
**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's Primary, A Catholic Voluntary Academy
Rossington, Doncaster**

School URN	140340
Name of Chair of Governors	Stuart Liversedge
Name of Head teacher	Philip Patterson
Date of inspection	Wednesday 3rd February 2016
Section 48 Inspector	Peter Davison

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Joseph's School, a Catholic Voluntary Academy 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 School, a Catholic Voluntary Academy, converted to become an academy on 1 December 2013. The school is part of the Diocese of Hallam's Schools Partnership Trust. The school serves the parish of Christ the King, Rossington. The majority of the children come from the local area but some children attend from outlying villages. St. Joseph's is an average sized primary school and most pupils on roll are of white British heritage. Currently, 52% of the pupils are baptised Catholics. There have been significant changes in senior leaders and teaching staff since the school became an academy.

Type of School	Primary
Age profile of students	3-11
Number on roll	232
Number of students on Special Needs and Disabilities Register	24
Number of students with a Statement of Special Educational Needs	2
Number of Catholics on roll	124 (53%)
Number of Other Christian Denominations	107 (46%)
Number of other Faiths	1
No religious affiliation	
School Address	St Joseph's School A Catholic Voluntary Academy Bevan Avenue Rossington Doncaster DN11 0NB
Telephone Number	01302 868098
Email	admin@stjosephs.doncaster.sch.uk
School Website	http://www.st-josephs.doncaster.sch.uk

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

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LEADERS AND MANAGERS

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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

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.	2
How well pupils respond to and participate in the schools' Collective Worship	1

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

- Pupils at St Joseph's demonstrate a sense of pride in their school. They happily take responsible roles in school through being playtime leaders, reading partners and Reception Buddies and are able to articulate well the distinctive nature of the school. They say: "We believe in Jesus and follow his example." "We follow the ways of God."
- The Catholic Life of the school is evidently at the heart of the school's ethos and mission; as a result, pupils' spiritual and moral development is good. They have a good understanding of right and wrong.
- Standards of behaviour are exemplary; pupils are polite and alert to the needs of others. As two pupils reported: "Everybody is kind and helps you when you have a problem." " Everyone is friendly and welcoming especially to children whose first language isn't English"
- Pupils lead and organise fundraising events for local, national and international charitable causes such as CAFOD, Mission Together, Hallam Caring Service, Bluebell Wood and the Harvest Food Bank Children demonstrate a heartfelt eagerness to find out about and help those in need.
- Through such strategies as *Circle Time* and *Statements of Belief* children are encouraged to express their views, listen to the views of others and understand the need to forgive and be forgiven.
- Adults provide good role models for the children and contribute significantly to the spiritual and moral development of the pupils. There is a *Rainbows* group to help children who are affected by bereavement or family separation.

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

- Through lesson observations and scrutiny of pupil workbooks, standards of learners' work in Religious Education are good and pupils are achieving in line with or above national expectations.
- Pupils show a passion and enthusiasm for their learning in Religious Education. The work in their books is attractive and well-presented.
- All groups of children are fully engaged in their studies through work being effectively differentiated, enabling all children to make at least good progress relative to their starting points and capabilities.
- Pupils are able to respond effectively to marking and can evaluate and improve their own work through a method they understand as *Purple Polishing*. Their knowledge, understanding and skills are developing well helping them to become more independent in their learning.
- The 'Come and See' programme is used very effectively along with other resources and support materials. Pupils acquire a good knowledge and understanding from first entry to the school and use this as a firm foundation to further their progress.
- Behaviour for learning is exceptionally good with pupils rarely off task and lessons proceed without any interruptions.

How well pupils respond to and participate in the schools' Collective Worship is outstanding

- Pupils show enthusiasm, reverence, respond well and actively participate in Collective Worship. They enjoy praying together in class, in school liturgies and in Mass.
- They are reflective and focused during Collective Worship and from the earliest age pupils participate fully in prayer. It is very evident that prayer and age-appropriate worship are fundamental aspects of life at St Joseph's.
- Pupils are acquiring skills in planning and leading prayer and worship. They are actively involved in preparations for Mass, assemblies and other liturgies. The *In Reality Youth Team* has been working with children in Years 4 and 5 helping them with the skills to support private and public prayer.
- The pupils have an excellent understanding of religious seasons and festivals and the colours of the liturgical season are used well to enhance displayed work. Good

quality prayer corners reflect the liturgical year and themes being explored in the *Come and See* curriculum programme.

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.	1

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

- Evidence shows that the majority of teaching is at least good with many outstanding features. Teachers have good subject knowledge; their lesson planning takes good account of pupils' previous learning and effectively tailors tasks to challenge and enthuse learners. One pupil reported: "Our teachers try to make our lessons fun so we don't get bored."
- Children enjoy their Religious Education lessons, discuss questions raised thoughtfully and present their work to a good standard. Use of role play, drama and ICT helps captivate the children's interest and aids understanding.
- Records of attainment and assessment data are beginning to provide valuable information to inform the next steps in pupils' learning.
- Staff meet before the start of each topic to plan together using the 'Come and See for Yourselves' resource. The subject leader ensures that teachers have a good grasp of the aims and objectives of the theme being explored.
- Pupils are positively affirmed throughout their lessons and marking now informs them of their progress and increasingly identifies how they can improve. Effort and achievement are highlighted.
- In lessons observed, pupils were thoughtfully encouraged to understand ideas related to the theme 'Eucharist' from the *Come and See* programme. Careful planning, challenging questions, guided discussion and quality resources encouraged pupil's enthusiastic responses.

- Good use is made of classroom screens to motivate, engage and inspire. Increased teacher skills, in taking advantage of the capabilities of the new generation large interactive screens, would enhance the children's learning experience still further.
- Teaching assistants provide excellent care and support to pupils. They are deployed effectively and show sensitivity to pupils' needs.

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

- The Religious Education curriculum provides a good opportunity for pupils' spiritual and moral development. Gospel values are clearly in evidence throughout the school through the mutual respect shown between all members of the school community.
- Pupils clearly enjoy Religious Education lessons and they understand their value. They are able to apply what they have learned in the context of their daily lives. They can discuss what they have learned and show they are reflective, not only in lessons, but generally. The *Come and See* programme, supplemented with other resources, and a cross-curricular approach is exciting and innovative.
- Progress is evident within lessons and throughout the school year as reflected in pupil workbooks. Behaviour is exemplary.
- The range of cross-curricular links includes role-play, drama, art, dance, visits and ICT. This, together with visitors to the school, such as representatives from Mission Together, serve to enhance provision and learning across the school. The school supports many charities throughout the year.
- The study of other world faiths such as Judaism, Sikhism, Hinduism, Islam and other Christian denominations help children respect other religious traditions.
- The Religious Education curriculum fully meets the requirements of the Bishops' Conference in forming 10% of the school timetable.

The quality of Collective Worship provided by the school is outstanding

- Collective Worship has a high profile and is central to the life of the school. It plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- There is a clear policy and planning document for Collective Worship and the school ensures that it is both regular and inclusive. The planning of worship is thorough throughout the school year and ensures that feasts, key points in the liturgical year and gospel values are given prominence and are of a high quality.
- All pupils from Early Years to Year Six are involved in Collective Worship, in a variety of forms, enthusiastically attended by parents and parishioners.

- Children are guided, supported and encouraged to take responsibility for Collective Worship. A developmental plan for pupil liturgical formation is in place.

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.	2
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 good

- The inspirational headteacher is passionately committed to providing an excellent education for every pupil in an inclusive, nurturing and happy environment shaped by Gospel values. Together with the governors, staff and leadership team he has led the school with great skill making an outstanding contribution to the school's improvement over recent years.
- School self-evaluation is very thorough, comprehensive and accurate through effective monitoring strategies. Leaders demonstrate a commitment to the Church's mission in education with spiritual and moral development a priority.
- The School Improvement Plan features Religious Education and the Catholic life of the school as a priority including targets for teacher performance management and appraisal. Staff training is undertaken to ensure pupils are taught well and that teachers are up to date with current theological thinking and practice.
- The governing body has an important role in ensuring the provision of the Catholic Life of the school permeates every aspect of school life on a daily basis. The headteacher, governors and leadership team are excellent role models providing leadership and guidance at all levels.
- The governing body fulfils its role by being increasingly rigorous in its strategic involvement in developing the Catholic Life of the school. They are ambitious and have helped shape the direction of the school through the many contributions they make. The appointment of a link governor for Religious Education and the learning walks they have been engaged in are helping them to make well-informed judgements.
- St Joseph's is a welcoming, caring and happy community. This is evident in the children's consideration for each other and the pastoral care given by adults in the school. Children feel happy, safe and secure. The school's Catholic character is effectively reflected through displays and artefacts in the learning environment. The creation of focal points around the school provides pupils with opportunities for thought and reflection

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

- The Religious Education subject leader, recently appointed, is highly focused on the school's mission and works very effectively to promote it. Through good subject knowledge and targeted support she has been effective in raising achievement and standards. She ensures that all teaching staff deliver the Religious Education curriculum well.
- Governors and the leadership team have clearly defined monitoring structures and policies in place which enable them to self-evaluate accurately. The Self Evaluation Document provides evidence of the school's monitoring, analysis and self-challenge. It gives an accurate picture of the Catholic Life of the school, the provision for Religious Education and its analysis provides a basis to celebrate the school's strengths and also outlines areas identified for development.
- There is a good induction, support and mentoring system in place for new members of staff. This leads to staff having greater confidence in delivering high quality lessons and a sound understanding of how to ensure pupils of all abilities make good progress.

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’s School in providing Catholic Education is good

- Through determined leadership, the standards of attainment and pupil progress in Religious Education have improved considerably since the last inspection.
- St Joseph’s is a happy school where children learn well in Religious Education and feel supported and cared for. Children feel that issues are dealt with consistently, fairly and appropriately. They appreciate the opportunities that adults give them when they need support or help with concerns.
- The headteacher, subject leader, governors and leadership team have a clear vision in developing the Catholic Life of the school. Effective leadership combined with the commitment of all members of the school community in constantly striving to improve provision is having a very positive impact on school improvement.
- The provision offered by the school in developing Religious Education through a well-planned and relevant curriculum is good. Religious Education has an important part in the moral, social, spiritual and social development of the pupils.
- Issues raised by the Diocesan monitoring review in November 2014 have been addressed and acted upon leading to a significant impact on improved school provision.
- Recent developments in marking strategies and assessment have led to improved teaching and learning with all teaching good or better.
- Provision for collective worship and prayer has been enhanced by children being given the opportunity to prepare and lead prayer and liturgy.
- Religious Education compares favourably with other core subjects in terms of resources, time given and standards reached.

- Pupil behaviour is extremely good and the friendly, welcoming atmosphere contributes to St Joseph's continued success. Children are keen to learn and they are secure in expressing their own views and beliefs. They are considerate to others and caring for anyone in need.

Recommendations:

- To develop opportunities for children to plan and present liturgies independently.
- To continue to develop teachers' confidence in assessing attainment in Religious Education in line with Diocesan guidance. Collaborative work with other schools on moderation exercises will help staff make accurate judgements on pupil performance.
- To extend good work in exploring other faiths through a programme of visits and visitors.
- To develop the role of the Religious Education link governor to assist school leaders in identifying strengths and areas for development.