

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

St Joseph's Catholic Primary School CATHOLIC
Barnsley Road
South Emsall
Wakefield
WF9 2BP

School URN	108266
School DfE Number	3335
E-mail address	headteacher@st-josephs-moorthorpe.wakefield.sch.uk
Chair of Governors	Margaret Whitehouse
Headteacher	Catherine Murphy
RE Subject Leader	Christine Chadwick
Date of Inspection	22/23 rd March 2012
Section 48 Inspector	Mrs. Kathryn Spillane

INTRODUCTION

The Inspection of St Joseph's Catholic Primary School 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 and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers(NBRIA 2010).

During the inspection the inspector sampled seven lessons and two Acts of Worship in both key stages. Interviews took place with the Headteacher, deputy head, RE coordinator, Parish priest and Chair of the Governing Body. There were also discussions with the School Council and other members of staff. A wide range of documentation was also presented for inspection including the RE coordinators file, assessment information and pupils work.

INFORMATION ABOUT THE SCHOOL

St Joseph's is a one form entry Voluntary Aided school within the parishes of St Josephs Moorthorpe and Sacred Heart Hemsworth, with a published admission number of 30. There are currently 199 children on roll and 60% are baptised Catholics. Of the 8fte teachers, six are Catholic and 3 hold the CCRS certificate. The majority of pupils are white British, but there are increasing numbers coming into the school as new arrivals from Eastern Europe. The percentage of children on Free School meals is below the national average and 16.2 % of pupils are on the SEN register and 2 children have statements of Special Educational Needs. A Learning Mentor supports the more vulnerable children and families in the school community and she also leads the School Council.

Since the last inspection there have been several staffing issues, and a falling school roll over recent years, has caused significant budgetary issues for the school.

The school holds the Healthy School Award, and the Activemark

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

3

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

3

CAPACITY FOR SUSTAINED IMPROVEMENT

3

Main findings

St Joseph's has a vibrant Catholic ethos and closely identifies itself with the parish, parents and community. During the inspection, the school commemorated the laying of the Foundation stone, and celebrations will close with a centenary Mass celebrated by the Bishop. Very positive relationships exist within and beyond the school; parents, governors and parishioners are proud of their school and its Catholic tradition.

The outcomes for pupils, the provision for Catholic education and the effectiveness of leaders and managers are all broadly satisfactory with some good features. Teaching that was observed was broadly good; however, there is too much inconsistency. Attainment on entry is below average and by the end of key stage one the children have made good progress, however due to the inconsistency of teaching, progress at the end of key stage 2 is judged to be satisfactory. Where the quality of teaching is good, children are challenged, work is differentiated and a variety of teaching styles is used. The children would benefit from focused marking of work and assessment information used in order to plan activities which provide challenge and raise their levels of attainment.

Children live out the gospel in their everyday lives showing high levels of respect for each other and being courteous to adults, the behaviour observed in lessons and around the school during the inspection was outstanding. Pupils make a positive contribution to the community; the children raise money for charities throughout the year, £327.00 was raised for McMillan and £100.00 for Children in Need, other charities which have benefitted are Cafod, Catholic Care, Samaritans Purse (Operation Christmas Child) and the victims of the tsunami.

The headteacher, RE coordinator and governors have identified areas for development and there has been improvement since the last inspection, but with the introduction of the Way, the Truth and the Life the aim of establishing an effective system of assessment and the use of this information to raise attainment has not yet had significant impact.

The governors are passionate about the religious education and the Catholic life of the school, and want it to be the best it can be. They are aware of the importance of their

changing role in raising standards and are keen to become more involved in the monitoring and evaluation of RE .

The Parish Priest, Father Fenton, is a regular and welcome visitor to the school. He has supported the development of Collective worship in the school during recent years, and children enjoy taking a more active role in masses, plans are in place to learn some sung responses to the new Mass. Sacramental preparation is done in the parish, but its celebration is very much part of school life.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- Establish a clear system of assessment throughout the school and develop teachers understanding in the use of assessment in RE to ensure that all lessons are differentiated and challenging.
- Develop the setting and tracking of RE targets.
- Review the system of monitoring and evaluating RE in order to improve the consistency of teaching and learning throughout the school.

PUPILS

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

3

Attainment on entry is below national standards and the majority of pupils at St Josephs make good progress in RE by the end of Key stage 1, however, progress is not as good through key stage 2, which leads to progress being satisfactory by the time the children leave the school. Younger children were actively involved in learning about Palm Sunday and acted out the events, taking different roles and dressing up, enthusiastically greeting Jesus and the donkey with palm leaves! Children with special needs are identified and are well supported during lessons to ensure that they are able to access the tasks set.

The Way, the Truth and the Life was introduced in 2010 and has been well received, staff judge the content to meet the needs of the children very well. Five staff have followed the 'Foundation Stones Programme' in recent years to help them develop their understanding of the Catholic faith and support their work in the school.

Driver words and key vocabulary are displayed in each classroom as part of the well focused and attractive RE displays, however, levels of attainment and assessment information is not used effectively to ensure that appropriate work is planned for all children. Inconsistencies in the quality of teaching and learning results in children not always reaching expected levels of attainment.

Pupils participate enthusiastically in the Catholic life of the school and live out the gospel values. The school's mission statement has been revised to ensure that it is understood by all the children, their interpretation is displayed prominently in the hall. The children are well behaved and courteous and have a good understanding of right and wrong and are keen to help others beyond the school community, locally, nationally and globally, having raised £327.00 for McMillan and £100.00 for Children in Need. Other charities which have benefitted from the school's fundraising are Cafod, Catholic Care, Samaritans Purse (Operation Christmas Child) and the victims of the tsunami, often planning the fundraising events spontaneously.

The elected School Council are very proud of their roles and see that they are ambassadors for the school. Children are very polite and respectful and say that they enjoy being at school because everyone is willing to help each other and that it is an 'all round good school'. They enjoy taking part in assemblies and Masses, and the older children enjoy the responsibilities they are given around school, looking after the younger children and welcoming visitors.

During the Acts of Collective Worship that were observed, children were very reverent, prayerful and keen to take part. They understand the importance of the key celebrations of the liturgical year, and twice a year the Parish Priest and the Headteacher plan a calendar of liturgical celebrations. Throughout the year the children participate in Advent, Lenten and Easter Acts of Worship and during Advent the older children are actively involved, but would welcome this involvement on a more regular basis, the RE coordinator sees this as an area for development.

There are bright and interesting displays of work along the corridors and in the hall with a beautiful cross painted by the children in Year Five in pride of place ensuring that children feel valued and important.

These are the grades for pupils' outcomes

How well pupils achieve and enjoy their learning in Religious Education.	3
Taking into account:	
• the quality of pupils' learning and their progress	3
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	3
• 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.	3

PROVISION

How effective the provision is for Catholic education.

3

The provision for Catholic Education is satisfactory. The quality of teaching, marking and feedback is variable with some examples of good practice, but this inconsistency results in children only making satisfactory progress by the time they leave the school. The behaviour of children in lessons is excellent, and where teaching is imaginative and stimulating, the children are enthused and keen to take part. Children with special needs are well supported by adults and this contributes to their learning.

The school completes end of year assessments and in some classes, formative assessment grids are also used. The use of accurate assessment to inform planning would ensure that the needs of all children are met, but as this information is not regularly used, work is not always planned to move the children forward and therefore children do not make the expected progress. The coordinator is aware that there needs to be more rigour in the monitoring, assessment and tracking of RE.

The curriculum raises the children's awareness of other World faiths. As part of the RE curriculum children in key stage 2 explore Islam and Judaism. The curriculum meets all statutory requirements including children's spiritual and moral development and there is a range of extra curricular opportunities available for the children.

The headteacher and the Parish priest plan the celebrations for the liturgical year. Staff accept responsibility for planning Collective Worship and children are involved in reading prayers at Masses, assemblies and liturgies. There is a weekly whole school assembly based on "Statements to live by" and regular key stage and class acts of worship, the Friday 'Share assembly' is well attended by parents at which the events of the week are celebrated.

The parish priest is a welcome visitor to the school .Over a period of time the school, together with the Parish priest, has worked hard to enhance Collective Worship, Father Fenton would like this development to continue with the learning of sung responses for the new Mass.

Children are taught about personal relationships in a way based on the principles and teaching of the Catholic faith and the school has adopted the diocesan policies for RE, Collective Worship and EPR .

These are the grades for the quality of provision

The quality of teaching in Religious Education.	3
The use of assessment to support learning in Religious Education.	3
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	3

LEADERS AND MANAGERS

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

3

The Headteacher and the school leadership demonstrate commitment to the mission of the Church, and the presence and power of Jesus Christ is tangible throughout the school, in the welcome of the adults, the behaviour of the children and the bright and attractive displays in all areas of the school. Senior leaders are aware of the school's strengths and the areas which need to be developed.

Monitoring and evaluation of the RE curriculum and the use of assessment to raise attainment is at an early stage; the committed and hard working RE coordinator is aware that it lacks rigour and knows of the key areas for development and is keen to implement them. The RE coordinator is actively involved with the Wakefield Partnership's RE coordinators' group and takes part in training organized by the partnership and developing cross school initiatives e.g. celebrations to mark 'The Year of Catholic Education' in September 2011.

The Governing Body discharge their statutory and canonical responsibilities and are very supportive of the school. Changes on the governing body have lead to an increase in its capacity and engagement with the school, and governors understand the strengths and the appropriate areas for development. The Chair of Governors regularly meets with the Headteacher, and other governors are aware of the Catholic life of the school through the Headteacher's Report .They know that they need to become more involved in the monitoring, evaluation and analysis of the work of the school.

The school is a member of the Wakefield Catholic Schools Partnership and this collaboration make a strong contribution to the life of the school. It enables the children to achieve and develop in areas that the school alone cannot provide, and ensure that there is a strong partnership and transition mechanism in place. The partnership is also effective in supporting staff and an annual Inset day is devoted to spiritual development or religious education.

There is a common sense of belonging in the school community and a culture of support and tolerance. The school is highly regarded in the parish and wider community and the school takes part in many community events. Preparation for the First Sacraments takes place in the parish but afterwards there is a celebration in the school. Parents and carers

Speak highly of the school and are very supportive. A coffee morning held during the inspection, as part of the Centenary Celebrations, was very well attended by parents, grandparents and members of the community. A slideshow of a 'Year in the life of the school', and photographs collected from families and parishioners proudly illustrating the history of the school gained a lot of interest .

Vulnerable families are well supported by the school and the Learning Mentor, and the school uses Catholic Care for any additional support. Senior leaders respect difference and ensure equal opportunities for all. The school actively promotes children's initiatives in learning about and supporting charities at local, national and global levels. Relationships are good and pupils enjoy being part of the St Joseph's school community.

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.	3
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	3
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.	3
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