

DIOCESE OF MIDDLESBROUGH

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



School: St Joseph's RC Primary School

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Headteacher: Mr Kevin Macklam

Chair: Fr W East

Date: 28th & 29th March 2011

Inspector: Mrs S Melia-Craven

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 Advisers and Inspectors.

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	Satisfactory	These features are of reasonable quality. A satisfactory Catholic school is providing adequately for its pupils.
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

St Joseph's is a small Catholic school serving the parishes of St Joseph's Pickering, St Chad's Kirbymoorside and the surrounding area. The school building has recently undergone an extension to provide two new classrooms, increased hall space, new library area and a prayer room.

Pupil numbers have increased since the last inspection as have the number of pupils from minority ethnic groups, but this is still below the national average. Attainment on entry to the Foundation Stage is just below national averages. The number of pupils with Special Educational Needs and those eligible for free school meals are below the national average.

There are 37% Catholic pupils in the school.

Pupil Catchment:

Number of pupils on roll: 110

Planned Admission Number of Pupils: 15

Percentage of pupils baptised RC: 37%

Percentage of pupils from other Christian Denominations: 63%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 0%

Percentage of pupils with special needs: 15%

Teaching Staff:

Full-time Teachers: 3

Part-time Teachers: 1

Percentage of Catholic Teachers: 40%

Support Staff:

Full-time Classroom Support Staff: 3

Part-time Classroom Support Staff: 2

Percentage of Catholic Classroom Support Staff: 20%

Percentage of teachers with CCRS: 1 teacher undertaking (25%)

Percentage of learning time given to R.E:

10% in all year groups.

Parishes served by the School:

St Joseph's Pickering

St Chad's Kirbymoorside

1.OVERALL EFFECTIVENESS

2

MAIN FINDINGS

St Joseph's is a good Catholic school with some outstanding features. The mission and Catholic ethos of the school permeate every aspect of the school.

Pupils throughout the school enjoy their learning in Religious Education. The very good relationships in the school are a strength and foster the development of the community. All staff demonstrate support for the Catholic life of the school and want to develop their understanding and commitment to Catholic education.

The care guidance and support given to pupils is outstanding. All pupils are well catered for and from an early age learn about the importance of treating each other with respect. The school is held in high regard by pupils and parents and has an important place in the life of the parish. Parents feel welcome and are extremely supportive of the school. They are keen to express their overall pleasure with the positive partnership they share with the school.

In discussions with pupils it is clear to see that they enjoy coming to school where they make outstanding contributions to the Catholic life of the school, taking on responsibilities and participating constructively beyond routine lessons and activities. Pupils are reflective and understand that religious belief and spiritual values are important for many people. There are opportunities for staff and pupils to pray together in school and to celebrate the Eucharist in the nearby parish church. However, pupils do not contribute enough to the planning and delivery of liturgy and acts of Worship.

Standards on entry to the school are below the national average and the majority of pupils make good progress throughout the school. At the end of Key Stage two pupils' attainment in Religious Education is broadly average as evidenced through analysis of assessment data. Pupils with special educational needs and /or disabilities make good progress because their needs are accurately identified and support is provided to meet their needs.

Overall, the school provides a good Catholic education. A variety of teaching styles promote positive attitudes towards learning in Religious Education. However, marking is not used effectively across the school, an area of improvement from the previous inspection. All other areas of improvement have been addressed.

The leadership and management in the school are good and all staff are well supported. There is a very clear vision which is shared by all and promotes a common sense of purpose. The Governing Body fulfils its role effectively, and together with the headteacher, recognises the strengths and areas for development within a good framework of self evaluation.

What the school needs to do to improve further:

- Improve the quantity and the consistency of quality of pupils' work in books throughout the whole school.
- Use a system of levelled 'I can' statements to ensure accurate assessments and to aid marking
- Ensure all teachers to take part in moderation of work against levels of attainment.
- Involve pupils in the planning and delivery of liturgy.

2. PUPILS

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

2

Pupils throughout the school enjoy Religious Education and their attitude to learning is good. They speak with confidence about what they have learned. Pupils are engaged in their work and interact enthusiastically in lessons. All groups of pupils, including those with special educational needs make good progress, are keen to do well, apply themselves diligently in lessons and work at a good pace. The school fulfils the requirements of the Bishops' conference to devote 10% of the timetable to Religious Education.

Although attainment at the end of Key Stage 2 is broadly average, the progress made by the majority of pupils is good. Assessment records and assessed pieces of work can be seen for the majority of pupils, but the Levels of Attainment record sheet is not used in Year1. Work in books is not of a consistently high quality or quantity in all classes. There are good examples of work around the school and in Religious Education Journals. Overall attainment is depressed because there is not enough attention paid to the Levels of Attainment in Religious Education.

Pupils make outstanding contributions to, and have a clear understanding of, the Catholic life of the school. They can talk meaningfully about; the place of prayer, that Religious Education is a main focus of the school and that Jesus is part of their lives. The pupils are knowledgeable and respectful of other faiths. They understand the importance of key celebrations in school throughout the liturgical year and in the parish community. Pupils show signs of responding to the needs of people beyond school and are keen to share their support of CAFOD, Mission Together and Samaritan's Purse.

Pupils were attentive, showed interest and engagement during the whole school collective worship experienced during the inspection. They are also given the opportunity to pray at other times during the day and have access to the prayer room.

At present pupils do not have the opportunity to plan and deliver Liturgy or Collective Worship.

• How well do pupils achieve and enjoy their learning in Religious Education?	2
❖ <i>the quality of pupils' learning and their progress</i>	2
❖ <i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress in Religious Education</i>	2
❖ <i>pupils' attainment in Religious Education</i>	3
• To what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• How well do pupils respond to and participate in the school's Collective Worship?	3

3. PROVISION

2

How effective the provision is for Catholic education

The provision for Catholic education is good. Nearly all of the teaching is good and some outstanding, ensuring that pupils are interested in their learning and making good progress.

Lessons are carefully planned and build on prior learning and some include differentiated activities. Good questioning techniques, especially at the end of both Key Stages, extend pupils' learning and develop their concentration and application. A varied range of teaching styles is used across the school ensuring pupils remain engaged. The use of ICT was observed in the majority of classes.

Pupils from Foundation Stage to Year 6 know about Lent and what it means in their lives. A sensitive introduction to a 'Lenten Tree' in Foundation Stage enabled pupils to reflect on their attempts in Lent to be 'better people', whilst at the end of Key Stage Two, pupils are able to discuss dying to 'old ways of living' in order to 'live a new life'.

There is a structure in place for assessment of Religious Education which gives the school a broadly accurate picture of pupils' achievement and is supported by a tracking system showing this achievement of pupils on a termly and annual basis. The use of Attainment Levels is at a developing stage and not yet used to move individual pupils on to attainment at higher levels. Joint moderation of pupils' work is not yet taking place. This means that some pupils are not yet sufficiently challenged in their learning.

The Religious Education curriculum and the use of 'Here I Am' throughout the school is enriched by a variety of imaginative and creative learning experiences which engage and motivate the pupils. The curriculum is planned to meet the needs of individuals and groups and is resourced for the teaching of other faiths.

There is a planned programme for Acts of Worship that are adult led, therefore involving too little direct preparation by pupils. They follow a routine structure where

themes are consistent with the Catholic character of the school. The Parish priest is valued, welcome regular visitor and leads a weekly assembly as well as celebrating Mass monthly. Parents and members of the community are invited to attend. The local Methodist Minister is also a visitor to Acts of Worship.

The provision for the Catholic life of the school is outstanding and is given a high priority. The learning environment is good and clearly of a Catholic nature. Every classroom includes a display for the 'Here I Am' topic and the majority included a prayer focus. The prayer room is evidently used regularly and other displays around the school promote the school's Catholic identity.

The school's Mission Statement is clearly displayed in all classrooms and areas of the school. The pupils are aware of it and have contributed to its formation. There are clear codes of behaviour and reward systems including a house system which are firmly established and support the excellent behaviour, positive relationships and attitudes.

• The quality of teaching and purposeful learning in Religious Education	2
• The effectiveness of assessment and academic guidance 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
• The quality of provision for the Catholic life of the school	1

4. LEADERSHIP AND MANAGEMENT

2

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

Leadership and management in the school are good. The school's leadership is deeply committed to developing the Christian life of the school in the Catholic tradition. The Headteacher has a strong commitment to the mission of the church by providing a rich, broad and balanced curriculum with spiritual and moral development of pupils as a priority.

Together with the Governing Body, the Headteacher monitors and evaluates the provision for Catholic education in a rigorous manner. A clear plan is in place within the school Development Plan for ongoing development and improvement. As the Religious Education co-ordinator, the Headteacher is conscientious, effective and efficient. He is able to keep the staff well informed, supports them confidently and has high expectations; however, not enough has been done to moderate work against Attainment Levels.

The work of the Governing Body is good. They are dedicated and committed to the school delivering a strong Catholic ethos. They are frequent visitors to the school and are actively involved in school activities. There is a 'Buddying' system for newly appointed governors to be mentored by those with more 'experience'. The Governors are fully aware of the strengths of the school and its areas for development. They are supported by the parents and carers in their joint efforts to influence the direction of the Catholic life of the school. Governors discharge their statutory and canonical duties effectively.

The Headteacher is committed to working in partnership with the Headteachers in the cluster of Catholic schools in North Yorkshire. They meet regularly and are actively seeking to promote Catholic learning in the area. As well as joint training sessions,

the school is presently working in collaboration with two other Catholic schools aiming to provide more creative areas in the curriculum.

Strong partnerships with parents and carers, parish and the wider community promote community cohesion. The school ensures parents are kept informed of the 'Here I Am' topics through a termly leaflet and the 'Wednesday Word' is used weekly to encourage parents to discuss the Sunday Gospel with their children. Parents regularly attend Acts of Worship, assemblies and monthly Mass. The Travelling Crib has been a successful initiative during Advent.

Within the school there is a common sense of belonging. The School's Council is an active and integral part of the school, organising numerous events and contributing to the life of the school. The leadership of the school provides equal opportunities for all and ensures that pupils are aware of cultural and religious diversity in society. The school has a partnership with a school in China which has facilitated staff visits and enhanced pupils' awareness and knowledge of another culture. Pupils are involved in joint sporting, drama and music activities with local schools. The Religious Education curriculum provides opportunities for pupils to learn about other faiths and traditions and to respect difference. It promotes attitudes of respect and tolerance for all faiths and those with none.

<ul style="list-style-type: none"> • How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school, including chaplaincy provision, and plan improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> • How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> • The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met 	2
<ul style="list-style-type: none"> • How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being 	2
<ul style="list-style-type: none"> • How effectively leaders and managers promote and develop Community Cohesion 	2

5. THE SCHOOL'S CAPACITY FOR SUSTAINED IMPROVEMENT

1

The school has outstanding capacity for sustained improvement because the school leaders have a strong sense of purpose and a clear view of what the school needs to do to improve further as evidenced in the Religious Education plan and School Development Plan.