



# Our Lady and St Joseph's RCVA Primary School

St Ives Road, Leadgate, Consett DH8 7SN

School Unique Reference Number: **114253**

**Inspection dates:** 28 February – 01 March 2017  
**Lead inspector:** Christine Ingle

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady and St Joseph's RCVA Primary School is a good Catholic school because:

- It is a welcoming and inclusive school where everyone is valued, respected and cared for. The school mission statement and vision are shared and lived out by all within the school. The work of the school is highly valued by all who have contact with it. The school reaches out to the community and bears witness to its Catholic values and principals which makes the Catholic Life of the school outstanding
- The quality of teaching and learning in Religious Education is good and pupils make good progress across the school. They enjoy most of their lessons in Religious Education and can demonstrate good knowledge about Religious Education topics in conversation.
- The quality of Collective Worship is good. Pupils respond well to the provision provided by the school and staff. Children's skills in preparing and planning Collective Worship are improving.

**It is not yet outstanding because:**

- Some aspects of the schools work need to be more rigorously monitored and evaluated.
- Pupils need to further their skills in preparing and leading Collective Worship.
- There is not always a close match between pupil ability and the work they are given in Religious Education lessons especially for more able pupils.
- Teachers do not always tell pupils how to improve their work in Religious Education.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- This is a smaller than average primary school in North West Durham.
- It serves the parishes of Our Lady and St Joseph Leadgate, St Patrick's Consett, Our Blessed Lady Immaculate Blackhill, St Pius Consett, and Our Lady of the Rosary Shotley Bridge.
- The school population come from mainly white British backgrounds and very few pupils have English as an additional language.
- The area the school serves suffers from a high level of deprivation and although the number of pupils eligible for free school meals is decreasing it can vary greatly between cohorts.
- The proportion of pupils with special educational needs is above the national average.
- 79% of pupils are baptised Catholics.
- 12.5% of pupils are from other Christian denominations.
- 2.5 % of pupils are from other world faiths.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further develop the monitoring of Catholic Life by:
  - Increasing the formality, rigour and frequency of monitoring and evaluation in this area.
- Improve the quality of teaching and standards in Religious Education by:
  - Ensuring that teacher feedback makes clear to children how to improve their work in Religious Education.
  - Ensuring teachers provide learning tasks matched to pupil ability especially for more able pupils.
- Improve the quality of Collective Worship by:
  - Ensuring school continues to offer and extend the opportunities pupils have to plan and lead Collective Worship so that pupils become more confident and skilful in this area.
  - Increasing the formality, rigour and frequency of monitoring and evaluation in this area.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

<b>1</b>
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- 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.

1
1
2

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

- This is a very inclusive school where pupils know that everyone is respected and cared for.
- Pupils have a deep conviction about belonging and are proud of their school. They feel their ideas are valued, listened to and sought after. They can give examples about how they have made decisions about fund raising and celebration events.
- Pupils understand and can verbalise that being part of a Christian community affects how they live their life. They talk about praying more, respecting everyone and knowing God is with them in a very positive and moving way.
- They are happy to use their gifts to help others and know it is important to do so.
- Pupils behave extremely well around school and show they can listen, say sorry and forgive each other – they can relate this to stories from Jesus' life and talk about following his example.
- They are proud of their religious identity and are very knowledgeable about Catholic traditions and can talk freely about parish and school events.
- Pupils have a real sense of fairness and know they have to stand up for justice in the world.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The vision and mission of the school is clearly articulated by all who work and learn in the school.
- Relationships are strong and supportive which leads to a joyful community feeling being evident.
- Staff commitment to the Roman Catholic ethos is high and the school's Roman Catholic character is clear to see in the environment in displays, posters and slogans.
- Governors, parents and staff all talked about the very high level of respect and care given to the pupils.
- Personal, Social and Health Education and Relationship and Sex Education are carefully planned and taught across the school. The staff regularly pray together and the headteacher and governors are attentive to the needs of staff as well as pupils.
- The school has high expectations about behaviour from adults and staff. There is

evidence in classrooms that the whole school behaviour policy is based on the Gospel values of respect, justice and reconciliation.

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

- Leadership shows a deep commitment to the Church's mission and all staff in school activity support the collective ethos and each other.
- All leaders promote the school's Catholic Life very well and see it as their most important job.
- There is some internal monitoring but this needs to be more rigorous and systematically evaluated so that intended improvements are clear to all and impact can be demonstrated.
- All leaders feel they can offer their views on improvement and have high expectations with regards to the school's Catholic Life.
- The school works well with parents and they were keen to emphasise that the Catholic ethos was important to them and something they wanted their children to experience.
- Governors were able to talk about how they influenced decisions with regard to staffing, occasions when they challenged the headteacher and how important the Catholic ethos was to them.
- Governors discharge their statutory and canonical duties well.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

2
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- 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.

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#### **How well pupils respond to and participate in the school's Collective Worship is good.**

- Pupils are quiet, respectful and reflective during Collective Worship times. They join in with community prayers and sing confidently.
- Pupils have regular opportunities to develop their skills in preparing and leading worship. Although they are growing in confidence they are not yet secure, or creative and imaginative in their planning.
- Pupils know that there are different ways to pray and are growing in their knowledge of using a variety of approaches.
- Pupils express the opinion that they especially enjoy worship opportunities planned by peers and enjoy taking part themselves. They demonstrated their skills in an Ash Wednesday worship opportunity.
- Pupils can talk extensively about the Church's year and show clear understanding about how worship themes need to change to match different religious seasons.
- They were able to talk about other faiths in a respectful and interested manner.
- Pupils see prayer opportunities as important to the whole community. They say they enjoy them.

#### **The quality of provision for Collective Worship is good.**

- The sharing of prayer experiences are an integral part of school life.
- Staff pray together regularly and the school has a strong sense of community.
- Acts of Collective Worship are planned around themes in the Church's year or in 'Statements to live by'. Governors, parents and carers are invited to class liturgies and many attend.
- All staff take part in planning and leading Collective Worship. They are keen to help pupils play an active part in this.
- Some staff are well skilled but this is not yet consistent across the whole school. The school is beginning to share good practice across the school.

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

- The headteacher and senior leadership team are enthusiastic and deliver quality Collective Worship experiences.
- Leaders and managers have deep knowledge of the Church's year, rites and symbols and use it to ensure pupils are led to appreciate church traditions in an interesting way.
- This area of school life is given a high priority.
- Leaders ensure staff set good examples and have high quality continuing professional development (CPD). All are keen to continue to improve provision.
- There is evidence of monitoring and self-evaluation but this needs to become more regular and more rigorous.
- All stakeholders feel their views and ideas are sought after and listened to.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

2
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- 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 promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is good.**

- Pupils report that they enjoy their Religious Education lessons; they claim they are “mainly interesting and make you think”.
- During lesson time pupils are on task, engaged in their learning opportunities and are able to demonstrate their knowledge of the Mass.
- Behaviour is good and lessons proceed without interruption.
- Pupils are keen to have discussions about the new things they are learning but they are not always sure how to get better at Religious Education as teacher feedback does not always refer specifically to the learning objective for Religious Education.
- Teacher annotations in pupil books show that there is good progress across the school for most pupils.
- Books show differentiated activities for less able pupils but the work given to more able pupils is not always challenging for them.
- Standards of attainment have fluctuated but in 2016 do match Diocesan expectations at years two and six.

#### **The quality of teaching and assessment in Religious Education is good.**

- Lesson observations show teaching is good and sometimes has outstanding features. This results in good pupil progress.
- Teachers place high value on Religious Education and have good subject knowledge. Books show a range of resources are used to make learning fun.
- Staff use the Come and See programme material to plan well-structured lessons. However, these do not always challenge the most able group of pupils.
- Teachers use assessment strategies systematically and pupils are involved in self-assessment using I Can statements from Come and See.
- Pupils are not always sure how to improve their work as teacher feedback does not always refer to the religious statements or learning objectives.
- Achievement and effort are celebrated in weekly assemblies

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.**

- The school has evidence that a range of monitoring activities focused on provision and outcomes in Religious Education regularly occur. These are accurate and used to identify development areas and drive improvement.
- All staff have opportunities to attend Diocesan CPD and this keeps them well informed and up to date about current developments in Religious Education. This and the sharing of good practice continue to improve teaching.
- Governors and senior leadership ensure Religious Education has a really high profile in school and is recognised as a core subject. This gives pupils opportunities to develop spiritually and to discuss moral dilemmas.
- The curriculum is planned to meet pupil needs and fulfils the requirements of the Bishops' Conference and contributes effectively to the pupils' spiritual and moral development.
- There is a strong sacramental preparation programme delivered in cooperation with the parish.
- There is a deep shared vision of care and respect which permeates the school and is reflected in performance management targets.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**

**2**

**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.

2

**COLLECTIVE WORSHIP:**

**2**

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

2

The quality of provision for Collective Worship.

2

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

2

**RELIGIOUS EDUCATION:**

**2**

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

2

The quality of teaching and assessment in Religious Education.

2

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

2

## SCHOOL DETAILS

<b>School name</b>	Our Lady and St Joseph's RCVA Primary School
<b>Unique reference number</b>	114253
<b>Local authority</b>	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mr Tom Clark
<b>Choose School Leadership Type</b>	Mrs Sharon Fenwick
<b>Date of previous school inspection</b>	December 2013
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