NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION

SPRING 2010

**Saint Joseph's Catholic Primary School,
Armadale Drive,
Leicester.
LE5 1HF**

4th February 2010

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

Name and address of School:	**St. Joseph's Catholic Primary School** **Armadale Drive** **Leicester** **LE5 1HF**
Headteacher:	**Mrs Virginia Marston**
Chair of Governors:	**Mr John Boynton**
Date of Inspection:	**Mrs Julie Spencer**
Inspection Team:	**Mrs Eilis Field** **Mrs Geraldine Willders**
URN & DCSF Numbers:	**120224** **856 3424**
Overall Grade Awarded:	**3**

A.   DESCRIPTION OF THE SCHOOL

Saint Joseph's Catholic Primary School serves the parish of St. Joseph's in the City of Leicester. The school is slightly larger than average. A smaller than average proportion of pupils are eligible for free school meals. Pupils who have special educational needs and/or disabilities form a similarly small proportion of the school's population. The proportion of pupils who do not speak English at home is higher than average. The school is founded on a strong Catholic ethos.

B.   OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?

Good relationships, which are true to Gospel values, are a strength of St Joseph's School. This is evident both within the school, where the pupils' behaviour is exemplary, and to the extent that the school actively reaches out to the local and global community. The school works well in partnership with the local community. These links have led to a broad and creative curriculum enriched with learning opportunities linked to art and music that reflect the cultural diversity of the locality.

The school is well supported by the Parish Priest who visits the school regularly and provides a strong link between the school and the parish. The children have a good knowledge of the traditional prayers and are provided with opportunities to write their own prayers.

The systems for monitoring and evaluating in order to raise the standard of attainment and progress in Religious Education, however, lack sufficient rigour to ensure a sufficiently rapid rate of progress and high level of attainment for all pupils in Religious Education.

The key areas identified in the previous inspection (2007):

- Continue to develop the role of the Co-ordinator for Religious Education.
- Improve the overall quality of teaching and learning by disseminating the good practice that exists in the school.
- Develop the wider use of ICT in Curriculum Religious Education.

Have been addressed to some extent but remain in need of further development.

GRADE: 3

C.   The capacity of the school to make further improvements and why.

Whilst key elements of assessment, pupil tracking and systematic monitoring of teaching and learning are not yet evident in Religious Education, the leadership team are aware of the need to develop them and have taken steps to access relevant support and training to address these areas. The capacity of the school to improve is judged to be satisfactory.

GRADE: 3

D.   What steps need to be taken to improve the provision further?

- The leadership of the school to improve the accuracy of self-evaluation through developing effective monitoring of teaching and learning and tracking of pupil progress and levels of attainment in Religious Education, with a view to identifying and addressing areas of under-performance.

- The principles of Assessment for Learning need to be understood by all staff and embedded in the planning, teaching and learning and assessment of Religious Education.

- Develop pupils' ownership of learning in Religious Education and the Liturgical life of the school.

- Develop effective cross curricular opportunities to enable the standard of work evident in Religious Education to reflect the ability of the pupils.

THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

1.   How effective are leadership and management in developing the Catholic life of the school?

The Governors and Headteacher are clearly committed to ensuring Catholic values remain at the heart of the school community. This is reflected in staff and pupil relations and in the school environment. The

Headteacher has successfully worked towards creating a bright and pleasant learning environment for the pupils. She has also successfully developed partnerships outside of school and is sensitive to the multicultural dimension of the school's location and the role of the Catholic school in promoting community cohesion.

Building challenge and promoting a sense of drive and ambition into raising the rate of progress and standards of attainment remains an area in need of development. Updating pedagogy through assessment for learning with a focus on pupil ownership of their learning is not yet evident. As a result the learning in Religious Education does not reflect the ability of the pupils. Discussion with the leadership team confirms that they agree that this is an area for development and are taking steps to rectify this situation.

Grade: 3

Collective Worship

2. How good is the quality of Collective Worship?

The quality of worship has good elements and pupils have a good knowledge of traditional prayers. These good elements are not yet sufficiently evident in all acts of worship. Where it is good, children are proactive and able to reflect and given opportunities to engage in spontaneous prayer. On some occasions, however, there is little or no pupil involvement and the process is very much teacher led and this was particularly notable in the whole Key Stage act of worship. The monitoring and evaluation of these acts of worship and the dissemination and development of good practice are limited by reluctance of some staff to allow other members of staff to observe them leading these.

The Parish Priest is a regular visitor to the school and is well regarded by the school community. He enjoys participating in acts of worship. He has seen examples of pupil participation in class acts of worship.

Grade: 3

Community Cohesion
3. How effectively the school promotes community cohesion:
   inwardly (within the school);
   within the local faith community (parish and education communities);
   and the wider social, cultural and educational communities.

The school and the parish work closely together and this is facilitated by the very pro-active role taken by the parish priest who visits the school at least weekly. Sacramental preparation is parish based but the RE co-ordinator is also a member of the parish and this strengthens the support offered by the school towards preparation for the Sacraments.

The cultural diversity in the make up of the school, both in terms of staff and pupils, is considered to be a strength and an opportunity to reflect the Catholic ethos of mutual respect and understanding. The integration of Gospel values into the daily life of the school is evident in the harmonious relationships between pupils and staff. The children's understanding of right and wrong and their exemplary behaviour are a key strength of the school.

The school has actively fostered links with other significant groups within the local community, for example:

Muslim artist in residence working on community themes – last year pupils in year 6, this year Yr 3 pupils, have been working with year 3 pupils from Coleman Primary School (mainly Muslim and Hindu intake) on common themes such as sweets, festivals of light and Africa. The artist uses visual art and sculpture and involves pupils using musical instruments from different cultures during the sessions.

This is an ongoing project which has had a positive impact on the pupils' understanding of community diversity and their role in ensuring harmonious relationships in a multi-cultural society.

Grade: 1......

RELIGIOUS EDUCATION

Achievement and Standards

4.   How well do learners achieve?

Observations of lesson and discussions with pupils demonstrate an exemplary level of behaviour throughout the school where pupils are enthusiastic to participate and are self motivated to learn. Some pupils expressed a wish for a more creative approach to the teaching of RE, such as drama/role-play.

Pupil discussions suggest a satisfactory rate of progress and level of attainment in Religious Education. However, written work in Religious Education does not reflect the ability of many of the children either in terms of quantity or quality of output. It is acknowledged that some work was used for display and not in the RE books and that occasionally RE work is in Literacy books, but, even taking this work into consideration, the work did not reflect the ability of many of the children. In addition to this, adequate pupil tracking in Religious Education is not yet in place and therefore it is difficult to gauge with any accuracy the progress pupils make in this subject compared to other core subjects. The RE co-ordinator, who has recently returned from maternity leave, has identified this and already taken steps to use the support of the Diocesan advisor in remedying this situation.

Grade: 3

Quality of Provision for Religious Education

5.   How effective are teaching and learning?

Whilst there are examples of good teaching with some outstanding features, some of the teaching observed was just satisfactory or less than satisfactory. Even where strong teaching practice was evident, marking did not reflect the principles of good assessment and planning routines (including Assessment for Learning). Some cross-curricular links are evident but are not yet clearly developed to ensure an appropriate level of challenge in all the subjects. The school has just begun to review its current provision for planning and assessment and has sought the support of the Diocesan RE advisor on how to implement AfL in the teaching of Religious Education.

Grade: 3

6. How well does the Religious Education curriculum meet the needs and interests of learners?

The curriculum in RE fulfils its statutory obligations. It is based on the 'Here I Am' programme and organised around the Gospel and Church teachings. A lack of pupil's ownership of their learning, however, combined with little or no feedback in terms of the Religious Education content, limits its contribution towards developing the children's ability to think spiritually, ethically and theologically at a higher level. In some classes there was no evidence of differentiation and where there was differentiation, it tended to be

in supporting Literacy rather than developing and challenging the children to a deeper theological understanding.

Grade: 3

Leadership and Management

7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

The Parish Priest, who is also the RE link governor, ensures that the school is true to its Catholic mission. He attends class worship weekly and provides a strong link between the school and the parish.

In terms of pupil progress and achievement in Religious Education, however, systems for monitoring, evaluating and tracking are not yet in place and as a result improvement in performance is limited. The RE co-ordinator has recently returned from maternity leave and this has further compounded the rate at which development in this subject has been able to improve. She has a clear understanding of what steps need to be taken in terms of monitoring the standard of teaching and learning, assessing pupil progress and attainment, and has already taken steps to secure support needed to move the subject forward.

Grade: 3

Common grading scale for all inspection judgements

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?	**3**
• **the overall effectiveness of the Catholic life of the school and its provision for community cohesion;**	1
• **the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development**	3
• **the effectiveness of steps taken to promote improvement since the last inspection**	3
• **the capacity to make further improvements**	3

THE CATHOLIC LIFE OF THE SCHOOL

How effective are leadership and management in developing the Catholic life of the school?	**3**
• **how well the governing body fulfils its role in relation to the school's Catholic foundation**	3
• **how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement**	3
• **the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school**	3
• **how effectively leadership at all levels in the school promotes learners' spiritual and moral development**	2
• **the impact of the involvement of the local priests on the work of the school**	2
• **how effectively the leadership promotes relationships and communication with key partners in education**	2
• **how effectively the Catholic life of the school is monitored and evaluated**	3
How good is the quality of Collective Worship?	**3**
• **the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency**	3
• **learners' response to the school's provision**	2
• **how effectively the provision is planned, monitored and evaluated**	3
• **how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners**	3
How effectively the school promotes Community Cohesion?	**1**
• **how effectively leadership at all levels promote community cohesion within the school**	1
• **the efforts of the school to promote community cohesion with the wider Catholic faith and education communities**	1
• **how well does the school work in partnership with the wider education, cultural and social communities**	1
• **the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school**	3
• **how far the Religious Education curriculum promotes community cohesion**	2

RELIGIOUS EDUCATION

How well do learners achieve in Religious Education?	**3**
• **learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners**	**4**
• **the standards of learners' work**	**3**
• **learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners**	**3**
• **the extent to which learners enjoy their work**	**3**
• **the behaviour of learners**	**1**
• **learners' spiritual, moral, social and cultural development**	**2**
• **the extent to which learners' contribute positively to the school and broader community in the school**	**1**
How effective are teaching and learning in Religious Education?	**3**
• **how well teaching is used to meet learners' needs and curriculum requirements**	**3**
• **the suitability and rigour of assessment in planning, monitoring and informing learners' progress**	**3**
• **the diagnosis of, and provision for, additional learning needs**	**3**
• **the involvement of parents and carers in their children's learning and development**	**2**
How well does the Religious Education curriculum meet the needs and interests of learners?	**3**
• **the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience**	**3**
• **how far the Religious Education curriculum meets external requirements and is responsive to local circumstances**	**2**
• **the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners**	**3**
• **the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement**	**3**
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	**3**
• **how effectively whole school and subject leadership in Religious Education lead and support their staff**	**3**
• **how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment**	**3**
• **how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential**	**3**
• **the adequacy and suitability of staff to ensure that learners are well taught**	**3**
• **the adequacy and suitability of specialist equipment, learning resources and accommodation**	**2**
• **how effectively and efficiently resources are deployed to achieve high standards**	**3**
• **The extent to which governors discharge their responsibilities**	**3**