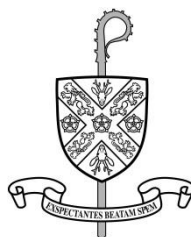


DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: St. Mary and St Joseph R.C. Primary

Address: Maxwell Road
Pocklington
YO42 2HE

URN: 118035

Head Teacher: Mrs. Jayne Wilson

Chair: Mrs. Rowan Blake-James

Date: 25th and 26th March 2014

Inspector: Mrs. Margaret Swinhoe

Date & Grade of Last Inspection: December 2011

Overall Grade for this Inspection: Good

A Report from:
The Diocese of Middlesbrough Schools' Service
Section 48 Inspection Team
50a The Avenue
Linthorpe
Middlesbrough
TS5 6QT

INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

St. Mary and St. Joseph's is a smaller than average Catholic primary school, situated in a small town within a rural location. There are 4 classes all containing mixed-age groups. Approximately 56% of the pupils are Baptised Roman Catholics and 34% are of other Christian faiths. Most pupils are of white British heritage and a significant number are of other ethnic groups. The number of pupils with English as an additional language is below national average. The percentage of pupils who are eligible for free-school meals is below the national average. The number of pupils who have support or who have a Statement of Special Educational Needs is broadly average. The school has been over-subscribed for the last four years. 83% of the teachers are Baptised Roman Catholics as are 34% of education support staff. The Head Teacher has been in post for 4 years and is due to retire at the end of this academic year. The parish Priest was appointed to the parish of St. Mary and St. Joseph's approximately 6 months ago.

INFORMATION ABOUT INSPECTION

- The inspector observed 4 full lessons
- The Inspector held discussions with: CAFOD group, including pupils from the School Council; a group of Governors including the Parish Priest; a group of parents; representatives of the Chaplaincy group from school and parish; informal discussions with pupils in lessons, corridors and lunch-times; Religious Education Subject Leaders; several meetings with the Head Teacher
- The Inspector considered all written documentation provided by the school, including the previous Section 48 Inspection Report; planning and data supplied by the class-teachers; pupils Religious Education work-books from each class and each ability group
- The Inspector read a letter from the Chair of Governors who was unable to be present during Inspection

Pupil Catchment:

Number of pupils on roll:	112
Planned Admission Number of Pupils:	16
Percentage of pupils baptised RC:	55.7%
Percentage of pupils from other Christian Denominations:	34%
Percentage of pupils from other World Faiths:	0%
Percentage of pupils with no religious affiliation:	10%
Percentage of pupils with special needs:	9.8%

Teaching Staff:

Full-time Teachers:	4 (including Head Teacher)
Part-time Teachers:	2
Percentage of Catholic Teachers:	83%

Support Staff:

Full-time Classroom Support Staff:	1
Part-time Classroom Support Staff:	8
Percentage of Catholic Classroom Support Staff:	33.3%
Percentage of teachers with CCRS:	17%

Percentage of learning time given to R.E: 10%

Parishes served by the School:

St. Mary and St. Joseph, Pocklington

1.OVERALL EFFECTIVENESS

2

MAIN FINDINGS

St. Mary and St Joseph's R C Primary is a good school with some outstanding features. The school offers an immediately warm and welcoming environment. Evidence of its Catholic mission is transparent throughout the school and seen in significant and beautiful displays relating to the Religious Education curriculum and the Church's year. The school's Mission Statement, 'Learn to Care, Care to Learn', is made explicit to all pupils and the pupils recognise their role in trying to live it out in both their work and play. Relationships throughout school are excellent, modelled unceasingly by the Headteacher and her staff for all pupils and adults associated with the school to see. Pupils respect all adults in the school, and all adults associated with the school show respect for each other.. St. Mary and St. Joseph's is a happy school and parents and pupils express their confidence in having any issues dealt with quickly and sensitively.

The Governors have accessed all training and are confident in their roles. They know the school well and are committed to its continuing improvement. The determined leadership of the Headteacher, supported by all staff, has resulted in considerable progress being made in all aspects of the schools work, since her appointment 4 years ago. The outside environment is well used and has been developed to optimise all available space for learning and play. Effective CAFOD and Chaplaincy partnerships demonstrate how well the Parish and school are working together, and the recently appointed Parish Priest intends to develop this still further. Acts of Collective Worship are central to the life of the school and pupils show ease and enthusiasm when praying. Pupils plan and lead liturgies and are beginning to bring more variety to support the prayer life of the school. However, pupils need now to have greater involvement in developing their own resources and have more independence in planning acts of Collective Worship.

Teaching is of a consistently high quality and the questioning in lessons is outstanding in its depth and integrity. However, this high level of reasoning and understanding is not always reflected in the pupils' written tasks. Creative methods of recording are used in Religious Education lessons in which pupils find both enjoyment and challenge. There have been rapid improvements in all areas of teaching, assessment and planning over the last four years and attainment is now broadly average by the end of Key Stage 2 and progress is good. Exploring and increasing understanding of the Scriptures will further raise attainment, especially for the older and more able pupils.

What the school needs to do to improve further:

1. Continue to raise attainment in Religious Education through:

- teaching pupils to access the Scriptures independently, as appropriate to their age and stage
- increasing productivity of pupils in their written tasks so that sufficient work is available to make rigorous teacher assessments
- ensuring that pupils are working at their targeted literacy levels when working in their Religious Education books
- continue to encourage pupils to articulate their Religious Education levels and targets so that pupils are confident to express how to improve their work

- continue to moderate pupils work, in-house and in cluster, so that staff gain confidence in using the R.E. assessment criteria
2. Improve teaching still further by;
 - The use of peer-observations and constructive feed-back against teaching standards in Religious Education
 - visiting Outstanding schools to observe focussed aspects of Religious Education teaching
 3. Review the schools' Mission Statement with all members of the school community when the new Head Teacher is in position
 4. Continue to raise the profile of the school and its out-reach work, within the parish and the local community

2. PUPILS

How good outcomes are for pupils, taking into account of variations between groups.

Pupils at St Mary and St. Joseph's take on many responsibilities and participate constructively in the Catholic life of the school. Older pupils are reflective and enquiring. Pupils recognise that religious belief and spiritual values are very important to many people and have the confidence to express their own religious beliefs. Pupils respond enthusiastically to the needs of others, and this is shown particularly in the work that the pupils undertake in their CAFOD group, where many projects have been organised and run by the pupils themselves. Bracelets, magazines and 'Worm Week' are examples of the innovations which the pupils have used to fund-raise and increase awareness of poverty and inequality.

The vast majority of pupils recognise that the schools' behaviour policy is based on forgiveness and restitution, and they try to emulate this in their personal relationships. Pupils enjoy being with each other and respect and help one another regardless of academic ability or background. Pupils show a real pleasure in the achievements of others. They care for their school and feel that they are able to make suggestions which will be listened to and acted upon if appropriate, for example the climbing wall which is now to be extended as the pupils' skills have increased. Pupils feel safe in school and there are strategies in place to deal with any concerns which pupils may have, as in the 'Reflective Diary' which older pupils find useful and liberating.

Standards which pupils achieve in their final key stage are mostly average and sometimes above average. Pupils are attaining generally above standards in knowledge and understanding of religion and the ability to reflect on meaning. This is seen most vividly in the final key-stage, where the outstanding level of questioning and activities leads to deep thinking and debate. Most groups across the school make at least good progress. However, greater progress could be made by ensuring that all written tasks are of an equivalent level as the verbal tasks. Pupils concentrate well, from the earliest years, and are generally enthusiastic about their Religious Education lessons. In acts of Collective Worship, pupils show reverence and respect and even the youngest pupils are keen to participate. The prayer-life of the school has a high priority and pupils enjoy singing and praying together. All staff are outstanding role-models. All pupils plan and lead liturgies, beginning with the youngest pupils choosing the music and symbols for their class-room liturgies. Pupils are beginning to prepare their own resources for liturgical celebrations. Developing acts of Collective Worship to include drama, visual imagery and other ideas which pupils suggest, would further enhance the prayer-life of the school.

• The extent to which pupils contribute to and benefit from the Catholic life of the school	1
• How well pupils achieve and enjoy their learning in Religious Education	2
• How well do pupils respond to and participate in the schools' Collective Worship	2

3. PROVISION

1

How effective the provision is for Catholic education

Provision made for the pupils at St. Mary and St. Joseph's is good. Teaching is of a consistently high standard. Teachers know their pupils well and plan accordingly. Teachers put a lot of thought into the lessons and consequently lessons engage and inspire pupils to deep thought. Teachers are highly skilled in using questioning as an assessment tool. 'I wonder why?' questions are used regularly by pupils to investigate their developing understanding of religious beliefs and scripture stories. This leads to deeper thinking and excellent debate amongst pupils, as for example in the discussion with older pupils about why Judas took the thirty pieces of silver and how that could relate to the pupils today. Marking has improved considerably and pupils respond positively to the detailed feed-back they receive. Support staff are deployed very effectively during activities. Using support-staff during the teacher-input for individual teaching of targeted pupils may be a future consideration. An extremely positive and mutually respectful atmosphere pervades all classes. There are excellent opportunities to extend and enrich pupils' spiritual and emotional development, as in the 'T and T' (Trust and Team) project, part of the 'Young Leaders' award, and led by the Head Teacher. Pupils enjoy a wide variety of extra-curricular activities, some of which are planned and led by older pupils. Buddying is common practice throughout the school and helps to cement relationships and friendships across age-groups. Collective Worship is central to the life of the school. The Catholic nature of the school is explicit and demonstrated throughout the learning environment in beautiful displays which include a range of pupils' work, questions and appropriate vocabulary. Adults associated with the school are encouraged to attend all liturgical celebrations, and many accept these invitations and express great enjoyment in them. An especially memorable liturgy was the outdoor Stations of the Cross which took place in the schools' wild-life garden and where a grass-covered mound was used as Calvary. Parents and carers are kept well-informed about the R.E. curriculum and the prayer-life of the school by regular curriculum news-letters, and various prayer booklets. Parents expressed a great appreciation for this. The Chaplaincy team, which was formed relatively recently, includes parishioners, staff and pupils; it has already had impact in planning liturgies associated with the Church's year and has plans with the Parish Priest to develop this further. The Parish priest is a frequent and welcome visitor to the school. The school has worked hard to ensure that everyone understands the very high moral and ethical expectations placed on them. Everyone tries to live out these expectations. Consequently, a harmonious and relaxed atmosphere pervades throughout.

• The quality of teaching and how purposeful learning is in Religious Education	1
• The extent to which the Religious Education curriculum promotes pupils' learning	2
• The quality of Collective Worship provided by the school	2
• The quality of provision for the Catholic life of the school	1

4. LEADERS, MANAGERS AND GOVERNORS

How effective leaders, managers and governors are in developing the Catholic life of the school

The Leadership at St. Mary and St. Joseph's is good and some aspects are exemplary. All leaders, managers and Governors are deeply committed to the Church's mission in education. The Head Teacher has led the way in the rapid improvements at the school. She has the support of all staff and Governors and is determined that all pupils will receive an education embedded in Gospel values and made explicit in the whole work of the school. As a result, everyone shares the mission of the school and has a place in developing its future. Equality of opportunity for every pupil is paramount and everyone associated with the school recognises this. Spiritual, moral and social development for all pupils is a priority for all leaders, managers and governors. The staff work hard and their close team-work is evident in their sharing of ideas and expertise. The education support staff are skilled and knowledgeable and a great asset to the school. All support staff, including the care-taker, lunchtime supervisors, kitchen and administrative staff extend warmth and welcome to all pupils and adults, and are a tangible demonstration of the ethos of the school.

Governors are attached to a specific class and are welcomed to support and help in any way they can. Governors assist in accompanying pupils to church and on external visits. Governors and senior leaders have accessed all available training within Middlesbrough Diocese and feel confident in their roles. School and Parish links can be further enhanced by continuing work with the parish and the wider community. A range of procedures are in place to systematically monitor the Religious Education curriculum and Catholic life of the school. The School Development Plan includes a Religious Education Plan, which is known and monitored regularly by Governors. Governors have an understanding of the strengths and weaknesses of the school. They fully recognise that the impetus of recent years must be continued when the present Head Teacher retires at the end of this academic year. Outcomes for pupils have improved dramatically during her leadership, and this is seen in both the Catholic Life of the school and the Religious Education curriculum offered. Governors now must increase their focus on monitoring attainment and progress across the school. Pupils must exercise a greater independence in using Scripture and planning more varied liturgies in order to consolidate the gains which have been made and increase staff confidence. All canonical duties are met, including the 10% curriculum time for Religious Education lessons.

<ul style="list-style-type: none"> How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	2