhism, Islam and Hinduism.

The quality of provision for Collective Worship is Outstanding

Collective Worship is central to the life of the school for all pupils and staff.

The resourcing of Collective Worship is outstanding, exemplifying the high priority it is given.

There is a rich variety of different forms of worship, which are enthusiastically embraced by the whole school community. Pupils are given many opportunities to take responsibility for leading worship and prayer.

Pupils, governors and parents commented on how much they value the school's Collective Worship, in all its forms, which include class-based worship led by pupils, key stage worship led in turn by staff, whole school assemblies and Masses.

Parents appreciate the range of provision the school provides, especially the links made between the home, school and parish, particularly during Advent, Lent, the month of November for remembrance and the months of October and May for the rosary.

The parish priest is a regular visitor to school and is well known to staff, pupils and parents. He works closely with the leadership of the school to create the liturgical planner for the year. His contribution is highly welcomed and appreciated by all. The pupils look forward to attending Mass because they feel 'he makes the celebration of Mass enjoyable'.

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

Leaders' and staff members' methodical and shared vision for Collective Worship enables pupils to experience, participate in and benefit from outstanding Collective Worship.

Leaders and governors have a very visible presence in school and a clear understanding of the Church's liturgical year, seasons and feasts.

Leaders frequently seek the views of parents through regular questionnaires and discussion and their responses are highly appreciated and valued and lead to further developments.

Leaders support staff to continually develop their skills in leading Collective Worship and in helping pupils to become more independent in their leadership.

The school's life of prayer and worship is given the highest priority by leaders, staff and governors and is seen as the very heart of the school.