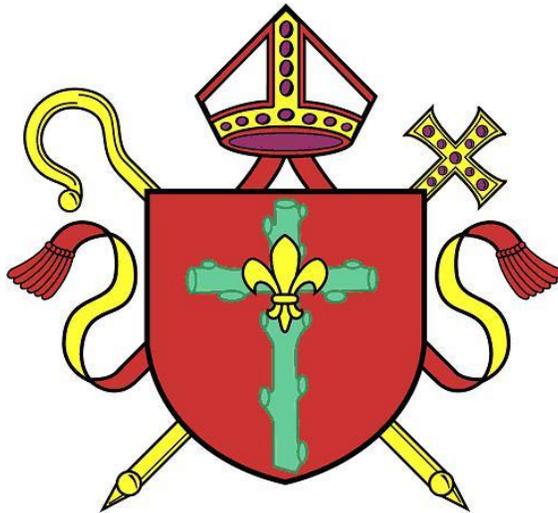


# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



## SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Joseph's Catholic Primary School  
Langwith Road  
Langwith Junction  
Nottinghamshire  
NG20 9RP

10 December 2012  
(Autumn Term 2012)

**URN: 112908**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>School:</b>	<b>Saint Joseph's Catholic Primary School</b>
<b>Headteacher:</b>	<b>Mrs Deborah Tibble</b>
<b>Chair of Governors:</b>	<b>Mrs Ann Neale</b>
<b>Date of Inspection:</b>	<b>10 December 2012</b>
<b>Inspection Team:</b>	<b>Mrs Anne Recchia</b>
<b>URN:</b>	<b>112908</b>
<b>Overall Grade Awarded:</b>	<b>1</b>

### Description of the school

Saint Joseph's Catholic Primary School is smaller than most primary schools. It is situated on the Derbyshire, Nottinghamshire border and serves the parishes of Saint Joseph's, Shirebrook, Saint Teresa's, Warsop and Saint Bernadette's, Bolsover. 43% of pupils on roll are baptised Catholics, 38% are from other Christian denominations and 18% have no religious affiliation. A very small proportion of pupils are from other World Faiths. The proportion of pupils learning English as an additional language is smaller than most primary schools, though this has been growing in recent years. There is also a smaller than average proportion of pupils from minority ethnic groups. The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or through a statement of special educational needs is smaller than most schools.

<b>Common grading scale for all inspection judgements</b>	
<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## Overall effectiveness

Saint Joseph's is an outstanding Catholic school. Outcomes for pupils have improved since the last inspection as a result of effective monitoring and evaluation. Pupils make outstanding progress in Religious Education from a low starting point and achieve levels above national expectations by the end of Key Stage 2.

The headteacher and leadership team are highly motivated and committed to the educational mission of the Church and implement plans that ensure pupils' academic, spiritual, moral and social knowledge and skills are developed effectively. The headteacher is well supported by the governing body which is well informed and knowledgeable. Governors act as highly effective critical friends to the school. Community cohesion is outstanding and links with the local faith and cultural communities are strong. The school responds well to the needs of the families it serves.

The school provides good quality teaching overall with a good proportion being outstanding. The curriculum is well planned and plays an important role in the moral, social, spiritual and social development of pupils. The assessment and tracking of pupils' progress is well established and leads to improved outcomes for pupils. The provision for collective worship and prayer is outstanding. The school provides opportunities for pupils to plan and lead worship which has a positive impact on their spiritual and moral development.

<b>Overall effectiveness</b>	<b>Grade: 1</b>
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## What does the school need to do to improve further?

The school should focus on the following areas for development:

- Continue to develop the use of Assessment for Learning in order for all pupils to know how well they have achieved and to understand how they can improve their work in Religious Education further:
  - Continue to develop the use of 'driver words' in the oral and written feedback to pupils;
  - Continue to develop pupils' skills in self-assessment.

## The school's capacity for sustained improvement

The school has robust systems of self-evaluation that have brought about consistent improvements since the last inspection. Actions for development are rigorously followed through and monitored to ensure that targets are met. There is high morale amongst the staff and a strong sense of ownership that has resulted in a determination to improve as a team. The governors and leadership team have managed staff changes very effectively, developing a strong group of teachers and support staff who are well motivated and supported. As a result, the school has an outstanding capacity to improve further.

<b>The school's capacity for sustained improvement</b>	<b>Grade: 1</b>
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## **PUPILS**

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

The majority of pupils enter Saint Joseph's with limited knowledge and understanding of the Catholic Faith. They make rapid progress throughout the school as a result of some outstanding teaching and well-targeted support. By the end of the Foundation Stage, most pupils are at least in line with national expectations with a good proportion exceeding these. This rapid progress is maintained and pupils at the end of Key Stage 1 reach age appropriate levels, with a quarter of them exceeding these. Standards remain high in Key Stage 2 and pupils are consistently attaining above national expectations in most year groups. By the end of Key Stage 2, almost all pupils are reaching the expected levels of attainment in Religious Education with over half of the cohort exceeding these. This level of attainment and progress is outstanding given the low starting point for most pupils.

Pupils consistently work hard in Religious Education lessons. They concentrate well and work cooperatively, showing a keenness to extend and improve their work. They are able to use their growing religious literacy to tackle challenging tasks, using their skills and understanding appropriate to their age, to think spiritually ethically and theologically. Pupils in Year 6, for example are able to use biblical references and their growing knowledge and understanding of religious terms to debate challenging questions. Pupils work consistently well in all groups as a result of careful assessment and well-differentiated work. Consequently, there are no significant variations between groups of pupils.

Pupils at Saint Joseph's have a strong sense of their own worth and that of others. They show mutual respect for one another and are aware of the needs of those less fortunate than themselves, seeking justice in and beyond the school through their actions and charitable works. Behaviour in the school is outstanding. The school makes a significant impact on the spiritual development of its pupils. As a result, a number of pupils and their families have been received into the Catholic faith over the last three years.

Pupils can articulate the distinctive nature of the school and are proud to belong to its inclusive community. Pupils take on increasing responsibilities as they progress through the school. Through the effective house system, they are able to have a voice in the shaping of the school's ethos and the facilities available to its pupils. The school's close proximity to the parish church allows pupils the opportunity to be frequent visitors and they in turn welcome parishioners warmly into the school setting. Pupils are particularly appreciative of these close links and value the role the parish priest plays in their faith development. Through a well-planned curriculum, pupils are aware of and appreciate the faith and belief of others. The links established with a more culturally diverse school in Nottingham has been effective in broadening pupils' attitudes to people from different backgrounds. There are a variety of after school activities that have a good uptake including those of a religious nature.

Pupils regularly prepare and lead acts of collective worship with confidence. They are skilled in the use of different prayer forms from an early age and can appreciate the part music, dance and drama can play in liturgy and worship. Acts of collective worship are

vibrant, they engage pupils' interest and encourage active participation. Collective worship contributes very effectively to the moral and spiritual development of the pupils.

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

**Grade: 1**

## **LEADERS AND MANAGERS**

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils**

Leaders and managers at Saint Joseph's promote, monitor and evaluate the provision for the Catholic life of the school and plan improvements to outcomes for pupils to an outstanding degree. The headteacher is deeply committed to the mission of the Church and is resolute in her drive to improve standards and create a community where the spiritual, ethical, moral and social needs of the pupils are met effectively. She is supported by a strong leadership team who share her vision and are aware of the strengths and areas for development of the school. The school improvement plan is founded on accurate assessment and monitoring and targets areas for development appropriately. Continuing professional development since the last inspection has been well directed at improving teachers' confidence in the assessment and levelling of pupils' work in Religious Education. Systems for monitoring the effectiveness of actions taken are well established and challenging. The leadership team has developed a strong culture of self-evaluation that all members of staff and governors are committed to and leads to a continually evolving and improving school. This has, in turn, led to a marked upturn in attainment and progress in Religious Education since the last inspection.

The headteacher and leadership team are very aware of the needs of the pupils and their families through close links with the parish and local community. The school provides nurture groups and a family support worker to help pupils and families in need and ensures that pupils are given the best opportunities to learn. Relationships within the school are strong and respectful. Pupils' friendship bonds cross cultural, faith, social and economic boundaries. Pupils and their families learning English as a second language are effectively supported; access to local groups in the community are well signposted by the school. The strong parent teacher organisation provides welcome extra funding and a medium for positive communication with the parents and friends of the school. The headteacher values the strong links with the parish priest and the local Catholic community. In partnership, they ensure that the Catholic mission of the school is a lived experience for the pupils. The school works well with other schools in the area and the local Catholic family of schools ensuring good practice is shared and pupils' transition to secondary education is well managed. The school is aware of the need to provide opportunities for the pupils to work with people from different backgrounds and actively encourages links with other more diverse schools. Links with a school in Gambia are at an early stage and need developing further.

The Religious Education coordinator has established a robust system of assessment and monitoring which is embedded in the school's evaluation systems. As a result of well-planned in service training, the teaching staff are confident in the levelling of pupils' work. The accurate information collected is used effectively to plan for improvements. and to set appropriate, challenging targets for the pupils. The coordinator and headteacher offer effective support to newly qualified teachers that have had a positive

impact on the quality of teaching and learning in Religious Education throughout the school.

The governing body is both supportive and knowledgeable. Governors fulfil their statutory and canonical responsibilities to an outstanding degree. They have established a very effective committee structure that is able to provide challenge and support to the leadership team whilst holding the school to account. Governors carry out a range of monitoring activities that provide a clear insight into the strengths and areas for development within the school. They are becoming more skilled in asking appropriate questions that stimulate discussion and drive through improvements especially within the context of the mission statement. There is effective engagement with pupils, staff and parents whereby governors seek out opinions and views through open discussion, questionnaires and meetings. As a consequence, governors play an active part in the school's on-going evaluation and are very effective critical friends of the school

<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>Grade: 1</b>
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<b>PROVISION</b> <b>How effective the provision is in promoting Catholic Education</b>
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Teaching at Saint Joseph's School is consistently highly effective in enthusing pupils and ensuring that they learn extremely well. Where the quality of teaching is outstanding, teachers and other adults are aware of the pupils' capabilities, their prior learning and understanding and tailor activities that build on these and challenge each pupil. The effective monitoring and evaluation of the quality of teaching over time has resulted in the majority of teaching being good or outstanding. Where this is not the case, rapid improvements are being made through well-targeted support from the Religious Education coordinator and headteacher.

Most teachers show excellent subject knowledge, which is applied well to challenge and inspire pupils. They make good use of resources, especially information technology to engage the interest of learners and ensure they are able to sustain concentration throughout lessons. Good use is made of other adults in the classroom. They are generally well-informed and skilled in supporting and challenging pupils through appropriate questioning to extend their understanding.

In the majority of classes, teachers' marking is of a high standard and informs pupils of the next steps in their learning, opening a dialogue between teacher and pupil. Where this is less effective the marking does not always link to the learning objective and the pupils are less clear about how they can improve their work. Assessment strategies are well focused and provide teachers with an accurate analysis of progress and attainment in Religious Education. Pupils' self-assessment is becoming more widely used and contributes effectively to pupils' ability to improve their work and understand the next step in their learning. The school sets challenging targets for attainment and progress in Religious Education and has a rigorous system for monitoring and evaluating outcomes. As a result, teachers and support staff throughout the school have high expectations of the pupils' ability and determination to succeed

The school has recently introduced the new Religious Education programme 'Come and See'. This has been well planned and adapted to meet the needs of all pupils. Teachers are creative in its implementation, ensuring there are a range of activities that cater for the learning styles and abilities of all pupils. The majority of pupils are enthusiastic learners and highly motivated. The curriculum meets the requirements of the Bishops' Conference and contributes well to the moral and spiritual development of the pupils.

The Church's mission is reflected well in the displays and artefacts around the school and through its provision of well-planned collective worship that link closely to the Church's liturgical calendar and Religious Education curriculum. There are many opportunities for both formal and informal prayer throughout the day and pupils respond to these openly and with enthusiasm. Different prayer styles are used to engage and include the pupils. The school is effective in developing the skills of pupils to plan and lead worship from an early age. In this way, liturgical formation is well planned, shows progression and is linked to the appropriate faith background of pupils.

<b>How effective the provision is in promoting Catholic education</b>	<b>Grade: 1</b>
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## Inspection Judgements Summary

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	<b>1</b>
How good outcomes are for pupils, taking particular account of variations between different groups.	1
How effective leaders and managers are in developing the Catholic life of the school.	1
How effective the provision is in promoting Catholic education.	1
<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	<b>1</b>
<b>How well pupils progress and enjoy their learning in Religious Education.</b>	<b>1</b>
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	1
<i>the quality of pupils' learning and their progress;</i>	1
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	1
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>1</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>1</b>
<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	<b>1</b>
<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.</b>	<b>1</b>
<b>How effectively leaders and managers promote community cohesion.</b>	<b>1</b>
<b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>	<b>1</b>
<b>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.</b>	<b>1</b>
<b>How effective the PROVISION is in promoting Catholic education.</b>	<b>1</b>
<b>The quality of teaching and how purposeful learning is in Religious Education.</b>	<b>2</b>
<b>The effectiveness of assessment and academic guidance in Religious Education.</b>	<b>1</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>1</b>