

DIOCESE OF **Hexham & Newcastle**
DEPARTMENT FOR EDUCATION



S48 Report
St Joseph's RC Primary School
Jarrow

St Joseph's RC Primary School
St Joseph's Way
Hedworth Estate
Jarrow
NE32 4PJ

URN: 108724

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St Joseph's RC Primary School

Address: St Joseph's Way
Hedworth Estate
Jarrow
NE32 4PJ

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School URN: 108724

Headteacher: Mrs E.A. Seagrove

Chair of Governors: Mrs A. Gibson

Lead Inspector: Miss M Tate

Date of Inspection 29 - 30 April 2013

INFORMATION ABOUT THE SCHOOL

St Joseph's is smaller than the average-sized primary school serving the parish of St Joseph's, Jarrow. An average proportion of pupils are known to be eligible for the pupil premium, which is additional funding for those pupils eligible for free school meals, children in the care of the local authority and children of service families. The proportion of pupils whose learning needs receive the level of support known as School Action is average. The proportion supported at School Action plus or with a statement of special educational needs is average. The school population is predominantly white British. The school has achieved the National Healthy School and Links into Languages awards. The early years foundation stage is taught in one reception class.

Pupil Catchment

Number of pupils on roll:	204
Planned Admission Number of Pupils:	30
Percentage of pupils baptised RC:	58
Percentage of pupils from other Christian denominations:	16.5
Percentage of pupils from other World Faiths:	0.5
Percentage of pupils with no religious affiliation:	25
Percentage of pupils from ethnic groups:	2
Percentage of pupils with special needs:	11.3

Staffing

Full time teachers:	8
Part time teachers:	0
Percentage of Catholic teachers:	88
Percentage of teachers with CCRS:	50

Percentage of learning time given to Religious Education

FS	10
Year 1	10
Year 2	10
Year 3	10
Year 4	10
Year 5	10
Year 6	10

Parishes served by the school

St Joseph's, Jarrow.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

St Joseph's is an outstanding Catholic school which makes outstanding provision for Catholic Education. It is a fully inclusive school where everyone is welcomed, valued and affirmed with prayer and worship at the heart of the life of the school. St Joseph's is a school that the children, staff, parents, governors and parishioners are proud of. The headteacher and deputy headteacher, supported by a dedicated staff and committed governing body ensure that the pupils reach their full potential. The school is held in high regard by the pupils and parents. All areas from the last inspection have been addressed and the school continues to ensure that the Catholic Life of the school is given high priority. The spiritual, moral, social and cultural development of pupils is outstanding. Collective Worship is central to the life of the school and a key part of every school celebration. The overall quality of Religious Education is good.

The quality of the Catholic Life of the school is outstanding. Pupils are very keen to participate in the varied opportunities provided and benefit greatly from them. Effective monitoring and evaluation systems are in place and result in continuing improvement to outcomes for pupils. Governors, leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. Excellent relationships and communication are key strengths of the school. Parents have a high opinion of the school and participate fully in school life.

The quality of Collective Worship is outstanding. Pupils response to and participation in Collective Worship is outstanding. From an early age pupils are encouraged and supported in their ability to plan and lead worship and are at ease when praying with the school community. Leaders and managers are continually seeking ways to further develop, promote, monitor and evaluate Collective Worship. The headteacher and senior leadership team display expert knowledge of how to plan and deliver high quality experiences of Collective Worship. There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that Collective Worship is both regular and inclusive.

The quality of Religious Education is good. Learning and progress are at least good in each key stage and outstanding in key stage two. The quality of Religious Education is not yet outstanding as there are inconsistencies in practice across the school. Marking and feedback do not always give children guidance on how their work can be improved or sufficient opportunity for them to respond. The overall quality of Religious Education is good but requires more rigorous tracking,

monitoring and moderation of levelled work for it to be outstanding.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further, the school needs to:

- Secure consistently outstanding Religious Education by:
 - Ensuring that marking consistently provides information to pupils about how to improve their work;
 - Allowing pupils opportunity and time to respond to this feedback;
 - Further developing monitoring systems for Religious Education to include agreed levelling and in-school moderated portfolios of work.
 - Further developing assessment and tracking procedures so that children's progress is tracked rigorously throughout key stage two and results of assessments feed into classroom practice.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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1

Pupils make an outstanding contribution to the Catholic Life of the school which has a high priority throughout St Joseph's. They take advantage of the many opportunities offered to them and can articulate how the school is helping them to become better people. Pupils are at the centre of shaping the school's mission and ethos and are actively involved. They take on responsibilities enthusiastically such as the writing of the Vision Statement which is displayed prominently around the school and on which the school rules are based. They say they feel valued and are able to confidently express their own views and feelings. Pupil behaviour is exemplary at St Joseph's and this is underpinned by outstanding moral, social and cultural development. Pupils refer to the teachings of Jesus when talking about how to treat others and how to behave. Older pupils are articulate when discussing the religious identity of their school, they respect the Catholic traditions of the school and its links with the parish community and diocese, whilst at the same time they both respect and appreciate those who come from other faith communities. Pupils are conscious of the needs of those beyond school and have a strong sense of justice and concern for others. They actively support charities such as CAFOD World Gifts, St Cuthbert's Care, Shoebox appeals and Comic Relief.

The quality of provision for the Catholic Life of the school is outstanding and has the highest possible priority with the school's mission statement permeating throughout the school. There is a tangible sense of family and community at all levels as evidenced by the excellent relationships that exist among and between staff, pupils, governors and parents. All staff and governors have high expectations and a shared vision with regard to the Catholic mission and ethos of the school; together with pupils they live out the vision statement, 'In God's love we learn and grow'. The school is a vibrant, cheerful and prayerful community and its Catholic character is effectively reflected through displays and artefacts in the learning environment and the creation of many prayer areas around the school. Clear policies and procedures are in place, which provide a high level of pastoral support to all pupils across the school. High standards of behaviour are promoted through the schools' expectations.

The leadership and management of the Catholic Life of the school are outstanding. All leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic Life of the school. The headteacher, who is a positive presence around the school, ably supported by the deputy headteacher, has a very clear understanding of Catholic education and of the role of the Catholic school. Staff and governors alike are deeply committed to the church's mission in education and are highly ambitious for the Catholic Life of the school. The school has very successful strategies for engaging with parents and carers; they have a clear understanding of the school's mission and are highly supportive of it. Governors involve themselves wholeheartedly, as appropriate, in the life of the school and are fully committed to promoting its religious and spiritual life. The link governor for Religious Education – who is also the parish priest – along with other governors, are regular visitors to the school and are actively involved in its evaluation and are ready to challenge as well as support where necessary. Effective systems are in place to monitor and evaluate the Catholic Life of the school. These are clearly linked to school improvement and subsequently outcomes for pupils. The school's self-evaluation has a clear focus on the Catholic Life of the school leading to well-targeted improvements. The school's mission statement is a living document which has a very high profile throughout the school and underpins all policies. Pastoral care provision is outstanding and behaviour around the school is excellent.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

1

1

St Joseph's is a prayerful community where pupils' response to and participation in Collective Worship is outstanding. Pupils are keen to participate and are at ease when praying with their school community. They listen and sing with enthusiasm and respond to acts of worship with reverence and respect. They understand that there are different forms of liturgies, such as Mass and nonsacramental liturgies; for example class liturgies, as well as different types of prayer, both formal and informal. Pupils display an excellent understanding of the church's liturgical year and respond appropriately to the different celebrations. There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' very good behaviour and consideration for others. Class liturgy files are used to record and evaluate pupil led worship well. Collective Worship contributes extremely positively to the spiritual, moral and personal development of pupils. Pupils know what constitutes the various elements of worship and often take the lead in preparing their own liturgies, writing prayers and leading worship throughout the whole school. As pupils move through school they are well supported and encouraged in their ability to lead worship, so that by year six, pupils take great pride in the contribution they make to leading school worship. Pupils participate actively and with great enthusiasm in the school and parish linked sacramental preparation programme which has a very positive impact upon their on-going spiritual development.

The quality of provision for Collective Worship is outstanding. St Joseph's is a prayerful and joyful community. Worship is central to the life of the school, given high priority and dedicated time within the busy school day. The school uses a good range of strategies to ensure that Collective Worship is inclusive. There is a focal point in each class with well thought out resources impacting significantly on the quality of prayer and providing pupils with stimulus for thought and reflection. Prayer opportunities for staff and pupils are well planned. Parents, parishioners and governors are invited to share in various acts of Collective Worship, and they greatly appreciate the opportunity to attend and comment with enthusiasm. One parishioner commented that children see the parish and school as linked together as one big family. Parents are positive about the inclusivity of Collective Worship and felt the school is a strong Christian community where parents feel as much a part of it as children and staff.

The way leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding. They have expert knowledge of how to plan and deliver quality experiences and are highly visible in leading Collective Worship. They are models of good practice for staff and pupils. Leaders have a thorough understanding of the Church's Liturgical

year, its seasons, rites and symbols and are able to lead the school in a deepening appreciation of these traditions through their use of the Gospel as the focus of the daily worship. Leaders regularly seek the views of pupils, staff and parents regarding the quality and significance of Collective Worship in school and are quick to respond to these findings. They are highly committed to ensuring that pupils have access to the best possible sacramental preparation in accordance with diocesan policy and school staff are actively involved in the parish programme.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching and assessment in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education

1

2

2

Pupils demonstrate good levels of enjoyment and enthusiasm for Religious Education and have positive attitudes to learning. They are becoming increasingly religiously literate and many are articulate and reflective in their oral responses. The majority of pupils enter the school with skills below those expected from pupils their age. Standards have risen rapidly, particularly in key stage two where 100% of pupils attained level four in 2012 and 53% of pupils attained level five. Both attainment and progress are significantly above Diocesan averages. There is little variation in the progress of different groups, including boys and girls, and those identified as having special educational needs.

The quality of teaching and assessment in Religious Education is good. The majority of teaching is at least good and some of it is outstanding. This was evident both in the lessons observed during inspection and the school's own records of lesson observations. Relationships between children and teachers are warm and constructive and contribute successfully to their obvious keenness to learn. Teachers have a sound subject knowledge, which they use in planning and teaching Religious Education, providing, learning activities that are well matched to the needs of pupils. Teachers have high expectations of pupils and as a result of sharing learning objectives and success criteria, pupils are beginning to understand how well they are doing, but are not always sufficiently guided to know what is expected of them in order to improve their work. Assessment and tracking procedures are evident but as yet are not fully embedded into the teaching practice across the school. Marking and feedback is good, however pupils are not always consistently given time to respond to questions in order to further enhance their learning. In some classes pupils are becoming more involved in evaluating how well they achieve which gives them greater confidence in making improvements.

The leadership and management of Religious Education is good. The Religious Education coordinator and senior leadership team have accurately identified the school's main strengths and put in place action to bring about improvement. The Religious Education curriculum is thoughtfully designed to meet pupils' needs and fulfils the requirements of the Bishops' Conference well. A range of enrichment activities are offered to promote pupils' learning. Teaching across the school contributes effectively to the pupils' spiritual and moral development. The school improvement plan provides direction for the work and future developments in Religious Education. Both the headteacher and the senior leadership team give good leadership. Pupil tracking systems are developing and indicate children's attainment

and progress, though in-school moderation and portfolios of evidence are in their earliest stages of development. The governing body fulfils its role well with regard to Religious Education and offers both challenge and support. They ensure that all statutory and canonical responsibilities are very well met.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION.

1

CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP

1

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION

2

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

2

	Pupil Outcomes	Provision	Leadership and Management	
Catholic Life	1	1	1	1
Collective Worship	1	1	1	1
Religious Education	1	2	2	2
	1	1	1	1