

# DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education  
Collective Worship  
and  
The Catholic Life of the School



**School:** St. Joseph's RC Primary School

**Address:** Swainsea Lane  
Pickering  
YO18 8AR

**URN:** 121654

**Head of School:** Mr Gerard Eddy

**Executive Headteacher:** Mr David Harrison

**Chair:** Fr Kentigern Hogan

**Date:** 26-27 May 2016

**Inspector:** Mrs Jenny Firth

**Date & Grade of Last Inspection:** 28-29 March 2011 Grade: 2

**Overall Grade for this Inspection:** Grade 2

## INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

## What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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## INFORMATION ABOUT THE SCHOOL

The school is much smaller than the average-sized school. The proportion of disadvantaged pupils supported through the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority. The majority of pupils are White British heritage. There are no pupils who speak English as an additional language. The proportion of pupils who have support for special educational needs or disability is well below average. There are no pupils with a statement of special educational needs or an education, health and care plan. Children in the early years receive part-time education in the Nursery during the morning. In reception, they receive full-time education. There have been significant changes in leadership and staffing since the last inspection. The head teacher has formed close links with other Catholic schools in North Yorkshire. Currently there are 109 pupils on roll, of whom 33% are baptised Roman Catholic. The percentage of teachers who are Roman Catholic is 80%

## **INFORMATION ABOUT THE INSPECTION:**

- The inspector observed four lessons
- Meetings were held with groups of pupils, the chair of the governing body, and the parish priest who is also the governor responsible for Religious Education (RE)
- The inspector held a meeting with the RE co-ordinator who is also the head teacher
- The inspector attended Collective Acts of Worship in the Early Years Foundation Stage and Key Stage 1, and also in Key Stage 2
- The inspector met with a group of parents
- A sample of parent questionnaires was also examined
- Further discussions took place with pupils at lunchtime and in the playground
- The inspector observed the school's work, pupils' written work, displays and sacred spaces in classrooms
- The inspector also scrutinised a range of documentation provided by the school including the school's planning for improvement documents, monitoring information, previous inspection reports, information about pupil's progress and tracking information
- The inspector looked at the minutes of the governing body meetings

### **Pupil Catchment:**

Number of pupils on roll: 109

Planned Admission Number of Pupils: 15

Percentage of pupils baptised RC: 33%

Percentage of pupils from other Christian Denominations: 51%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 16%

Percentage of pupils with special needs: 16%

### **Teaching Staff:**

Full-time Teachers: 4

Part-time Teachers: 0

Percentage of Catholic Teachers: 80%

Percentage of teachers with CCRS: 40%

### **Support Staff:**

Full-time Classroom Support Staff: 4

Part-time Classroom Support Staff: 3

Percentage of Catholic Classroom Support Staff: 29%

**Percentage of learning time given to R.E: 10%**

**Parishes served by the School:**

St Joseph's School is served by the parishes of St Joseph's Pickering and Our Lady & St Chad, Kirbymoorside

# 1. OVERALL EFFECTIVENESS

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## MAIN FINDINGS:

St Joseph's is a good school with a strong Catholic ethos, rooted in Catholic values which permeate all of school life. The well-being and all round personal development of each pupil is at the heart of the school's vision and is reflected in the strong sense of pastoral care. They benefit gratefully from the range of opportunities offered to them. Pupils enjoy and participate in liturgies with respect and reverence. Older pupils plan and lead their own liturgies. However, this practice is less well developed for younger pupils. Pupils treat each other with respect and have a good understanding of right and wrong. Behaviour is good. Very good relationships at all levels are a strength of the school. The school is held in high regard by the pupils, parents and the local community. It has an important place in the life of the Parish. Pupils enjoy coming to school and outcomes for pupils are good. From average starting points, pupils make good progress in Religious Education. The quality of teaching is good overall and pupils engage well with their learning. Assessment for learning is not consistently used to ensure pupils know how well they are doing and what steps are needed to improve their work. Pupils do not have a sufficient knowledge and understanding of Judaism and one other world faith.

## What the school needs to do to improve further:

- Improve assessment for learning in Religious Education by:
  - developing pupils' skills in self assessment through the consistent use of focussed learning objectives which drive improvement
- Develop pupils' skills in preparing and leading acts of Collective Worship ensuring that the good practice seen is established throughout the school
- Ensure that Judaism and one other world faith are taught effectively in the time periods recommended by the diocese

## 2. OUTCOMES FOR PUPILS

### How good outcomes are for pupils, taking into account variations between groups.

Pupils make a good contribution to the Catholic life of the school and benefit greatly from it. They are justly proud of their school and say they are part of 'the family of God'. Pupils confidently talk about the way the school is helping them to become better people. They demonstrate a good understanding of how important it is to forgive and be forgiven. They have a good understanding of right and wrong. Pupils' behaviour is good and clearly reflects the school's vision statement, 'Grow in faith through Gospel values and be caring and respectful.' They feel safe and secure and say any poor behaviour is swiftly dealt with. Pupils say, 'We follow Jesus,' when they play outside in the playground with their friends. They demonstrate their commitment to the wider family of the Church and take part in a variety of diocesan events such as, The Little Big Assembly, the Chrism Mass and the Diocesan Football Tournament. They take on a range of responsibilities willingly and actively support charities locally and globally such as CAFOD, the Christmas Shoe Box appeal, and the Advent Collection Boxes. They take on their role as school councillors seriously and feel their views are listened to. They are developing a good range of skills and attitudes which will serve them well now and in the future.

Pupils show good levels of enjoyment, engagement and enthusiasm for their lessons in Religious Education. They say their work in Religious Education is challenging and feel they are well prepared when they move up to their secondary school. Older pupils say, "We know a lot about RE." They have mature, positive attitudes to learning and enjoy the opportunity to discuss and share their opinions with their class mates. They are confident when speaking and listen with respect to their peers and teachers. Pupils' knowledge and skills in Religious Education and their ability to reflect on meaning are developing well throughout the school. From average starting points on entry to the early years foundation stage, pupils get off to a flying start and make good progress. This good progress continues through the school, and by the time pupils leave year 6, the majority of pupils achieve levels of attainment expected for their age. Disadvantaged pupils and pupils with special education needs or disability are well supported and make similar progress to their peers.

Pupils' response to and participation in the school's Collective Worship is good. Older pupils take part in leading and preparing prayers and liturgy with enthusiasm and increasing confidence. This good practice is not sufficiently well developed throughout the school. Pupils are reverent and respectful when taking part in both large and small prayerful gatherings. They participate in school and parish linked sacramental preparation. Collective Worship contributes positively to the spiritual and moral development of all pupils.

• 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 do pupils respond to and participate in the school's Collective Worship	2

### 3. PROVISION

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#### How effective the provision is for Catholic education

The quality of teaching in Religious Education is good overall. Lessons are planned using diocesan guidelines and a variety of teaching strategies are employed to engage pupils in their learning. Relationships are good and an effective range of questioning skills ensures pupils concentrate well. Teacher's subject knowledge is strong and this contributes well to the good progress pupils make across the school. As part of their topic on Friendship, younger pupils enjoyed talking about their experiences of friendship and listened attentively to stories from the Bible. Older pupils in a key stage 2 class pupils enjoyed exploring the Ten Commandments as part of their topic on Freedom and Responsibility. They discussed the importance of taking responsibility for their actions. Assessments are carried out regularly and moderation of work ensures that teachers are growing in confidence when using the Levels of Attainment in Religious Education. The use of "Driver Words" is used to focus assessment. However, this practice is not used consistently throughout the school to ensure that pupils identify the next steps in their learning. Older children do not always have the opportunity to assess their work, thus enabling them to become more responsible for their learning.

The Religious Education curriculum requires some improvement. The time assigned to the teaching of Judaism and one other world faith is not developed to enable pupils to have an understanding of other world religions. The learning environment is attractive with evidence and displays showing current Religious Education topics. Religious Education is linked creatively with other areas of the curriculum particularly drama, art, music and information and communication technology (ICT). Parents and carers are kept fully informed about the Religious Education programme and the Catholic life of the school. They receive regular information about the topics to be studied and appreciate the suggestions for activities that could take place at home. The Religious Education curriculum contributes well to pupils' spiritual, moral and vocational development.

The quality of Collective Worship provided by the school is good and ensures that the spiritual needs of all pupils are met well. Prayer is an important part of the life of the school and pupils enjoy the opportunity to visit the "Prayer Room." They are very enthusiastic about the "Prayer Garden" that provides a peaceful area for prayer and reflection. Attractive "Sacred Spaces" are used well in classrooms and provide an effective focus for quiet reflection. There is a varied range of formal and informal opportunities for prayer, reflection and liturgy. Pupils greet each other in the morning by saying, 'Good morning and God bless you'. Liturgical celebrations such as the Rosary and the Stations of the Cross are very much part of the school year. Parents, parishioners and governors are invited to share the spiritual life of the school and regularly attend Masses in Church.

• The quality of teaching and how purposeful learning is in Religious Education	2
• The extent to which the Religious Education curriculum promotes pupils' learning	3
• The quality of Collective Worship provided by the school	2

## 4. LEADERS, MANAGERS AND GOVERNORS

### How effective leaders, managers and governors are in developing the Catholic life of the school

The school's leadership and management promote the Catholic life well. The Catholic ethos is at the heart of all school life and pupils' spiritual and moral development is central to the life of the school. Catholic values are given a high priority. Governors are regular visitors to the school. They are knowledgeable and well informed about the schools' strengths and areas for development. Detailed monthly reports from the "governor of the month" ensure governors play an important role in monitoring the Catholic life of the school. The parish priest is also a frequent visitor to the school. Regular parental questionnaires are carried out and are used to monitor the views of the parents. Parents are very supportive and regularly receive "The Wednesday Word" which ensures that the Gospel message is shared. They praise the happy atmosphere, the approachability of the staff and their children's enjoyment of school. They feel welcome and appreciate the care and support given to their children. There are opportunities for all staff to attend training and attend meetings to share good practice and moderate work in Religious Education. Effective induction procedures are in place to support teachers from other backgrounds other than Catholic.

Leaders, managers and governors are committed to driving improvement and have high expectations. School improvement planning clearly identifies strengths and areas for development. The executive head teacher who is also the Religious Education co-ordinator has formed close links with other Catholic schools in the area to share "best practice" and raise standards in Religious Education. He attends diocesan training and meetings to ensure all staff are well supported in their roles. Systems for monitoring the work of the school are in place and include lesson observations, scrutiny of pupils' work and learning walks. There are also systems in place for tracking and monitoring pupil progress. Pupils' work is moderated and staff are becoming more confident with assessing pupils' work. Policies for Religious Education and Collective Worship are in place. Parents appreciate the regular Religious Education newsletters that inform them about the topics that are being taught and how they can support their child at home.

<ul style="list-style-type: none"> <li>How well leaders, managers and governors promote, monitor and evaluate the provision and induction for the Catholic life of the school, including Collective Worship; and plan and implement improvement to outcomes for pupils</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils</li> </ul>	<b>2</b>