

# NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION

**SUMMER 2010**



**St. Joseph's Catholic Primary School  
Mill Lane  
Derby  
DE23 6SB**

**Date of Inspection: 19<sup>th</sup> May 2010**

**(Section 48, 2005 Education Act)**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>Name and address of School:</b>	<b>St. Joseph's Catholic Primary School Mill Hill Lane Derby DE23 6SB</b>
<b>Headteacher:</b>	<b>Mrs Joan Stannard</b>
<b>Chair of Governors:</b>	<b>Mr John Rimmer</b>
<b>Date of Inspection:</b>	<b>Wednesday 19<sup>th</sup> May 2010</b>
<b>Inspection Team:</b>	<b>Mrs Fran Smith and Mrs Helen Booton</b>
<b>URN &amp; DCSF Numbers:</b>	<b>URN: 112926 DCSF: 8313542</b>
<b>Overall Grade Awarded:</b>	<b>2 Good</b>

### **A. DESCRIPTION OF THE SCHOOL**

St. Joseph's is a diverse Catholic community serving the parishes of St. Joseph's, Derby and Our Lady of Lourdes, Mickleover. There are 44% of children from ethnic minorities, with 33% of children having English as an additional language. The increase in recent years is due to the arrival of migrant workers and asylum seekers in the locality. Of the 19% of children eligible for free school meals, 12% of these take advantage of their entitlement. The school is well thought of by the community and receives many more applications than places available so all year groups exceed the planned admission number. Over 89% of those on roll are baptised Catholics with 7% of other Christian denominations and 3.5% affiliated to other world faiths. The proportion of children with identified special educational needs is below average. Many pupils are below average in their attainment levels on first admission to the school.

### **B. OVERALL EFFECTIVENESS**

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

The overall effectiveness of the Catholic life of the school and its provision for community cohesion is good. Leaders at all levels have a very strong sense of purpose and work successfully to create and maintain a truly Catholic environment in which the children learn. The children are excellent ambassadors for the school demonstrating very good relationships with each other and all the staff and responding eagerly to the needs of those less fortunate than themselves.

Pupils thrive in a safe, secure environment which is bright, stimulating and well-ordered, with reminders of the shared values on display (posters, icons, artefacts and pupils' work). Pupils enjoy school and they value their teachers. Behaviour in and around school is exemplary and effective strategies are in place to resolve promptly any issues should they arise.

On the whole, liturgies are well planned; inspiring deep thought and prayerful response. Considerable progress has been made improving this aspect of school life. Further development is needed however on monitoring and evaluating the provision for worship. This will ensure that there is consistency of practice throughout the school and that the liturgical life of the school continues to flourish in an innovative way.

The Religious Education curriculum meets the needs and interests of the children very well. Children work with enthusiasm and in the majority of lessons make good progress. Positive attitudes to learning are prominent in all areas of the school.

The school has taken effective steps to address those areas for improvement identified in the last inspection report. Prominent among these developments have been the establishment of improved classroom accommodation for this oversubscribed school and pedestrian access to the local church. Good progress has been made in developing class based worship. The quality of marking since the last inspection has improved. However, the new marking system is better used at Key Stage 2 where it is more appropriate.

**GRADE: 2 Good**

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

The school has a good capacity to improve further. The Governing Body is supportive and dedicated to upholding the Catholic Life of the School. There is a strong commitment from leadership, management and staff to build on the school's success through continuing professional development and self-evaluation.

The school's self evaluation has an accurate view of its own strengths and development needs. More thorough and formalised approaches to quality assurance activities would increase further the school's capacity to improve, as the outcomes of such activities would inform strategic planning. Further improvements in Religious Education will emerge with the development of assessment procedures and a more rigorous approach to monitoring and evaluation.

Leadership is acutely aware of the need to manage succession effectively in order that children continue to benefit from the quality education they currently receive. There is a clearly evident determination that St. Joseph's will continue to succeed at all levels of leadership and we are confident that this can happen.

**GRADE: 2 Good**

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

The school's many strengths far outweigh the areas for development. In order to ensure such good progress continues, the leadership and management need:

- To further develop a programme of quality assurance activities to enable the:
  - Governors to adopt a formal structured approach to monitoring the life of the school.
  - Liturgy Coordinator to measure the impact of the newly introduced initiatives
  - RE Coordinator to monitor the quality of teaching and learning more frequently and rigorously, in order to raise standards at key stage 1 and maintain the high standards at key stage 2
- To continue to develop assessment procedures in R.E.

## **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 quality of leadership in relation to the Catholic life of the school is outstanding.

The Governing Body of St. Joseph's is a well organised, cohesive and committed group. It fulfils its role well in relation to the school's Catholic foundation. There is a close working partnership between the Head teacher, staff, clergy and fellow governors. They share a common vision for the school, with a clear sense of its Catholic mission. The exercising of a more strategic approach to monitoring and evaluation will support governors in addressing the priorities for the future development of the school.

The Head teacher and staff provide a clear moral lead and address the spiritual needs of the children through an appropriate schedule of Masses and liturgies for the whole school; as well as providing opportunities to reflect and develop a sense of awe and wonder in lessons. They ensure that the school's Mission Statement, "Hand in hand with God we learn", is put into practice on a daily basis through personal example and rooted in the gospel. This is particularly evident in the high quality of care given to all pupils; especially the more vulnerable and needy, including those at risk of deportation.

The Head teacher has developed very productive relationships and communication with key partners, such as the parishes, the family of Catholic Schools and other schools within the cluster. These links are doing much to enhance the Catholic life of the school and extend the opportunities offered to pupils. Every effort is made to welcome parents and encourage them to engage with their child's academic and spiritual development.

**GRADE: 1 Outstanding**

### **Collective Worship**

#### **2. How good is the quality of Collective Worship?**

The quality of Collective Worship in St. Joseph's is outstanding and makes a significant contribution to the children's spiritual and moral development.

Collective Worship is deemed to be an area of high priority for the school. Staff are ably supported in their endeavours by the newly appointed liturgy coordinator and the introduction of Liturgy and Prayer folders to capture these celebrations.

Pupils respond very well to the opportunities offered by the school. They are respectful, have the ability to reflect and rejoice with enthusiasm. These were all clearly evident in the outstanding whole school liturgy led by the Head teacher. In class children are eager to lead their peers in prayer and do so spontaneously, gaining in confidence from an early age. Staff in the Foundation Stage, skilfully include all the children in meaningful sharing and prayer time, using a range of media.

ICT is used very effectively to enhance liturgical experience. There is clear evidence of the older pupils taking on greater leadership for planning, preparing and leading short liturgies in their own classes in an independent manner. Teachers ensure that prayer is also inter-woven within Religious Education lessons, demonstrating its importance to pupils and its relevance to their daily lives. Teaching Assistants encourage children with particular needs on a personal level, both in terms of their academic support and at these spiritual moments.

Resources are used well to enhance prayer occasions. The recently introduced, 'Liturgy Boxes' support this. Powerful imagery with a wide range of suitable music on inter-active whiteboards also serves to focus and inspire the children.

Prayers are also evident around many of the display boards in school. An opportunity of 'Space for Prayer' is being developed to encourage children to share a prayer experience on a voluntary basis. Children are actively encouraged to contribute their own intention into a centrally placed 'prayer box' and these are shared at whole school gatherings. The Parish Priests are frequent visitors to the school, engaging with pupils, leading and encouraging them on their journey of spiritual development.

The school should now think about introducing a planned programme of monitoring and evaluation to ascertain what impact the provision has. Through observation, scrutiny of planning and dialogues with staff and children, the effectiveness of engaging with the children and progression in their liturgical formation can be determined. It may also enable any staff needs to be identified and addressed so that they grow in confidence as they too continue on their journey of spiritual development.

## **GRADE: 1 Outstanding**

### **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.**

St. Joseph's school promotes community cohesion to an outstanding level.

Within the school itself, there is a feeling of unity and of harmony from the moment you enter the building. All staff contribute to the creation of this delightful atmosphere. Levels of courtesy and relationships are excellent. Children are at ease with each other and they hold staff in high esteem.

This is recognised by the neighbouring parish priest who considers St. Joseph's to be "an oasis of love and care, decency and proper values."

Pupils from a variety of backgrounds and ethnic groups mix easily and are encouraged to value and respect each other. The school celebrates differences in its displays, school portfolios and its discussions in class. Being inclusive of all is an aspiration shared by all governors and staff. This is exemplified in the care and support given to pupils with particular needs. All pupils are involved in the liturgies including Eucharistic celebrations and this helps to secure the unity of the community. To further enhance the inclusivity of worship, the spiritual identity of other faiths could be embraced at key religious times and seasons.

Another aspect of outstanding provision is the high quality relations with Catholic groups outside the school. These include the nearby parish and cluster of Catholic schools in the city of Derby. The parish priest is "extremely proud of how well school and parish work and pray together." St. Joseph's Church is a venue for whole school liturgies. These opportunities for worship are much valued by the parishioners "as they add vibrancy to parish life." Parents and parishioners comment on "the good behaviour and demeanour of the children."

The school community is conscious that it serves its neighbouring parish of Our Lady of Lourdes, Mickleover. In support of this, the whole school community travels across town to share in the parish celebration of its feast day. Plans are in place to raise further the profile of St. Joseph's school and its many successes in this parish so that people new to the area, and indeed existing parishioners, are aware of the excellent provision offered by its designated Catholic primary school.

The Religious Education curriculum promotes community cohesion to a very good standard. The opportunity for pupils to enter into dialogue and collaborate with people from different backgrounds is evident, through the school's R.E curriculum work on different world faiths. Pupils visit the locality to appreciate the diversity of cultures in their immediate environment. The school has been pro-active in

encouraging liaison with families of different ethnic backgrounds and /or world faiths in the area; inviting them to celebrate the traditions and customs of their communities with the children.

There is also evidence of very good partnership work with other local agencies supporting the needs of the local community. The school has successful sports and arts links with community schools and other civic groups. Pupils at St. Joseph's School are given many opportunities to develop a caring attitude towards others in the wider community.

The school council is an effective body, which focuses on the needs of all. It has an executive structure and is ably supported by members of the teaching staff. The staff governor is also involved and provides feedback to the governing body. The council plays a significant role in decision-making processes, such as inviting the caretaker to attend to discuss improving the premises. Members of the council, young and old articulate eagerly how proud they are of their school. They enjoy the opportunity to be responsible and respond very maturely to the opportunities presented to them. In sharing their views, they show superb respect and concern for others through their very good listening skills. They consider their school to be a "very religious school because RE is so important."

Parents are encouraged to play a full part in their children's school, and are assisted in this through clear and accessible communication from the school leadership. They appreciate the efforts of everyone associated with the school.

**GRADE: 1 Outstanding**

## **RELIGIOUS EDUCATION**

### **Achievement and Standards**

#### **4. How well do learners achieve?**

Children enter the Foundation Stage with a wide range of abilities, many are below average and approximately 16% had little or no English on entry in 2009. Children in the Foundation Stage make good progress and are broadly average when entering Year 1. By the end of KS1 children make satisfactory progress and as a result of this attainment is average. Progress through KS2 is very good and because of the high standard of teaching and learning in KS2, attainment is above average by the end of Year 6.

Children with special educational needs are very well provided for. They work with confidence and are supported to a high standard this enables them to make good progress. Children who speak English as a second language are successfully included into the life of the school. The support they receive is very good and this enables them to achieve in their Religious Education lessons.

Throughout the school the behaviour of the children is outstanding. They work well and in the majority of lessons the children are totally engaged and work with enthusiasm, enjoying the challenges given to them. Positive attitudes to learning are prominent in all areas of the school, especially so in KS2.

Very good relationships have been formed between the children and staff; they have a mutual respect for each other. All lessons demonstrate a high level of spiritual and moral expectations and as a result of this the children's development in these areas is outstanding.

**GRADE: 2 Good**

### **Quality of Provision for Religious Education**

#### **5. How effective are teaching and learning?**

All lessons observed were linked to the "Here I Am" topic "Changes". The quality of teaching and learning ranges from satisfactory to outstanding.

In one outstanding lesson the children successfully talked about their own behaviour, how they could change their behaviour and how the teachings of Jesus help them to recognise when they need to change their behaviour. This was a mixed age class with a wide range of ability within it. The teacher effectively included all children and ensured that they all contributed to a very thought provoking lesson. A short clip from the Lion, the Witch and the Wardrobe was used to introduce the lesson, this captivated the children immediately and all responded to the very effective questions posed by the teacher afterwards. The pace of the lesson was very good ensuring that the children were challenged, stayed on task, remained motivated, and contributed to the lesson very positively. All children were involved; they contributed to the lesson with excellent ideas and thoughts that were truly heartfelt. An appropriate piece of music "Man in the Mirror" was played whilst the children prepared for the reflection at the end of lesson. The reflection was very spiritual and the children participated fully.

In another lesson observed the quality of teaching and learning was very good, it had good pace, challenge and vigour. The children read the story of Saul / Paul on the road to Damascus as an example of making a decision to change. This was developed further through an excellent "hot-seating" activity prior to another meaningful and spiritual reflection.

In order for the observed satisfactory lessons to progress to at least good more pace and challenge needs to be injected. Children in KS1 need more opportunity to express their own thoughts and opinions and to have opportunities to work independently so that they can explore stories about Jesus creatively and begin to develop their understanding of the teaching of Jesus.

Children with additional needs are very well provided for and are included very positively in all lessons.

Catholic Sex and Relationships programme support teaching of RE and involves parents in discussion and homework activities. The school is working hard in developing assessment procedures; this is an ongoing area of development and needs to continue to ensure further improvement.

**GRADE: 2 Good**

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

The Religious Education curriculum meets the needs and interests of the children very well. "Here I Am HIA" is followed ensuring progression. Good detailed planning ensures full coverage of the HIA scheme. PSHE, Sex and Relationships and Global Citizenship curriculum support and complement the implementation of the HIA scheme of work. Teachers who are secure with the Here I Am scheme, set high standards and have high expectations. Additional resources are effectively implemented to support and enhance learning in RE.

The children respond well and show interest and sustained concentration. They are willing to discuss issues and are reflective and thoughtful. They respond well to questioning and can work cooperatively and independently. Visual stimulus supports learning in RE particularly for children with additional learning needs. Children are proactive in responding to local circumstances and national and international disasters, they are very aware of human needs and are always keen to pray and raise money for needy causes e.g. Make Poverty History, Flood Victims, Fair Trade. They demonstrate an excellent example of "Faith in Action" and are truly living their faith.

The Religious Education curriculum contributes to the children's outstanding spiritual and moral development very positively and effortlessly. The outstanding quality of spiritual and moral development is evident throughout the school, in the excellent behaviour of the children, their attitudes and respect towards each other, their obvious enjoyment when participating in an RE lessons, the quality of religious displays and prayer areas, the pride shown in the presentation of work, the reverence shown during silent reflection and in saying prayers and the general ethos of the school.

**GRADE: 2 Good**

## **Leadership and Management**

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

The leadership in Religious Education is strongly focused on the school's Catholic Mission, on raising standards and promoting the faith development of the children. A shared sense of mission among the staff has been established. Development needs are accurately identified and tackled energetically. A range of monitoring activities relating to provision and outcomes has been developed to monitor the progress of all pupils and the quality of teaching and learning. The school now needs to implement these activities more frequently and rigorously, so that the subject leader can identify and provide INSET needs to help satisfactory teaching become good.

The very high proportion of Catholic Teachers allows good subject knowledge and ensures that the children are well taught. Teachers new to a Catholic school attend training on the teaching of RE. The school has a wide range of good quality resources to enhance and support the teaching and learning of RE.

The RE Governor meets with the RE Coordinator to discuss progress made in the teaching and learning of RE and to keep up to date on how identified areas in need of development are progressing. These meetings enable the governor to ask questions and present challenges regarding the quality and performance of the RE Curriculum in a constructive and supportive manner.

**GRADE: 2 Good**

### **Common grading scale for all inspection judgements**

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

<b>How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>the overall effectiveness of the Catholic life of the school and its provision for community cohesion;</li> </ul>	1
<ul style="list-style-type: none"> <li>the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development</li> </ul>	2
<ul style="list-style-type: none"> <li>the effectiveness of steps taken to promote improvement since the last inspection</li> </ul>	1
<ul style="list-style-type: none"> <li>the capacity to make further improvements</li> </ul>	2

### THE CATHOLIC LIFE OF THE SCHOOL

<b>How effective are leadership and management in developing the Catholic life of the school?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>how well the governing body fulfils its role in relation to the school's Catholic foundation</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement</li> </ul>	1
<ul style="list-style-type: none"> <li>the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively leadership at all levels in the school promotes learners' spiritual and moral development</li> </ul>	1
<ul style="list-style-type: none"> <li>the impact of the involvement of the local priests on the work of the school</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively the leadership promotes relationships and communication with key partners in education</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively the Catholic life of the school is monitored and evaluated</li> </ul>	1
<b>How good is the quality of Collective Worship?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency</li> </ul>	1
<ul style="list-style-type: none"> <li>learners' response to the school's provision</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively the provision is planned, monitored and evaluated</li> </ul>	2
<ul style="list-style-type: none"> <li>how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners</li> </ul>	1
<b>How effectively the school promotes Community Cohesion?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>how effectively leadership at all levels promote community cohesion within the school</li> </ul>	1
<ul style="list-style-type: none"> <li>the efforts of the school to promote community cohesion with the wider Catholic faith and education communities</li> </ul>	1
<ul style="list-style-type: none"> <li>how well does the school work in partnership with the wider education, cultural and social communities</li> </ul>	1
<ul style="list-style-type: none"> <li>the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school</li> </ul>	1
<ul style="list-style-type: none"> <li>how far the Religious Education curriculum promotes community cohesion</li> </ul>	1

## RELIGIOUS EDUCATION

<b>How well do learners achieve in Religious Education?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners</li> </ul>	2
<ul style="list-style-type: none"> <li>• the standards of learners' work</li> </ul>	2
<ul style="list-style-type: none"> <li>• learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners</li> </ul>	2
<ul style="list-style-type: none"> <li>• the extent to which learners enjoy their work</li> </ul>	2
<ul style="list-style-type: none"> <li>• the behaviour of learners</li> </ul>	1
<ul style="list-style-type: none"> <li>• learners' spiritual, moral, social and cultural development</li> </ul>	1
<ul style="list-style-type: none"> <li>• the extent to which learners' contribute positively to the school and broader community in the school</li> </ul>	1
<b>How effective are teaching and learning in Religious Education?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• how well teaching is used to meet learners' needs and curriculum requirements</li> </ul>	2
<ul style="list-style-type: none"> <li>• the suitability and rigour of assessment in planning, monitoring and informing learners' progress</li> </ul>	3
<ul style="list-style-type: none"> <li>• the diagnosis of, and provision for, additional learning needs</li> </ul>	1
<ul style="list-style-type: none"> <li>• the involvement of parents and carers in their children's learning and development</li> </ul>	2
<b>How well does the Religious Education curriculum meet the needs and interests of learners?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience</li> </ul>	2
<ul style="list-style-type: none"> <li>• how far the Religious Education curriculum meets external requirements and is responsive to local circumstances</li> </ul>	1
<ul style="list-style-type: none"> <li>• the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners</li> </ul>	2
<ul style="list-style-type: none"> <li>• the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement</li> </ul>	1
<b>How effective are leadership and management in raising achievement and supporting all learners in Religious Education?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• how effectively whole school and subject leadership in Religious Education lead and support their staff</li> </ul>	2
<ul style="list-style-type: none"> <li>• how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment</li> </ul>	3
<ul style="list-style-type: none"> <li>• how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential</li> </ul>	2
<ul style="list-style-type: none"> <li>• the adequacy and suitability of staff to ensure that learners are well taught</li> </ul>	2
<ul style="list-style-type: none"> <li>• the adequacy and suitability of specialist equipment, learning resources and accommodation</li> </ul>	2
<ul style="list-style-type: none"> <li>• how effectively and efficiently resources are deployed to achieve high standards</li> </ul>	2
<ul style="list-style-type: none"> <li>• The extent to which governors discharge their responsibilities</li> </ul>	2

