

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTION

**SECTION 48
INSPECTION REPORT**

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

**St Joseph's Catholic Primary School
Kennedy Drive
Goole
DN146HQ**

School URN	118045
School DfE Number	8113332
E-mail address	stjoseph@eastriding.gov.uk
Chair of Governors	Mrs Pat Ellis
Headteacher	Mrs Diane Marten
RE Subject Leader	Mrs Carlyne Storey
Date of Inspection	4 th -5 th July 2012
Section 48 Inspector	Mrs Christine Rothwell

INTRODUCTION

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

INFORMATION ABOUT THE SCHOOL

St. Joseph's Catholic Primary School serves the communities of the parishes of St. Joseph and St Thomas in Goole and the Sacred Heart in Howden. It is smaller than average in size with 113 pupils on roll in 2011-2012. The admission number of 15 necessitates pupils being taught in mixed year groups through the school. St. Joseph's operates a single entry in Foundation Stage with all children starting full time in September.

Though 56% of pupils are Catholic few attend Mass. The majority of Y6 transfer to Holy Family High School in Carlton with which the school is strengthening its links. The school has five full time teachers and one part time teacher with seven support assistants. Two teachers are Catholic though neither have the Catholic Certificate for Religious Education. The budget for Religious Education (RE) is broadly in line with other core subjects and the school meets the Diocesan designated 10% of teaching time. The main areas of expenditure have been in-service training, resources for the new RE scheme and Collective Worship.

Goole is an area of high deprivation and this is reflected in the number of pupils on school action plus or with a statement of need being above the National Average. Most pupils are white British heritage although the school has an increasing number of Polish families who speak English as an additional language. The proportion of pupils eligible for free school meals is broadly average.

During the inspection three lessons were observed, three Collective Worship, one being for the whole school, three circle times and one Personal Social Health and Citizenship Education (PSHCE) session. Formal meetings took place with the Head, RE co-ordinator, teaching and support staff, the Parish Priest, governors, a group of pupils and a group of parents. Informal discussions were held with a wide range of pupils and other employees in the school. Documentation was viewed and a selection of pupils' workbooks was scrutinized.

St Joseph's has achieved awards for Healthier Options, Financial Management in School, School Travel Plan, National Reading Campaign, Every Child Counts and Nat West Super Grounds. It has also many sporting and activity achievements in the local area. It has the Activemark and Healthy School status.

OVERALL EFFECTIVENESS

2

CAPACITY FOR SUSTAINED IMPROVEMENT

2

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

MAIN FINDINGS

St Joseph's is a good school with no aspect less than good. The behaviour of pupils in the classroom and around the school is outstanding as is their spiritual, moral, social and cultural development. When asked about disagreements or bullying the pupils had difficulty in explaining how it would be dealt with as they, "Just don't have any." Pupils are particularly caring and respectful of others and demonstrated this in the classroom when there was an odd number for talking partners or in explaining a method of work. The pupils are very proud of their school and its place in the community. Parents praised the school and appreciated the open door policy where everybody is welcomed. 'Any concerns are dealt with immediately and the teachers encourage all the children, regularly having a quick word of praise at the end of the day.'

Teaching of RE is good throughout the school with varied tasks given to meet the needs of all the pupils. This is due to effective planning. Members of the support staff are fully aware of the tasks planned and deliver them effectively encouraging pupils to achieve according to their ability. Pupils are eager to share their work and enthusiastically discussed the activities covered throughout the year.

The Headteacher is highly regarded, has good vision and high expectations for pupils and staff. In-service training is effective and has led to more confidence in the delivery of the RE curriculum and therefore good progress in attainment.

Displays in the classroom and around the school are stimulating and creative. Pupils happily discussed them and the part that they had played along with the links to the RE curriculum and the Catholic Life of the school.

What the school needs to do to improve further:

- Challenge the more able pupils, bringing attainment in line with other core subjects.
- Ensure the teaching of Religious Education is apportioned throughout the week and given priority in the day.
- Encourage pupils to take more ownership in preparing and sharing acts of Collective Worship.

PUPILS

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

2

Pupils enjoy and are interested in their RE and happily share their knowledge and opinions. Attainment is continually improving with some pupils making good progress. Attainment in RE is identified in the School Improvement Plan as an area for development bringing it in line with other core subjects and enabling all pupils to reach their potential. The pupils are keen to do well, applying themselves conscientiously in lessons and working at a good pace. Children in the Foundation Stage could share their visit to the Church and talked about all the people who helped to keep it clean. Planning for pupils with learning needs and/or disabilities was appropriate and encouraged them to produce their best work.

Pupils take on responsibilities and participate constructively in the Catholic life of the school and wider community. They understand who they are and are proud of their backgrounds and beliefs and have a strong sense of personal worth. They take responsibility for their actions and are quick to congratulate and praise others.

During Collective Worship pupils act with reverence and are keen to participate singing joyfully, reflecting in silence and joining in prayers appropriately and with confidence. Pupils now need to be given the responsibility of preparing and sharing Acts of Worship enabling them to become skilled in the use of scripture, religious artifacts, hymns and other forms of prayer.

These are the grades for pupils' outcomes

How well pupils achieve and enjoy their learning in Religious Education.	2
Taking into account:	
• the quality of pupils' learning and their progress	2
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
• pupils' attainment in Religious Education	3
The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils respond to and participate in the school's Collective Worship.	2

PROVISION

How effective the provision is for Catholic education

2

The teachers, though not all are Catholic, have good subject knowledge and aided by 'The Way, the Truth and the Life' scheme inspire the pupils, contributing to their enjoyment of RE and resulting in good progress being made. The teaching is consistently effective in ensuring that pupils are motivated and engaged. Teachers plan well using assessment procedures to meet the needs of all pupils ensuring effective learning. Good use is made of resources including technology to maximize

learning. Support members of staff are fully aware of the learning objectives and make a significant contribution to the quality of learning. Pupils receive good oral and written feedback. The written feedback would benefit pupils further if they were given the 'next step' to improve their work which was seen in some books. This would enable pupils to discuss what they need to do to sustain good progress.

The school has a tracking system which provides an effective tool to ensure that pupils continue to make good and even better progress in the future. On going assessment of progress is made during lessons through ensuring pupils understand the task set and intervening where necessary to provide support. Effective learning objectives at the start of the lesson are revisited to confirm achievement.

The RE curriculum meets Diocesan requirements and the school has been using the new scheme, 'The Way, the Truth and the Life', for almost two years and is becoming more confident in its teaching. The RE curriculum provides good opportunities for spiritual and moral development. Extra curricular opportunities are varied, have a high take up and are much enjoyed.

Acts of Collective Worship are given a high profile and are well resourced. Parents and parishioners enjoy being invited to Acts of Worship which take on various formats. Staff now need to equip the pupils to prepare and lead acts of worship.

These are the grades for the quality of provision

The quality of teaching in Religious Education.	2
The use of assessment to support learning in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	2

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

2

The Headteacher provides clear direction to the school community supported by equally dedicated staff. Leaders and managers demonstrate commitment to the mission of the Church by providing a rich, broad and balanced curriculum with spiritual and moral development a priority. They conduct a range of monitoring activities relating to provision and outcomes and their analysis provides the basis for accurate diagnosis of the school's strengths and areas for development. Planning is founded on sound evidence and data tracking, tackling key areas of weakness and building on areas of strength. This is seen in the rising attainment.

The Governing Body is supportive of the school and discharges its statutory and canonical duties effectively. They challenge and support the school in tackling weaknesses and so bring about necessary improvements. Governors have effective systems for seeking the views of parents and for acting upon the outcomes. They do, however, need to be more active in monitoring the effectiveness of the school.

Every Child Matters is highly visible at St Joseph's where all pupils are equally valued and given the means to reach their potential no matter what their position is on the learning ladder.

The school participates fully and actively in developing and implementing a variety of partnership activities. The sex education programme is delivered through the successful partnership with the school nurse and within the context of a Catholic school. The school has good relationships with other schools in the locality taking part in many sporting activities plus other links such as the Mayor's Public Speaking competition where the school came first. The school actively promotes pupils' initiatives in learning about and supporting charities at local, national and global levels. One of the many fund raising causes is for Muscular Dystrophy which is close to the heart of the pupils and staff. St Joseph's is a happy, family school determined to achieve a high standard.

These are the grades for leadership and management

How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	2
How effectively leaders and managers promote Community Cohesion.	2