

The Diocese of Hallam
Section 48 Inspection Report

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

Our Lady & St Joseph's Catholic Primary School

Fitzwilliam Street, Wath upon Dearne, Rotherham, S63 7HG

School URN	106942
Overall Effectiveness grade	GOOD (2)
Date of inspection	15th June 2022
Name of Chair of Governors	Mark Janvier
Name of Head Teacher	Maria Evans
Name of Associate Head Teacher	Emmeline Janvier
Name of RE Subject Leader	Michelle Machen
Date of previous inspection	8th October 2015
Previous inspection grade	OUTSTANDING (1)
Section 48 Inspectors	Alex Healy & Diane Collins

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.

2

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

2

COLLECTIVE WORSHIP

2

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 a GOOD Catholic Primary School

- The Catholic Life of Our Lady and St Joseph's school is outstanding because leaders ensure the school's mission statement and values are a lived reality that permeate all areas of school life. This is evident in the strong sense of community and the quality of the relationships throughout the school.
- Governors support the school well in giving high priority to the school's Catholic mission.
- Staff model high expectations in all areas of their work demonstrating their commitment to the school's mission of 'searching faithfully for excellence' and the gospel values it promotes.
- Pupils value the provision and environment that the school provides and respond with exemplary behaviour.
- The school ensures that the wellbeing of all is given a high priority, with particular focus on the most vulnerable.
- Parents hold the school in high esteem and speak very positively about how their children are nurtured by all staff. They appreciate the quality of the relationships and the inclusive nature of the school.
- Religious Education is good. Pupils enjoy Religious Education (RE) lessons, are keen to learn and as a result make good progress over time.
- Collective Worship is good overall with leaders providing excellent models of best practice.
- Great care is taken to ensure Collective Worship is well planned and resourced to reflect the Church's liturgical year and the school's values. This leads to key messages being easily accessible to pupils.

What the school needs to do to improve further.

- To continue to offer provision that ensures pupils benefit from and contribute to an outstanding Catholic Life by leaders at all levels carrying out regular and rigorous monitoring and evaluation.
- To continue to develop the quality of teaching and learning in RE by
 - leaders carrying out regular and systematic monitoring to ensure learning in all lessons for all pupils is clear, well-paced, engaging and challenging.
 - further embedding feedback so that pupils are guided to make improvements to their work.
- To provide further opportunities for pupils to plan and lead acts of Collective Worship and for leaders to monitor and evaluate Collective Worship.

Information about this inspection

The inspection of Our Lady and St Joseph's Catholic Primary School 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). While following the inspection schedule as published, inspectors acknowledged the significant impact of the Coronavirus pandemic on schools over a sustained period, and took this into consideration when reaching their judgements.

The inspectors reviewed in detail the following aspects:

- The school's response to the recommendations of the previous inspection
- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- The quality of provision for the Catholic Life of the school
- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life, Religious Education and Collective Worship

The inspection was carried out by two inspectors over one day:

- Inspectors examined the content of the school website
- Religious Education lessons were observed in eight classes
- Inspectors attended one collective worship, and observed one class based liturgy
- Discussions were held with the Head Teacher, associate Head Teacher, Religious Education (RE) subject leader, two governors, the parish priest and catechist, a group of pupils and a group of parents
- Inspectors scrutinised a number of school documents, policies, records, minutes of governors' meetings, as well as a sample of pupils' workbooks
- Inspectors also noted displays around the school

Information about this school

- Our Lady and St Joseph's Catholic Primary is a single form entry voluntary aided Catholic primary school with Foundation Stage 1 provision and a Forest School ethos. It serves the parish of St Joseph's.
- Since the last Section 48 inspection, the school has a new Head Teacher and associate Head Teacher.
- The school is an average size primary school, with 232 pupils currently on roll, in eight classes.
- The school draws from an urban area with a mixture of private and social housing.
- 49% of pupils are baptised Catholics, with a further 39% from other Christian denominations; 3% of pupils are from another world faith and 9% have no religious affiliation.
- Currently 17% of pupils are eligible for free school meals.
- 12% of pupils are on the SEND register, with 3% having an Educational or Health Care Plan.

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.

- The Catholic Life of the school is outstanding. The mission statement and values are given the highest priority and are central to everything that the school does. All members of the school community support one another to grow in faith and fulfil the mission of the Church. There is a strong sense of belonging, which is evident within relationships at every level.
- Our Lady and St Joseph’s is a most welcoming place where everyone is valued and respected. Parents appreciate this ethos commenting that the school ‘draws out the best in every child.’
- Pupils value the support they receive from staff and the school counsellor along with the caring approach that is fostered within the school.
- Pupils 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.
- Pupils take every opportunity to live out their mission with action. They are proud to be part of the School Council, Mini Vinnies, Worry Buddies and Faith in Action groups, using these roles to shape the Catholic Life of the school. These roles are given high status, which means pupils greatly value, and recognise the importance of being given these responsibilities.
- Pupils show a profound respect and care for themselves, their peers, staff and the school environment. They have a clear understanding of the school’s seven values and benefit from the Forest School ethos that the school promotes.
- Pupils know what right choices should be made, following the values of the school. As a result, behaviour is exemplary. ‘This is a very safe space’ and ‘there are lots of caring people’ were typical comments.
- They respond well to the opportunities the school provides for their personal support and development. They value the recognition the school shows for their efforts when being awarded certificates for ‘searching faithfully for excellence’ and receiving the ‘Jess Cup’ for being an exemplary role model.
- Pupils are aware of the needs of others and seek justice, responding willingly to the needs of those beyond the school. Each class has a chosen charity and their mission is inspired by the parable of the sheep and the goats. It is obviously very important to the school community and demonstrates their understanding of a living faith.
- Pupils appreciate the regular visits from the school chaplain who supports prayer, aids meditation, enables Faith in Action and delivers inputs on Gospel stories.

- Pupils' understanding of loving and caring relationships is developing well in age-appropriate ways through the use of the 'Life to the Full' scheme throughout the school.
- Pupils and parents value the Catholic tradition of their school and are proud of it. They appreciate celebrating mass on feast days and, now health restrictions have lifted, look forward to re-building links with the parish and starting to attend retreats again.

The quality of provision for the Catholic Life of the school is outstanding.

- The provision for the Catholic Life of the school is given the highest priority. This was particularly evident through the ways the school found to provide high quality provision for the Catholic life of the school during recent health restrictions. Staff led online prayers at the beginning and end of each day, sending messages of encouragement and posting learning and liturgies on the class blogs.
- Parents continue to appreciate the information provided on the class blogs and speak highly of the communication they are able to have from and with school.
- The school mission statement, which encompasses the school values, is known, understood and lived out by the whole school community.
- The values expressed in the statement are owned by all staff, and they enthusiastically participate in activities that reflect the Catholic Life and mission of the school, such as continuing professional development events and staff prayer.
- Their commitment is evidenced in the strong sense of community in the school, built on mutual support for each other. This is harnessed through a wellbeing team.
- The school environment, internally and externally, is presented attractively, with high quality displays. Areas throughout school reflect the Catholic identity, as well as a sense of order that promotes pupils' respect for their surroundings.
- The school actively promotes the value of stewardship through their Forest School ethos, how they have planned the curriculum for learning and the provision for the wider curriculum. As a result, there is a high quality of care permeating throughout and Catholic Social Teaching is at the heart of the school. Parents appreciate how this culture and provision benefits and aids pupils' development noting, 'In the community you can tell the children who come to this school.'
- All staff are consistent models of the school values and motto of 'searching faithfully for excellence', treating pupils with compassion and dignity at all times. This leads to exemplary behaviour.
- Pastoral support given to staff and pupils, particularly the most vulnerable, is outstanding. Staff and pupils appreciate the support provided by the school chaplain and counsellor.
- Within school, there is a tangible sense of community at all levels, which is evident in the quality of relationships between staff, pupils, parents and governors.

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

- The leadership of the school in promoting the Catholic Life is outstanding and they have a very 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 leadership is deeply committed to the Church's mission in education, ensuring the Gospel values are a lived reality and that Catholic Social Teaching is at the heart of school life.
- Leaders understand the need for all pupils to benefit from the Catholic life of the school and the important role of parents and carers in achieving this. Parents speak very highly of the

school; they have a clear understanding of the school’s mission and are very supportive of this. They are extremely proud of the school, applauding the accessibility and availability of staff in person and via email and the warm welcome they receive.

- Governors discharge their statutory and canonical duties well. They work effectively with the Head Teachers and RE subject leader and are committed to upholding the strong Catholic ethos that exists.
- The Catholic Life of the School governor working party, including school leaders, have worked together to develop the school’s self-evaluation and review the provision the school provides and the extent to which pupils benefit from and contribute to this.
- The Head Teachers and RE subject leader guide and support the Catholic life of the school, by providing regular professional development for staff through a range of training events and through their engagement in the Catholic life of the school – leading the Mini Vinnies group, gaining feedback for the synod, creating displays.
- The outstanding leadership of the Catholic life at Our Lady & St Joseph’s ensures that all pupils are extremely well nurtured in a caring, safe and supportive community.

RELIGIOUS EDUCATION

The quality of Religious Education is GOOD.

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

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

- The quality of Religious Education is good. Pupils enjoy Religious Education; they can explain its value and are keen to do well, leading to good progress over time.
- The Come and See Programme is embedded across school and used consistently by all staff.
- Pupils value the knowledge organisers they are provided with, the focus on key vocabulary and how these are used in lessons.
- Most pupils are developing their knowledge, understanding and skills appropriate to their age, as well as their ability to reflect on meaning.
- Pupils relative to their age and capacity, have an appropriate religious literacy, which is developed by teachers revisiting prior learning, making links to messages delivered during whole school collective worship and providing visual prompts.
- Pupils concentrate well during lessons and are articulate and reflective when responding to questions posed. Their behaviour in lessons is exemplary.
- The written work pupils produce is to a good standard. They take care to present their work well and most pupils respond to the written feedback they receive.

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

- As a result of teaching that is mainly good, most pupils are achieving well over time. Teachers demonstrate a clear understanding of the value of Religious Education and secure subject knowledge.
- Teachers promote the value of learning in the Religious Education lesson by using consistent cues at the beginning of each lesson to set the tone for learning.
- The school leadership has introduced a structured approach to lessons giving consistency across the school. Prior learning is revisited, religious knowledge and vocabulary is developed and pupils are given time to respond to written feedback that is linked to the key skill for the lesson. In the strongest lessons, these aspects are used to good effect.
- In some lessons, progress was hindered because the learning objective wasn't clear, the pace of the lesson was too slow and pupils' learning wasn't checked throughout the lesson.
- Teaching assistants provide sympathetic and encouraging support to pupils as they build knowledge and develop skills.
- Marking and feedback is in line with the school policy identifying how pupils have achieved or can improve the key skills. In general, the majority of pupils respond positively to teacher commentary.
- Assessments are regular and systematic. The internal moderation system that the school has developed ensures teacher assessment is reliable and consistent across school.

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

- The curriculum meets the requirements of the Bishops' Conference and contributes effectively to the pupils' spiritual and moral development.
- Leaders ensure that high expectations fully match those seen in other core subjects. Along with governors, they make sure that Religious Education is well resourced and that professional development opportunities are provided for staff.
- The Head Teachers and RE subject leader are very committed, knowledgeable, and enthusiastic. Their passion for Religious Education and support for colleagues enable pupils to make good progress over time.
- All leaders articulate their desire to make continual improvements to the quality of teaching using drop ins and work scrutiny to inform their work.
- Governors give importance to ensuring outcomes in Religious Education are at least in line with other subjects.

COLLECTIVE WORSHIP

The quality of Collective Worship is GOOD.

How well pupils respond to and participate in the school's Collective Worship	2
The quality of provision for Collective Worship	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

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

- Pupils are keen to participate in acts of Collective Worship. They do so with respect for the special nature of each occasion, acting reverently in quieter or silent moments of reflection, and responding willingly to requests to be actively involved, such as in singing, responding to questions or discussing with each other.
- During a period of health restrictions, the school found ways to ensure Collective Worship based on the Gospel and prayer continued by coming together online.
- Prior to the recent health restrictions, parents and carers were invited to attend the weekly Collective Worship based on the Gospel. Parents and carers valued this invitation and attendance was good.
- Pupils throughout school value having the opportunity to lead the weekly Gospel Collective Worship.
- Pupils benefit from having the opportunity to respond to Collective Worship through the whole school prayer station.
- 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, including at after school club. Prayer is enhanced for pupils through regularly using the school grounds as a setting and vehicle for prayer.
- Pupils are taught from the youngest age to listen and respond in prayer with reverence.
- Pupils throughout school benefit from the support the chaplain provides in helping them to lead prayer and liturgy.
- Sacramental preparation, rooted in the parish, is fully supported by the school.
- Most pupils have a good understanding of the liturgical year appropriate to their age and ability. Pupils have opportunities to attend Mass, which allows pupils to develop an understanding of the difference between Mass and liturgies.
- Pupils have a deep sense of social justice and are very respectful of others.
- Prayer is central to the life of the school and valued by all. Prayer is a natural part of the daily experience of all pupils and staff.

The quality of provision for Collective Worship is good.

- Praying together is part of the daily experience for all pupils and staff, which has a very positive impact on the school's sense of community.
- Collective Worship for the whole school and key stages is well planned so that it reflects the Church's liturgical year and the school's values. It is well resourced and centres on themes and messages, which are easily accessible to pupils. This was illustrated during Key Stage Two's Collective Worship marking refugee week.
- Staff who lead Collective Worship provide an excellent model taking great care to engage pupils through providing a high quality focal point, actively involving them through participation, making links to other areas of school life and giving an opportunity for pupils to respond to the message once the Collective Worship has finished.
- Staff's preparation of Collective Worship, and the stations they provide in the school environment for pupils to respond to what they have heard, further demonstrates how they 'search faithfully for excellence' in all aspects of school life.
- A planned programme of Masses and other liturgical celebrations ensure pupils understand the Church's mission and their role in this. The passing on of the candle from Y6 to Y5 to

guard the light of Christ at the leavers mass and from Y6 to FS2 to receive the light of Christ in the welcome assembly illustrates this beautifully.

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

- The school leaders and chaplain have expert knowledge of how to plan and deliver high quality liturgy and worship in accessible and meaningful ways to pupils. They understand the Church's liturgical year and traditions, and are excellent role models to both staff and pupils.
- Staff see school leaders as models of best practice and a source of support to develop their liturgical formation.
- School leaders have ensured that staff attend diocesan professional development.
- Governors, through their meetings and working party, work together with school leaders to develop the school's self-evaluation and review Collective Worship.
- Through the self-evaluation process, school leaders have accurately identified priorities for development in this area.
- The school's life of prayer and worship is given high priority by leaders, staff and governors and is seen as the very heart of the school.