

The Diocese of Hallam and The Diocese of Derby

SECTION 48 INSPECTION REPORT

**THE CATHOLIC AND CHURCH OF ENGLAND LIFE OF THE
SCHOOL AND RELIGIOUS EDUCATION**

**ST JOSEPH'S
CATHOLIC AND CHURCH of ENGLAND PRIMARY SCHOOL,
STAVELEY**

School URN	134773
Name of Chair of Governors	Sheila Godley
Name of Head teacher	Jane Burke
Date of inspection	1 st February 2011
Section 48 Inspector	Gillian Foster

Introduction

The Inspection of this Catholic and Church of England Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishops of the Diocese of Hallam and the Diocese of Derby.

The process of inspection in the Dioceses of Hallam and Derby has been developed as an activity of the Church to support schools in further deepening the quality of Catholic and Church of England education provided.

Description of the School

St Joseph's is situated in the old mining and steel village of Staveley near the town of Chesterfield. Many families in the area face challenging social and financial difficulties. The school is smaller than average of its type. In 2006 there was a change of status and the school became a joint Catholic and Church of England school. Pupils come from the Catholic parish of St Joseph's and those Church of England churches within the same parish bounds. The very large majority of pupils are White British and there are no pupils for whom English is an additional language. An average number of pupils are known to be eligible for free school meals. The percentage with special educational needs and/or disabilities, including those with a statement of special educational needs, is lower than in most schools. The school has achieved a National Healthy Schools Award.

Information about the school

Type of School	Primary, Voluntary Aided
Age profile of students	4- 11
Number on roll	113
Number of students on Special Needs and Disabilities Register	17
Number of students with a Statement of Special Educational Needs	2
Number of Catholics on roll	24
Number of Church of England on roll	45
Number of Other Christian Denominations	7
Number of other Faiths	
School Address	Calver Crescent Chesterfield S43 3LY
Telephone Number	01246 472798
Fax Number	01246 472798
Email	headteacher@st-josephsrccofe.derbyshire.sch.uk

OVERALL EFFECTIVENESS OF THE SCHOOL

How effective the school is in providing Catholic and Church of England education	2
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The effectiveness of the school in providing Catholic and Church of England education is **good**. This is a warm and welcoming community where everyone is valued and respected. Leaders and managers work hard to maintain and strengthen the faith life of the school. School has worked effectively to ensure that both faith traditions are embedded in the daily life of the school. Differences and similarities are recognised and celebrated and this creates a harmonious environment where Christian values underpin everything the school strives to achieve for its pupils and their families. The strong Christian ethos of the school creates a happy atmosphere and positive learning environment where children feel loved and secure and in which they flourish. Children participate in and contribute to a variety of good quality liturgies, some of which are celebrated in the two parish churches and are often shared with families and parishioners.

The teaching in school is satisfactory overall with examples of good practice. School has successfully combined the Catholic 'Here I Am' and Church of England 'Values for Life' programmes to form a Religious Education curriculum fulfilling the requirements of both faith Traditions. This serves the pupils well and they demonstrate through the way they show respect, care and love for each other that they are able to relate what they learn in lessons to their own lives; as a result, the spiritual and moral development of the children is good. Almost all pupils achieve good standards and make good progress.

Relationships within school and with parents and carers is good. Parents are supportive of the school, they value and appreciate the very good pastoral care given to their children and themselves.

The school's capacity for sustained improvement	3
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The school's Capacity for sustained improvement is currently **satisfactory** but has the potential to become good in the near future. Following a period of staffing instability there is now a stable staffing structure in place. More than half of the teaching staff are relatively inexperienced and do not belong to either faith communities; they are fully committed to the Christian ethos of the school, enthusiastic and keen to learn. Given appropriate development opportunities, these teachers will continue to contribute positively to developing the quality of provision offered to pupils. The headteacher and deputy headteacher (also the Religious Education Co-ordinator), offer strong leadership and support. For this academic year, the Religious Education Co-ordinator has been released from class teaching duties and is in a good position to observe, mentor, guide and support staff in the teaching of Religious Education. Governors are becoming increasingly pro-active in the life of the school; they are knowledgeable and have a strong commitment to developing all aspects of school life. Currently there is no specific section in the School Development Plan for the development of the faith life of the school and

although senior leaders have identified areas for development, Religious Education action plans lack a clear focus and rigour. Strategic planning needs to become more rigorous with self-evaluation leading to the identification of priorities which are included in detailed action plans. Monitoring and evaluating planned actions and outcomes by senior leaders and governors would then provide a measurable and accurate tool for driving school improvement.

What does the school need to do to improve further?

- Develop more rigorous self-evaluation procedures to enable priorities to be identified for the development of the faith life of the school and the development of Religious Education, supported by detailed action plans.
- Review and come to an agreement on the quantity of recorded work in Religious Education appropriate for each age group.
- Continue to develop work on differentiation to ensure that tasks are matched to ability and therefore provide appropriate levels of challenge for all pupils.
- Enhance staff development by sharing and disseminating good practice already existing in school through peer observations. Where possible, arrange for staff to visit other faith schools to observe good practice and attend events in both dioceses relevant to training needs.

PUPILS

How good outcomes are for pupils taking particular account of variations between different groups	2
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The outcomes for all pupils are **good** and most, including those with special needs, make good progress relative to their starting points. Pupils demonstrate high levels of engagement in Religious Education lessons which they obviously enjoy. Pupils are keen to work hard and they take a pride in their work. They are confident and happy to share their views and listen attentively and with respect to staff and classmates. Standards of pupils work in Religious Education is good; they respond well to the challenges presented to them especially in oral work and the quality of their written work is at least as good as and sometimes better than that in Literacy. The quantity of recorded work does not reflect the curriculum that has been covered and school now needs to come to a shared understanding of the quantity of recorded work appropriate for each age group.

The pupils' contribution to the Catholic and Church of England life of the school is **good**. They are justly proud of their school. Their views on what they have learnt in Religious Education are sought and used by staff as an indication of progress. Through the School Council, prefects and team leaders, children have the opportunity to express their views and suggest ways of improving school life and raising money for charities. Children are listened to and shown respect and affirmation. Their behaviour is outstanding.

Children respond well to and contribute to the school's Collective Worship. They are confident and happy to present liturgies which they do in a variety of ways. They take part in and enjoy services in both parish churches twice a year. Advent and Lent are celebrated in ways which help the children to have a depth of knowledge and understanding of these significant times in the Church's liturgical year. Prayer is an integral part of school life and children are at ease when praying with their school community. Families and parishioners appreciate their regular invitations to attend school liturgies and celebrations and find them up-lifting events. The good quality Collective Worship makes a positive impact on the good spiritual and moral development of the children.

PROVISION:

How effective the provision is in promoting Catholic and Church of England education	3
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The quality of teaching is at least **satisfactory** and in some cases, good. Teachers plan work using the Catholic 'Here I Am' and Church of England 'Values for Life' programmes. Care has been taken by the Religious Education Co-ordinator to ensure that the curriculum requirements of both Traditions are covered. This curriculum meets the needs of all pupils well. A stated mission and aim of the school is to ensure that what the pupils are taught in Religious Education is relevant and meaningful to their own lives and they succeed in this aim. School uses its own assessment procedures across all curriculum areas and this is well embedded in practice. A sharper focus on this in Religious Education could have a positive impact on planning. There are inconsistencies in the use of the marking policy, where marking is effective, children are helped to know what they need to do to improve their work and is a good tool for teacher and pupil self-assessment. All teachers' planning includes differentiated activities although the level of challenge offered is not always sufficient in recorded activities to allow all pupils to reach their full potential; likewise, activities are not always well matched to pupils' abilities – this area now needs to be addressed. Three of the five classes contain mixed age groups and although teachers do not plan formally together, they discuss issues and receive support from the headteacher and Religious Education Co-ordinator to enable them to plan effectively to ensure continuity and progression for pupils. Teachers demonstrate good questioning skills and use these effectively to deepen pupils' knowledge and understanding. Teachers have good classroom management skills. Expectations of behaviour and work are high and these are fostered by a prevailing ethos of respect, forgiveness and affirmation. Good relationships throughout school create warm, positive learning environments for the pupils. Classroom assistants, who are well trained and enthusiastic, are well deployed and make a valuable contribution to the children's successful outcomes. School offers high quality pastoral support to the children and their families which is greatly appreciated by the recipients.

School enhances the broad Religious Education curriculum it offers the children by inviting many visitors to the school from the different faith groups. In recent times, due to the retirement and relocation of priests, school has been without the regular support of parish priests. This has been a difficult situation for the school which they have managed well by continuing to conduct liturgies and celebrations in the

Churches. Currently they are enjoying, albeit on a temporary basis, the support of a neighbouring Catholic parish priest who contributes greatly to the school in his capacity as priest and governor. At least 10% of teaching time is devoted to Religious Education and through well planned assemblies and cross-curricular work, many other opportunities are found to add to the religious dimension. The Christian ethos of the school permeates all areas of school life and is witnessed in the enthusiasm the children display for Religious Education and for trying to live their lives by Gospel values. Teaching of other world faiths and cultures enables the children to gain knowledge and respect them; the school has identified this element of Religious Education teaching as an area for development.

Provision for Collective Worship is good and varied in nature. Liturgies and celebrations, which follow the Church's liturgical cycle, are carefully planned at the start of the year and a calendar of events sent out to families. Children are offered many opportunities to contribute to and take part in worship much of which is shared with their families. Prayer and reflection is an integral part of school life and supports the pupils' spiritual and moral development.

The school has recently undergone extensions, refurbishment and re-decoration which have created a bright, stimulating and up-lifting learning environment for the pupils and staff. School is well resourced to deliver the Religious Education curriculum.

School benefits from its partnership with the family of Catholic schools and its involvement with the Staveley and Brimington Learning Community. Guidance and support offered by the dioceses of Hallam and Derby prior to, during and after the establishment of joint status has been appreciated and used effectively in establishing and successfully developing the school as a joint Catholic and Church of England school. Parents speak fondly and with pride of 'their' school. School reaches out to parents in a variety of ways which is much appreciated by them and helps to promote the caring, family atmosphere prevalent in school.

LEADERS AND MANAGERS

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

2

Leaders and managers are good at promoting and developing the Catholic and Church of England life of the school. The headteacher, governors and Religious Education Co-ordinator have invested a great deal of time and effort in ensuring the success of the joint status and communicate a strong vision for the school. All their efforts are driven by shared Christian values and a desire to do the very best for their pupils. Currently, there is no specific section in the School Development Plan for the development of the faith life of the school and priorities for the development of Religious Education lack clarity and focus. To strengthen strategic planning and provide an effective tool for senior leaders and governors to monitor and evaluate development plans, this area needs to be addressed. The headteacher and Religious Education Co-ordinator monitor planning, teaching and pupils' work and give evaluative feedback and support to colleagues. The Co-ordinator, who has now been released from classroom duties, is in a good position to further strengthen her

leadership role in Religious Education. Much good practice has already been identified and formal procedures now need to be established to share and disseminate this for the benefit of staff and pupils.

The Governing Body, under the strong leadership of the Chair of Governors, provide good, effective challenge and support for the faith dimension of the school. The Vice Chair of Governors is the nominated Religious Education governor; he makes frequent visits to school and is well informed of practice. He reports his findings to the full Governing Body so all have an overview and knowledge of practice and effectiveness. Governors are pro-active and totally committed to taking the school forward. They are becoming more influential in determining the direction of the school.

Following a long period of staffing instability, governors are now confident that the school is in a good position to improve. They have confidence in the leadership provided by the headteacher and the Religious Education Co-ordinator together with the team of teachers and support staff now in post. The inspector endorses this view.

The provision and promotion of Community Cohesion is currently satisfactory and school has identified this as an area for improvement.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 Outstanding Grade 2 Good Grade 3 Satisfactory Grade 4 Inadequate

Overall effectiveness	2
The school's capacity for sustained improvement	3
How good outcomes are for pupils, taking particular account of variations between different groups	2
<input type="checkbox"/> how well pupils achieve and enjoy their learning in Religious Education	2
<input type="checkbox"/> the quality of pupils' learning and their progress	2
<input type="checkbox"/> the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
<input type="checkbox"/> pupils' attainment in Religious Education	2
<input type="checkbox"/> the extent to which pupils contribute to and benefit from the Catholic and Church of England life of the school	2
<input type="checkbox"/> how well pupils respond to and participate in the school's collective worship	2
How effective the provision is in promoting Catholic and Church of England Education	3
<input type="checkbox"/> the quality of teaching and purposeful learning in Religious Education	3
<input type="checkbox"/> the effectiveness of assessment and academic guidance in Religious Education	3

<input type="checkbox"/> the extent to which the Religious Education curriculum meets pupils' needs	2
<input type="checkbox"/> the quality of collective worship provided by the school	2
How effective leaders and managers are in developing the Catholic and Church of England life of the school	2
<input type="checkbox"/> how well leaders and managers promote, monitor and evaluate the provision for the Catholic and Church of England life of the school and plan improvement to outcomes for pupils	2
<input type="checkbox"/> how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	3
<input type="checkbox"/> the extent to which the governing body provides effective challenge and support for the Catholic and Church of England dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities are met	2
<input type="checkbox"/> how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic and Church of England learning and well-being	2
<input type="checkbox"/> how effectively leaders and managers promote community cohesion.	3

Further copies of this report are obtainable from St Joseph's Catholic and Church of England Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440.