

Diocese of Hallam



SECTION 48 INSPECTION REPORT

**THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS
EDUCATION**

St JOSEPH'S CATHOLIC PRIMARY SCHOOL, DINNINGTON

School URN	106943
Name of Chair of Governors	Mr Martin Thomas
Name of Head teacher	Mrs Emma Lear
Date of inspection	6 th December 2011
Section 48 Inspector	Mrs Gillian Foster

“ An enthusiasm for the things of God”

Introduction

The Inspection of 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.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the School

St Joseph's Catholic Primary School was opened in 1964 to serve the parish of St Joseph's, Dinnington. The catchment area covers a wide area of twelve different communities and pupils come from a range of different social backgrounds. This is an average-size primary school. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is average. The majority of pupils are from White British families. The school holds a number of awards including the Activemark and Healthy School status.

The headteacher was appointed to the school in September 2010.

Information about the school

Type of School	Primary, Voluntary aided
Age profile of students	3 - 11
Number on roll	218
Number of students on Special Needs and Disabilities Register	41
Number of students with a Statement of Special Educational Needs	1
Number of Catholics on roll	65
Number of Other Christian Denominations	149
Number of other Faiths	1
School Address	Lidgett Lane Dinnington Sheffield S25 2QD
Telephone Number	01909 550123
Fax Number	01909 560283
Email	Dinnington-St.Joseph's.Primary @rotherham.gov.uk

OVERALL EFFECTIVENESS OF THE SCHOOL

How effective the school is in providing Catholic education
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2

The effectiveness of the school in providing Catholic education is **good**. This is a happy, vibrant community where the renewed Mission Statement is a lived reality placing Christ at the centre of school life. Leaders and managers work very effectively to maintain and develop the Catholic life of the school. The school community offers a strong Catholic ethos inclusive of all pupils. School is a source of spirituality providing a positive, nurturing environment where pupils flourish, achieve well and make good progress. An ethos of caring and forgiveness promote good relationships throughout the school. The behaviour of the children is outstanding. Children participate in and contribute to a variety of high quality liturgies which are often shared with families and parishioners.

Teaching in school is good overall with some examples of outstanding practice. Through the high quality, broad based Religious Education curriculum offered, children develop a good knowledge of the Catholic faith and are able to relate what they learn in lessons to their own lives; as a result, the spiritual and moral development of the children is outstanding. The Religious Education curriculum already includes work on multi-faith and multi-cultural issues and school is planning to develop and extend this in recognition of the overwhelmingly White British environment of the children. The children accept the many opportunities presented to them to contribute to the Catholic life of the school, this is greatly enhanced by the close relationship between the school and parish. Parents, grandparents, carers and parishioners play an important and beneficial part in the life of the school. School engages and inter-acts with many different communities both locally and internationally; these experiences foster in the children an understanding, respect and empathy for people in circumstances very different from their own and prepares them well for life beyond school.

The school's capacity for sustained improvement
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The school's capacity for sustained improvement is **good**. The development of the Catholic life of the school has a high priority in the School Development Plan and is vigorously and effectively promoted by governors and the headteacher. The headteacher has a very clear vision for the school and provides strong, dynamic leadership to promote school improvement. The governors and headteacher have recently worked together to produce a significant staff re-structuring plan. When embedded in practice, this will strengthen the Senior Leadership Team and develop a middle-management structure which will enhance procedures for monitoring and evaluation and considerably add to the capacity for sustained improvement. The Religious Education Leader is enthusiastic and committed to further developing her role in monitoring and evaluation.

What does the school need to do to improve further?

- Continue to develop the role of the Religious Education Leader to include
- lesson observations, work scrutiny, evaluative feedback to staff and sharing and disseminating identified good practice.
- Encourage, support and give pupils opportunities to assess and improve their own work.
- Extend and further develop teaching on multi-faith and multi-cultural issues.

PUPILS

How good outcomes are for pupils taking particular account of variations between different groups
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2

The outcomes for all pupils are **good** and most, including those with special needs, make good progress relative to their starting points. Pupils demonstrate high levels of engagement in Religious Education lessons which they obviously enjoy. Pupils are keen to work hard and they take a pride in their work. Pupils from the earliest year are encouraged to share their views with others, as a result they become articulate and express themselves confidently and well often showing a real maturity of understanding in what they say. Children listen attentively and with respect to staff and classmates. Standards of pupils work in Religious Education is good; they respond well to the challenges presented to them although on a few occasions, the degree of challenge offered in written tasks does not give them the opportunity to reach their full potential. The children would be assisted in self-assessing their work by more targeted and rigorous marking. The quality of their written work is at least as good as that in Literacy. Children are able to relate what they learn in Religious Education to their own lives and this makes a significant contribution to their outstanding spiritual and moral development. The children's behaviour is exemplary.

The pupils' contribution to the Catholic life of the school is **outstanding**. They are justly proud of their school. Pupils are very supportive of each other giving witness to the Mission aim of 'Love one another as I have loved you'. The School Council represents the views of fellow pupils well and often initiates activities such as organising charitable fund raising events.

Children respond well to and make a significant contribution to the school's Collective Worship. They are confident and happy to plan, present and participate in liturgies in a variety of ways. All children show reverence and respect during acts of worship. Prayer is an integral part of school life and children are at ease when praying with their school community. Children often participate in and support the prayer life of the parish; this helps them to understand that they are an important part of a worshipping community of faith. The high quality Collective Worship makes a positive impact on the outstanding spiritual and moral development of the children.

PROVISION:

How effective the provision is in promoting Catholic education

2

Overall, the quality of teaching is **good** with some examples of outstanding practice. Lessons are well planned, structured and resourced. Teachers employ a variety of teaching styles to engage the pupils; lessons are well paced and often include exciting and innovative elements. There are effective assessment procedures in place and teachers have an accurate picture of where the pupils are, which informs their planning. All planning includes differentiation although there is often too great a reliance on differentiation by outcome. Some of the activities offered lack sufficient challenge for the more able pupils to fulfil their potential. The quantity of written/recorded work at Key Stage Two is variable and does not always reflect coverage of the topics studied. Staff now need to come to an agreement on the amount of written work expected of each year group in Key Stage Two. The quality of marking is inconsistent. All marking is affirmative and encouraging but much lacks rigour and does not indicate to the children how they can improve their work. Bringing marking in Religious Education up to the standard of that in Literacy would assist pupils in self-assessment and managing their own work more effectively. Most teachers have sound subject knowledge; they present clear learning objectives and success criteria and are skilful in questioning to deepen pupils' understanding. Those teachers and teaching assistants who are not Catholic, receive excellent support from the headteacher, subject leader and colleagues to enable them to deliver the Religious Education curriculum. Teaching assistants make a valuable contribution to the children's successful outcomes. Teachers share their enthusiasm for Religious Education with the children and speak openly of their own faith; this inspires and motivates the pupils and together with good classroom management skills, provides good, stimulating learning environments where children become successful learners.

The broad Religious Education curriculum is outstanding in meeting the needs of the pupils. At least 10% of teaching time is devoted to Religious Education and through the use of Circle Time, Statements to Live By and much cross-curricular work, many opportunities are found to add to the religious dimension. The Catholic ethos of the school permeates all areas of school life and is witnessed by the loving and caring attitudes pupils show to each other and the enthusiasm with which they take up opportunities for charitable fundraising. Teaching of other world faiths and cultures is carried out well as part of the curriculum. School is now planning to extend and develop this area in recognition of the fact that almost all the pupils live in predominantly White British environments and to have a wider knowledge of and respect for people of diverse faiths and cultures will prepare them well for life after school. Good relationships are evident throughout the school, staff are supportive and affirmative of each other and the children and their families. The school is well resourced for teaching Religious Education. High quality displays throughout the school proclaim and bear witness to the Catholic ethos of the school and contribute to the vibrant environment in school.

Provision for Collective Worship is outstanding. Children are offered many opportunities to contribute to and take part in worship; they are nurtured in their own prayer life and faith journeys. The governors, parish priest, headteacher and subject

leader come together at the start of each year to plan liturgies for the year. The headteacher and subject leader give strong leadership in the preparation of Collective Worship and value highly the contributions made by the two parish priests.

There are very good links between the school, families and parish. Parents and parishioners speak fondly and proudly of 'their' school. School reaches out to families in a variety of ways which is much appreciated by them and helps to promote the caring, family atmosphere prevalent in school.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the school	2
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Leaders and managers are **good** at developing the Catholic life of the school. The governors and headteacher communicate a strong vision for excellent personal development and well being leading to pupils of all abilities and backgrounds achieving well. The development of the Catholic life of the school has a high priority in the School Development Plan and is fundamental to the life of the school; this vision is shared by all in the school community. The headteacher has a very clear vision for the school and provides strong, dynamic leadership to promote school improvement. Recent changes in the leadership and management structures, when embedded will contribute positively to school improvement. Religious Education is given a high priority in school. The subject leader is enthusiastic and committed to leading the subject effectively. The headteacher and subject leader have recently developed an Action Plan which is realistic and meets the current needs of the school. The main focus of this plan is to further develop the role of the subject leader to include lesson observations, evaluative feed back to staff and work scrutiny. When this is fully in place, the subject leader will be able to identify good practice already existing in school and share and disseminate this to help to raise standards of teaching to even higher levels than at present. An annual budget for Religious Education matching that of Literacy has ensured high quality resources which enhance the delivery of the curriculum.

The Governing Body has recently undergone considerable changes with five new members joining. Despite this, the governors, who are totally committed to the school, continue to provide good, effective challenge and support for the Catholic dimension of the school. They are well informed of school issues; they participate in termly reflective meetings in addition to the normal business meetings. When the new staffing structure is in place, monitoring and evaluating current performance will be made easier for the Governors. Governors fulfil their role of monitoring the quality of Collective Worship well; many of them regularly attend Masses, liturgies and special celebrations in school. The governors are influential in determining the direction of the school.

The school has very strong links with the parish and many of the parishioners were themselves pupils at the school. Parishioners speak with pride of 'their' school. There are growing links with other Catholic schools in the Rotherham Deanery and school benefits considerably from its participation in the St Bernard's and Dinnington Learning Communities. School work effectively with many outside agencies to

support and care for the children and their families. School is planning to re-introduce the Rainbows support group in the near future when facilitators can be trained to replace two who have recently left. Children are given many opportunities to support charitable causes which they do with enthusiasm and generosity.

Through the broad Religious Education curriculum and their inter-action with many diverse communities both locally and internationally, children feel they belong to a local and global community; they learn to respect and appreciate people whose lives and circumstances are very different from their own. Pupils at St Joseph's are well prepared for life after school and are equipped to make a valuable contribution to society.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

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

Overall effectiveness	2
The school's capacity for sustained improvement	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
<input type="checkbox"/> how well pupils achieve and enjoy their learning in Religious Education	2
<input type="checkbox"/> the quality of pupils' learning and their progress	2
<input type="checkbox"/> the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
<input type="checkbox"/> pupils' attainment in Religious Education	2
<input type="checkbox"/> the extent to which pupils contribute to and benefit from the Catholic life of the school	1
<input type="checkbox"/> how well pupils respond to and participate in the school's collective worship	1
How effective the provision is in promoting Catholic Education	2
<input type="checkbox"/> the quality of teaching and purposeful learning in Religious Education	2
<input type="checkbox"/> the effectiveness of assessment and academic guidance in Religious Education	2
<input type="checkbox"/> the extent to which the Religious Education curriculum meets pupils' needs	1
<input type="checkbox"/> the quality of collective worship provided by the school	1
How effective leaders and managers are in developing the Catholic life of the school	2
<input type="checkbox"/> how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils	2
<input type="checkbox"/> how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	2

<input type="checkbox"/> the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities are met	2
<input type="checkbox"/> how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	1
<input type="checkbox"/> how effectively leaders and managers promote community cohesion.	2

Further copies of this report are obtainable from St Joseph's Catholic Primary School, Dinnington or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440.