

**THE CATHOLIC DIOCESE OF HALLAM AND THE
CHURCH OF ENGLAND DIOCESE OF SHEFFIELD**



SECTION 48 INSPECTION REPORT

**THE DISTINCTIVE JOINT CHRISTIAN LIFE
OF THE SCHOOL AND RELIGIOUS
EDUCATION**

**EMMAUS CATHOLIC AND CHURCH
OF ENGLAND PRIMARY SCHOOL
SHEFFIELD**

School URN	134231
Name of Chairman of Governors	Maria Cockayne
Name of Headteacher	Huw Thomas
Date of Inspection	21st January 2008
SIAS Inspector	John Hoare (NS 222)
Diocese of Hallam Inspector	Gillian Foster

“... an enthusiasm for the things of God.”

Introduction

The Inspection of Emmaus 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 and Sheffield Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam (Catholic) and The National Society (Church of England).

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

Description of the School

Emmaus Catholic and Church of England Primary School opened in a new building in September 2006 following the amalgamation of St Oswald's Catholic Primary School and St John's Church of England Primary School. The school serves an area of considerable deprivation, a third of pupils are entitled to free school meals. The new school has retained many of the teachers from the original two schools all of whom wholeheartedly support the distinctive Christian ethos.

Information about the school

Type of School	Primary, Voluntary Aided
Age profile of Students	3 – 11
Number on roll	285
Number of Students on Special Educational Needs Register	56
Number of Students with a Statement of Special Educational Needs	6
Number of Catholic pupils on roll	42
Number of Church of England pupils on roll	145
Number of Other Christian Denominations	20
Number of other Faiths	19

School address	Southend Road, Sheffield S2 5FT
Telephone Number	0114 276 6474
Fax Number	0114 278 4820
Email	enquiries@emmaus.sheffield.sch.uk

OVERALL EFFECTIVENESS OF THE SCHOOL

How effective and efficient is the provision of Christian education in meeting the needs of learners?

Since opening, the headteacher, staff and governors have made excellent progress in establishing the joint Christian nature of the school. Care for each individual as a child of God ensures the effective delivery of education for the whole person.

The effectiveness of any steps taken to promote improvement since the last inspection

The school has not been previously inspected.

The capacity to further deepen the quality of Christian education

The capacity to further deepen the quality of Christian education is good. The Governing Body, parish clergy, headteacher, Religious Education Co-ordinator and all members of staff are actively involved in the school's Christian mission, they are hard working and committed to providing the best possible Christian education for the children. The Self Evaluation Form gives a good analysis of the school's strengths and areas for development; areas for development are prioritised and included in the School Development Plan together with detailed activities and initiatives to promote these objectives within realistic time-frames. Governors monitor these plans at regular meetings.

Established strengths

- The quality of personal relationships at all levels.
- The achievement of the leadership and management in the development of the distinctive Christian ethos.
- The breadth of opportunities offered to all children in worship, religious education and the whole curriculum.

Focus for development

- The implementation of an effective scheme of assessment in Religious Education (R.E.).
- The raising of expectations in written work in Religious Education to a consistently high standard.
- The maximisation of opportunities in the use of the hall for worship.

THE CHRISTIAN LIFE OF THE SCHOOL: LEADERSHIP AND MANAGEMENT

The effectiveness of the leadership and management in the development of the Christian life of the school is good.

The Christian ethos of the school is immediately apparent in the welcome and in the quality of relationships at all levels, adults and children alike. The adults make admirable role models. Children behave well and enthusiastically undertake various responsibilities, which include care for pupils younger than themselves. Both the atmosphere and the curriculum are effective in assisting their spiritual and moral development. There is plenty of visual evidence of the Christian nature of the school, with some particularly fine displays in classrooms, but no mission statement is to be seen, although it is so obviously practised. One of the priests describes the school as 'the biggest opportunity God has given us for years' and it is clear that the governing body are determined to promote the Christian school of which they are so proud. Cooperation between the two traditions has already led to appropriate use of both churches and an effective contribution to both worship and Religious Education to the benefit of the children. That all but two members of the governing body live within the school's community aids effective communication with parents and therefore assists in raising aspirations for their children. Governors recognise that, as the staff, children and chaplains have come together (in the words of one of them 'spectacularly'), so their role is now to strengthen school and community links and to arrange to monitor and evaluate appropriately the Christian nature of the school.

THE CHRISTIAN LIFE OF THE SCHOOL: COLLECTIVE WORSHIP

The quality of Collective Worship is good.

The varied pattern of worship led by different people provides a richness which contributes effectively to the spiritual and moral development of the pupils. They enjoy and benefit from the variety and particularly value both the contribution of visitors and the weekly service whose simple liturgy offers ample opportunity for participation. Pupils are keen to answer questions, know the school prayer and join in well in hall assemblies; class prayers are effective in offering the opportunity for quiet and reflection. The 'spiritual space' is a positive and well-used feature of the school, even in an unfinished state. Children enter and leave the hall quietly but there is no clear marking of the special time of worship. More thought is needed to make better use of

the multi-purpose school hall as a place fit for worship, and to increase the opportunities for singing.

RELIGIOUS EDUCATION: ACHIEVEMENT AND STANDARDS

The achievement of learners in Religious Education is satisfactory.

The quality of pupil achievement is satisfactory overall and in line with achievement and standards in other curriculum areas,. Almost all pupils have good attitudes to work, they behave well and enjoy Religious Education lessons; they engaged enthusiastically in the activities offered to them and are motivated to do well. Pupils are generally confident and talk fluently and with understanding about the work they are doing. There are inconsistencies in the quantity of written work expected from each age group and teachers need to reach an understanding in this area. There are very good examples of independent work done by some children, this good practice should be shared with all staff to help children across the school to achieve even higher standards. Pupils with Special Needs are very well catered for, they are offered appropriate activities and support and they achieve well. More able pupils would benefit from more challenging work and activities which would extend them and allow them to develop their knowledge and understanding to a higher level. The positive impact of the work the children do in Religious Education on their spiritual and moral development is clear to see, the children are given opportunities to reflect on what they have learnt and understand the implications for their own lives and how they relate to God and others.

QUALITY OF PROVISION OF RELIGIOUS EDUCATION

The effectiveness of teaching and learning in Religious Education is satisfactory.

Overall, teaching and learning is satisfactory. Teachers are enthusiastic and committed and all lessons observed during the Inspection were at least satisfactory with some examples of good teaching. In the best lessons observed, activities were interesting to the children and were well differentiated to offer appropriate levels of challenge to all. All teachers demonstrate good questioning skills which help the children to deepen and extend their knowledge and understanding. Teachers have a secure knowledge of the Religious Education curriculum, augmented by their own material. Staff are very well supported by a skilled and enthusiastic Religious Education Co-ordinator. Teachers plan Religious Education lessons using the 'Here I Am' programme, planning is thorough and detailed and makes good provision for less able pupils although the level of challenge could be extended for the more able pupils. The school should continue to focus on the use of Scripture to help to deepen the childrens' understanding and appreciation of their Christian faith. Multi-faith and multi-cultural education is planned and delivered in line with the 'Here I Am' programme and greatly strengthened by visits to school from leaders and members of other world faith communities. Assessment procedures have recently been put in place which when developed and used

consistently throughout the school should impact positively on planning and standards of attainment. Some planning includes opportunities for cross-curricular work in Religious Education which if extended and developed would provide a good means of promoting the school's target to further deepen and develop spirituality. The continued monitoring and evaluating of teaching and learning by the headteacher and Religious Education Co-ordinator, will enable some of the very good practice currently existing in school to be shared and disseminated throughout the school.

The Religious Education curriculum is good at meeting the needs and interests of the learners.

The efforts of the school in meeting the needs and interests of the learners is good. The Religious Education curriculum fulfils the requirements of the Curriculum Directory for Catholic schools and the National Society. The further development of cross-curricular work will ensure that the school meets the required teaching time for Religious Education. Children acquire a sound knowledge of the Christian faith and develop an understanding and respect for other faiths and cultures. The teachings of Jesus underpin all the school's efforts to meet the needs of its pupils. The very good relationships existing between adults and children and the respect shown to all is a good example of Gospel values being lived out. Teachers plan many opportunities for children to respond to God's call in everyday life and encourage children to take responsibility for themselves and others; this is very well demonstrated by the older children who willingly take on tasks and responsibilities which help the school to run smoothly and happily. Children are given opportunities and encouraged to fund raise for a variety of charities, they show generosity and take great pride in their efforts. In addition to the well structured Religious Education curriculum, the school offers the children many opportunities, referred to earlier in this report, to broaden their understanding and experience of religious beliefs and practices. The Religious Education curriculum in its widest sense, has a strong impact on the spiritual and moral development of the children and promoting respect and cohesion in school and in the wider community.

LEADERSHIP AND MANAGEMENT OF RELIGIOUS EDUCATION

The effectiveness of leadership and management in raising achievement and supporting all learners in Religious Education is good.

Leadership and management is effective at raising achievement and supporting all learners in Religious Education. The governors, headteacher and Religious Education Co-ordinator place a very high priority on raising achievement for all pupils and Religious Education has a high profile in school. The Religious Education Co-ordinator gives very strong leadership and support to staff, she has identified areas of priority accurately and has put procedures in place to enable these objectives to be met. Since the school opened in 2006, the senior management team, of whom the Religious

Education Co-ordinator is a member, have sought to ensure a unity of purpose and vision amongst the staff. They have achieved this very well. The Religious Education Co-ordinator has judged the pace at which new initiatives should be introduced. She is ensuring that staff have the skills and confidence to implement initiatives and staff are responding with enthusiasm and commitment. The continued regular monitoring of teaching and learning by the headteacher and Religious Education Co-ordinator, will enable them to identify the good practice, already evident in school, and share it with colleagues.

Resources for the delivery of the Religious Education curriculum are good and are used effectively by staff to enhance the curriculum.

Summary of Inspection Judgements:	
Overall Effectiveness	GOOD
The Christian Life of the School	
How effective are leadership and management in developing the Christian life of the school?	GOOD
How good is the quality of Collective Worship?	GOOD
Religious Education	
How well do learners achieve in Religious Education?	SATISFACTORY
How effective are teaching and learning in Religious Education?	SATISFACTORY
How well does the RE curriculum meet the needs and interests of learners?	GOOD
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	GOOD

Further copies of this report are obtainable from Emmaus 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.