

The Diocese of Hallam
Section 48 Inspection Report

The Catholic Life of the School and Religious Education

St Joseph's Catholic Primary School

Green Lane, Rawmarsh, Rotherham S62 6JY

School URN	106944
Overall Effectiveness grade	2 (GOOD)
Date of inspection	13.12.2018
Name of Chair of Governors	Catherine Ratcliffe
Name of Head teacher	Helen McLaughlin
Name of RE Subject Leader	Andrew Searson
Date of previous inspection	15.10.2012
Previous inspection grade	2 (GOOD)
Section 48 Inspector(s)	Michael D'Rozario Richard Hilton (Associate Inspector)

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

2

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

- Pupils at St Joseph’s Catholic Primary School display excellent behaviour at all times and engage in lessons. They speak highly of the school’s mission and values and can state the ways in which they promote and support the mission of the school. They are supportive of each other and respectful to adults and peers alike.
- The executive headteacher has been instrumental in driving school improvement and ensures that the mission of the school permeates every aspect of school life and that it is a clear and inspiring expression of the educational mission of the Church.

- The assistant headteacher leads the school in fulfilling its mission through the day to day running of the school and in ensuring the spiritual, educational and pastoral needs of the pupils are met.
- The Religious Education subject leader leads by example through his teaching and has a key role in promoting the Catholic Life of the school. He is keen to drive the school towards excellence in all areas of the inspection process and works collaboratively alongside the executive headteacher and assistant headteacher to monitor and evaluate the provision of Religious Education within school.
- Parents hold a very positive view of the school and hold it in high esteem. They state that they are grateful for the way in which the school meets the pastoral and spiritual needs of their children as they are nurtured and cared for. They speak highly of the education their children receive in all areas of the curriculum, including Religious Education (RE).
- Religious Education is good overall, with pupils enjoying the varied curriculum and interesting activities planned for them and as a result are beginning to make good progress over time. Rigorous systems for monitoring and evaluating standards in Religious Education are now in place and will ensure a consistency in teaching and support the school in achieving higher standards.
- Visits by the Parish Priest are welcomed as he offers pastoral support to the school community.
- Governors work very closely with the school and have identified its priorities playing a full part in helping the school improve further.
- The contribution that pupils make to the Catholic life of the school through their support for those less fortunate than themselves and ‘The Common Good’ is significant, reflecting their understanding of the school’s mission.

What the school needs to do to improve further.

- To provide more opportunities for pupils to plan and lead Acts of Collective Worship throughout the school and for school leaders to monitor and evaluate Collective Worship so as to further improve provision.
- To further develop assessment procedures so that they become more robust so that pupils’ progress is measured accurately.
- To consistently apply the school’s agreed marking and feedback policy in order to inform the pupils of their next steps in learning and provide opportunities for them to improve their work.
- To ensure that the revised Relationships and Sex Education (RSE) policy meets the needs of pupils.
- To consider additional support for the RE subject leader to further develop his role in relation to pastoral programmes and with the introduction of the new assessment arrangements promoted by the diocese.

Information about this inspection

The Inspection of St Joseph's 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. 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).

The inspectors reviewed in detail the following aspects:

- The school's self-evaluation document (DSEF)
- Previous and current inspection reports and information about the school
- Pupils' contribution to the Catholic life of the school
- The Religious Education curriculum
- Acts of Collective Worship
- The achievement of pupils

The inspection was carried out by one inspector and one associate inspector over the course of one day and the following activities were undertaken:

- Scrutiny of the Diocesan Self-Evaluation Document
- Lesson observations
- Interviews with the executive head teacher, assistant head teacher, RE subject leader, chair of governors, chaplain, parish priest, pupils and parents.
- Scrutiny of school policies and reports
- Scrutiny of the school website
- A learning walk
- Observation and participation in acts of collective worship that included a key stage assembly a class liturgy and prayer time in classes.

Information about this school

- St Joseph's Catholic Primary School is situated in Rawmarsh, Rotherham.
- The school serves the parish of St Joseph's Rawmarsh.
- Pupils are drawn from the local community.
- St Joseph's Catholic Primary School is a smaller than average sized primary school whose pupils come from an area with low levels of social disadvantage when compared to all primary schools nationally.
- The school has been judged to be good at the most recent Ofsted inspection.
- The proportion of pupils with learning difficulties and/or disabilities is above the national average.
- Historically on-entry data indicates children enter school below expected levels.

- There has been a significant change in leadership since the last inspection with the appointment of an executive headteacher and assistant headteacher from September 2017 and the RE coordinator from September 2018.
- There has also been a significant change to school staff since the last inspection.
- The school works in partnership with Our Lady and St. Joseph’s Catholic Primary School Wath, with the executive headteacher leading both schools
- The governing body has also changed since the previous inspection, with the appointment of a new Chair of Governors
- The school is part of the St Pius Learning Community.

Full Report – Inspection Judgements

CATHOLIC LIFE

The quality of the Catholic Life of the school is GOOD

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	2

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

- Pupils take a real pride in their school, playing a greater role in contributing to its Catholic life through the Mini Vinnies, school council, head girl and head boy and sports leaders, who not only promote the mission of the school but are excellent role models.
- Pupils contribute to the ‘Greater Good’, through numerous fundraising events to support those less fortunate than themselves. This includes supporting charities such as CAFOD, Hallam Caring Service, Mission Together, Rotherham food bank, Western Park Hospital and Macmillan as well as the Parkgate Toy Appeal.
- Pupils comment on the respect pupils have for one other as demonstrated by the Playground Pals who help resolve differences. They say that they are treated fairly and relate well to the adults working in school and are taught how to look after each other, as all play their part in respect, care and forgiveness. They state that they all know the gospel values of love, tolerance, respect, justice, honesty, hope and forgiveness that the school espouses and that by following them, they become better people.

- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the diocese, and related some of the liturgical celebrations and Masses, such as the feast of Christ the King, held in church. Pupils know the liturgical cycle and parents are impressed with their knowledge of the Catholic traditions.
- Pupils have developed a deeper understanding of the importance of key celebrations in school and in church throughout the liturgical year. School pilgrimages, activities and events record the Catholic life of the school well. Plans are in place for pupils to take a greater role in leading school and class assemblies and Collective Worship.
- Pupils enjoy and benefit from the range of responsibilities presented to them and undertake their duties well. Older pupils speak of how they guide and encourage younger pupils in play and other aspects of school life.
- The Parish Priest contributes to the Catholic life of the school, offering pastoral support and guidance when visiting the school.
- Pupils can empathise with and appreciate the circumstances of those less fortunate than themselves and are proactive in fundraising to support many local and national charities.
- Pupils are able to address moral issues through the topics they cover in school such as democracy, freedom and slavery and how 'ordinary' people can make a difference. The elected school council have visited the Civic Chamber to learn about democracy in action and have applied this to their decision making when discussing school matters.
- Parents state that they are kept informed of the activities that their children undertake in school, including liturgies, Masses and celebrations that support its Catholic life through the school website class blogs and newsletters.
- Parents reported that their children feel safe, loved and valued at school and that their concerns are listened to. They comment on how their children are made aware of values such as care, respect and compassion and that 'the message of faith and Gospel values are linked to behaviour and relationships both within and out of school'.
- Outcomes for pupils have improved recently as they become more confident and independent learners with positive attitudes to school life. They comment on the supportive environment of the school and they know how and when to seek advice and support.
- Pupils say that they value the opportunity to make decisions on behalf of the school, such as which charities to support and say that they can 'continue to make a valuable contribution to the local and wider community when they become adults'.

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

- The school community has a strong identity and a growing sense of unity. Parents value the level of care provided for pupils and the opportunities presented to them. The mission statement, 'To love one another as I have loved you' is clearly visible throughout the school and is a clear expression of the commitment to live out Gospel values.
- The school environment reflects its mission and Catholic identity through high quality displays of the values it promotes and the visible signs of the school's distinctive nature including focal points for prayer in each classroom.
- School staff are committed to the implementation of the school's revised mission statement and promote high expectations of behaviour and are good role models of mutual respect and forgiveness for pupils. They participate in school activities which reflect the Catholic Life of the school such as staff prayer, school pilgrimages and professional development offered by the diocese.
- Pastoral programmes are in place to support pupils with access to outside agencies. The revised Relationships and Sex Education (RSE) programme will further enhance the pastoral provision already provided by the school.
- The curriculum reflects a commitment to Catholic social teaching through its RE lessons, themes and topics, providing pupils with many opportunities to learn about democracy, fairness, diversity and equality and to put what they have learned into action, such as elections to the school council, the recently formed Mini Vinnies and in identifying ways in which they can support local charities.
- The school community values its Catholic nature and is committed to its development through the revised mission statement. This aspect of school life is held in high regard.
- Parents state that there is a clarity of mission which their children can articulate more clearly through the values promoted by the school and that these values are continually being reinforced and affirmed through liturgies, assemblies and reward systems.

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

- The school leadership is deeply committed to the Church's mission in education with governors, executive headteacher, assistant headteacher and RE co-ordinator promoting the Catholic life of the school through their involvement in governance, curriculum and fulfilment of the legal requirements.
- Provision is monitored by senior leaders through open days for governors to visit the school, attendance at liturgies and school masses, lesson observations, work scrutiny and learning walks and in evaluating the quality and impact of provision of the Catholic Life of the school through discussion with stakeholders. School will benefit from providing additional support for the RE co-ordinator to monitor and evaluate this aspect.

- The school makes good use of continuing professional development opportunities that focus on its Catholic life, including joint training days on developing its mission statement and has involved stakeholders in its creation and implementation including those with partnership schools within the St Pius Learning Community.
- The Governors hold the school to account and are familiar with the outcomes of the school and of its priorities. Regular visits by the chair of governors take place to monitor progress in meeting agreed targets set through self-evaluation, audits and action plans.
- School leaders, and in particular the executive headteacher, demonstrate a strong commitment to the Catholic ethos of the school and provide a good example for the rest of the community. The development of the Catholic Life of the school is viewed by leaders as a core leadership responsibility.

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 school follows the Come and See programme and moderates its assessment with the St Pius Learning Community and the partnership school so that judgements are becoming more accurate.
- Assessment tasks are set for each of the Come and See topics, which in turn informs planning and provides for progression.
- Quality resources including information technology (IT), the learning environment and the sharing of best practice with other schools provide for an interesting and varied curriculum.
- Most groups of pupils make good progress in RE lessons as evident in pupils' workbooks, including the 'floor book' that records the work of pupils in the foundation stage. They are keen to respond to questions and engage in classwork. Pupils state that they enjoy the varied and interesting activities planned for them including art, drama, new technologies and cross curricular themes alongside their written work.
- Pupils with additional needs are making progress comparable to the progress of other groups and parents speak strongly about the inclusiveness of the school and how it has enabled their child to access the curriculum and thrive.
- Pupils benefit from the support and guidance offered to them in lessons and were able to discuss some of the topics covered and the work they had completed to date such as The Annunciation, The Immaculate Conception and themes associated with the season of Advent.
- Most pupils concentrate well and are beginning to understand how well they are doing as teachers make reference to the learning intentions within the lesson.
- Behaviour in lessons is good. Most pupils enjoy RE and display positive attitudes when working individually or collaboratively as lessons are made interesting and relevant to them. They said that they love learning about new things and they are developing subject specific vocabulary relating to the RE topics that they are covering.
- Parents commented on the recently introduced rewards system as being a good strategy for promoting good behaviour, not only for application to classwork but for promoting positive responses to the gospel values promoted by the school. This makes good use of lesson time as children are engaged with their classwork.
- Pupils have a well-developed sense of respect for those of other faiths and study world faiths in their RE lessons. They were able to recount their topic on Judaism and this was displayed around school.
- Pupils will benefit from further differentiation within RE lessons where they can respond in a variety of ways to teaching and learning and make even greater progress in lessons and over time.

- Pupils are becoming more religiously literate and are developing skills appropriate to their age and abilities, offering thoughtful responses that demonstrate a clear understanding of scripture. They are improving their knowledge and understanding in RE and are developing their competence as learners but could be presented with more challenging classwork that could extend their learning and given time to respond to marking and feedback to improve their work further.

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

- The quality of teaching has improved as teachers become more confident with the Come and See Religious Education programme and is becoming more effective in ensuring that pupils are engaged with their learning.
- Teachers are developing good subject knowledge and have taken advantage of professional development opportunities offered by the diocese and in-school training and are strengthening partnerships with other diocesan schools.
- The quality of teaching is supported by a range of teaching strategies deployed in lessons, including individual and collaborative work and pupils stated how much they enjoyed the latter.
- There is variety of stimulus such as images and video clips relating to scripture which prompt meaningful discussions in class. Targeted questions then enable pupils' responses to be extended and elaborated.
- Teachers communicate high expectations about RE to their pupils, most of whom respond positively when engaged in classwork, complete their tasks and explain their work to their peers.
- Teachers monitor the learning taking place and use questioning more effectively to gauge the understanding of pupils and invite them to pose their own questions and thereby promote thinking skills.
- Teachers are beginning to involve pupils in evaluating their classwork and this will inform them on how to further improve their work and make better progress.
- Lesson time is used effectively in lessons, with a good pace and this secures good learning. Best practice is being shared throughout the school in order to maximise learning and challenge pupils further.
- Although planning is in place with clear learning intentions, it could be further improved by taking into account pupils' prior achievement and attainment and include differentiated tasks in order for them to make better progress.

- Work scrutiny and RE assessments have been undertaken but judgements will be strengthened through in-school moderation and with other partner schools within the diocese.
- Good quality resources, including IT, optimise learning for pupils within a good learning environment. Curriculum webs link RE to other learning experiences.
- The contribution that other adults make in supporting the quality of teaching is valued but teaching assistants could be deployed even more consistently and effectively to further enhance and optimise learning opportunities.
- Achievement, effort and learning behaviours are celebrated and rewarded by the class dojo system and celebration assemblies. Pupils state that they are affirmed when rewarded in this way. Parents comment on the value of this system in promoting learning, achievement and positive behaviours.
- The RE co-ordinator has monitored the quality of teaching and has undertaken work scrutiny alongside senior colleagues. This informs an action plan and is shared with staff and governors.
- Parents say that they find information on the RE topics to be covered each half term very informative and can view their child's work on the class blogs.

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

- The leadership team and governors have identified school priorities following school self-evaluation and now have clear and consistent systems of monitoring and evaluating provision within Religious Education.
- Governors discharge their canonical and statutory duties effectively and the Religious Education curriculum goes beyond meeting episcopal requirements regarding curriculum time for Religious Education by aligning other subjects and aspects of school, where appropriate, to themes addressed within Come and See.
- In terms of professional development and resourcing of Religious Education, leaders and governors ensure that it is comparable to other core subjects. The position statement for RE for the academic year identifies how provision has been enhanced.
- The RE co-ordinator, with the support of the senior leadership team and in particular, the executive headteacher, is well-placed to move the school forward and drive the school improvement areas identified by this inspection.

- Governors are actively involved in the school and the Chair of Governors has regular discussions with the leadership team regarding Religious Education. They have overseen a change in leadership personnel and are keen that all are part of a comprehensive programme of quality formation leading to teaching and learning excellence.
- The school has introduced systems for tracking, monitoring and evaluating teaching and learning including Religious Education and are beginning to measure its impact.
- Class teachers undertake half termly assessments in order to measure pupil attainment and this will inform further improvement. Moderation within the school and with other schools within the diocese will strengthen judgements further. Pupil data is then to be forwarded to the diocese after scrutiny.

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 at St Joseph's Catholic Primary School act with reverence and respect during Acts of Collective Worship and participate in communal prayers appropriately, with reverence, respond positively and are attentive.
- Pupils participate in a range of liturgical worship. When talking about the opportunities to engage in worship, they are keen to share their experiences and key stage 2 pupils stated that they would like to plan and lead acts of Collective Worship themselves.

- Pupils could describe some of the Advent liturgies recently attended and the Christ the King Mass held in church for the school and parish community. Key Stage 2 pupils and staff enjoyed participating in the assembly that celebrated the 2nd week of Advent and Year 1 pupils were introduced to the symbolism associated with the liturgical season as they made Christingles.
- Older pupils were engaged in a class liturgy planned by their peers. Providing more opportunities for all pupils throughout school, appropriate to their age, to plan and lead Collective Worship would lead to deeper spiritual and moral development.
- Collective Worship reflects the liturgical year and is planned to provide pupils with enriched experiences including pilgrimages within school. During the inspection, portfolios presented some examples of the different aspects of liturgical worship.
- Pupils commented on their prayer cards in class and appreciated the time to pray and would like this to continue throughout the year.
- The Parish Priest commends the work of the school and the pupils' response to Collective Worship in church and at school.
- The chaplain's contribution to developing prayer life through leading pilgrimages, introducing different types of prayer and providing quality resources is recognised by the school
- Parents stated that they value and appreciate pupils' participation in Collective Worship within school and would like to attend more liturgies and masses in the church.

The quality of provision for Collective Worship is GOOD

- Collective Worship is central to the life of the school and worship is celebratory and engaging. All members of the community feel valued, included and engaged in this aspect of school life.
- Pupils have the opportunity to pray together, with every class having a prayer focus that reflects the liturgical year and the chaplain has provided prayer cards for all classes.
- Parents and parishioners are invited to attend acts of Collective Worship in school and church and appreciate the opportunity of doing so and are made to feel very welcome.
- Pupils are being introduced to prayer in a variety of ways including formal prayers and their own prayers within class. They pray in class and as a whole school community, coming together during assemblies and liturgies. Pupils value the contribution that prayer provides in their daily life and say that they appreciate the opportunity to pray.
- Resources, including artefacts and focal points for prayer are utilised well. Pupils were able to explain that the lighted candle represented the light of Christ in their midst and the meaning of the Advent Wreath.

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

- Acts of Collective Worship are led well by adults, and in particular, the RE coordinator and executive headteacher who know how to plan and deliver quality Collective Worship. They make these accessible to pupils in a contemporary context, relating them to the mission and values of the school and liturgical themes.
- Leaders have a thorough understanding of the Church's liturgical year. They act as role models for the school community.
- The school self-evaluation and improvement plan reflects the Catholic nature of the school and the governors are briefed on the provision of Collective Worship.
- Leaders seek the views of parents, pupils and parishioners and are continually making adaptations to enhance provision for Collective Worship.
- Leaders have ensured that staff attend diocesan professional development and have made a commitment to send teaching staff to courses.
- Leaders offer staff opportunities to receive liturgical formation through staff prayer time and staff development days that have a focus on the distinctive nature of the catholic school and Religious Education. They are to share their expertise to support colleagues help pupils plan and lead acts of Collective Worship.
- Further development of the variety of methods and styles of prayer is continuing to grow.
- Collective Worship is regularly reviewed as part of the self-evaluation process and this will ensure that identified priorities during the inspection will be addressed