

DIOCESE OF HALLAM SCHOOLS'
DEPARTMENT



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST JOSEPH'S CATHOLIC
PRIMARY SCHOOL
DINNINGTON

School URN	106943
Name of Chairman of Governors	Mr Dermot Moore
Name of Headteacher	Mr John Greenwood
Date of Inspection	25 th June 2007
Section 48 Inspector	Mr Stephen R Owen

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

INTRODUCTION

The inspection of St Joseph's Catholic 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 Bishop of Hallam.

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

INFORMATION ABOUT THE SCHOOL

Type of School	Primary
Age profile of students	3-11
Number on roll	240
Number of students on Special Educational Needs Register	29
Number of students with a Statement of SEN	6
Number of Catholics on roll	99
Number of other Christian denominations	133
Number of other Faiths	2
School Address	Lidgett Lane Dinnington Sheffield S25 2QD
Telephone number	01909 550 123
Fax number	01909 560 283
Email address	

DESCRIPTION OF THE SCHOOL

St Joseph's Catholic Primary School was opened in 1964 to serve the parish of St Joseph's. The catchment covers a wide area of twelve different communities and different social backgrounds.

The school is set in the heart of Dinnington and benefits from a large playing field and playground. The outdoor environment has been landscaped to provide an attractive entrance, quiet seating areas, as well as permanently placed basketball nets for the children to use. The newly built nursery, which opened in 2001 caters for 52 children, part time.

OVERALL EFFECTIVENESS OF THE SCHOOL

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

The effectiveness and efficiency of the provision of Catholic education in meeting the needs of learners is outstanding. The Headteacher, supported by the Religious Education Coordinator, is focused on raising standards for all in all aspects of Catholic education. Relationships are excellent throughout the school community, with a very strong yet implicit emphasis on inclusion ensuring that pupils are respected and well cared for. The pupils' religious knowledge is good and they acquire the skills and attitudes to develop spiritually and morally as they journey in faith throughout the school. Creative and active participation in excellent liturgical celebrations was observed during this inspection. The school's implicit and explicit commitment to "Caring and Sharing" is a lived reality.

The school's self evaluation process as recorded in the Self Evaluation Form (SEF), is a detailed realistic and accurate assessment of the school's provision. The Religious Education Development Plan clearly identifies areas that need addressing, enabling all to share in the process.

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

The last Religious Education Inspection took place in the Spring Term of 2003. The following areas for development were identified:

- Develop the role of the Religious Education Coordinator to include undertaking lesson observations and work scrutiny exercises to ensure that all year groups make as much progress as possible and that the new marking policy is followed.
- Ensure all lessons have clearly identified differentiated activities so that all pupils make as much progress as possible.
- Further develop the links with St Bernard's High School by ensuring that meaningful religious education records are passed on from St Joseph's to St Bernard's to ensure that progress and continuity are maintained.

Each area for development has been dealt with effectively. The fairly newly-appointed Religious Education Coordinator has developed the work started by her predecessor. Lessons are observed on a regular basis and children's work examined and moderated.

The capacity to further deepen the quality of Catholic education

The capacity to further deepen the quality of Catholic education is outstanding. The Governing Body, parish priest, headteacher and all members of staff are actively involved in the school's mission, they are hard working and committed to providing the best possible Catholic education for the children. Parents are supported by the school in developing their children's Religious Education through information leaflets and regular informative newsletters. The SEF gives a clear and realistic analysis of the school's strengths and areas for development.

THE CATHOLIC LIFE OF THE SCHOOL: LEADERSHIP AND MANAGEMENT

How effective are leadership and management in the development of the Catholic life of the school?

Leadership and management in the development of the Catholic life of the school is very good. Governors are well informed and committed to the Catholic mission of the school. The parish priest is very involved in the life of the school and has a positive impact on many aspects of school life. The leadership of the school is strongly focused on the school's Catholic mission and has been successful in creating a sense of shared mission amongst the staff. The leadership team and the parish priest are constantly striving to raise standards and promote the personal development of the children. Pupils feel respected and in turn they show respect for others; they are well cared for and nurtured in a happy, caring, forgiving environment where Gospel values prevail. The school's belief that all are created in the image of God underpins the practice of inclusion. Pupils of all needs and abilities are welcome and well catered for. Very good links exist with both parish communities and the school feels itself to be an integral part of parish life.

THE CATHOLIC LIFE OF THE SCHOOL: COLLECTIVE WORSHIP

How good is the quality of Collective Worship?

The quality of Collective Worship meets statutory requirements and is outstanding. There is clear policy for Collective Worship which is regularly reviewed by governors. Collective Worship is central to the life of the school and the whole school community. Collective Worship is always planned within a liturgical framework and follows the Church's liturgical year. The children develop a sense of their own important place in the Church and of being part of a worshipping, Eucharistic community. Parishioners and parents attend Masses in school and the children contribute to Masses in Church through reading and leading prayers of intercession.

Acts of Worship include a variety of prayer styles and activities within the liturgical framework, they are age appropriate and relevant to the faith backgrounds of the children. The children prepare and lead acts of worship and they are eager to participate in them. The children are reverent and prayerful during these gatherings and sing with great enthusiasm and joy. Children are encouraged and given many opportunities for spontaneous prayer. Collective Worship impacts positively on the children's spiritual and moral development and is a strength of the school.

RELIGIOUS EDUCATION: ACHIEVEMENT AND STANDARDS

How well do learners achieve in Religious Education?

Learner achievement in Religious Education is good and in line with achievement in English. Staff have high and realistic expectations of standards of behaviour and attainment. Pupils respond well to these expectations. Pupil behaviour is very good, their enthusiasm for and enjoyment of Religious Education lessons contribute to good standards of attainment. Written work is generally good and from the earliest years children are nurtured, respected and encouraged to express their views and listen to and respect the views of others. Children develop knowledge and understanding appropriate to their ages and abilities and almost all make good progress. Pupils with special needs are well catered for and make good progress.

Most of the children are good independent learners; they also work well in partner/group activities. Children enjoy their Religious Education lessons which have a positive impact on their spiritual and moral development. The school now needs to continue with the rigorous, whole school assessment procedures to enable all staff to have an accurate knowledge of precisely what levels children are working at and what is needed to allow the children to make the maximum progress in knowledge and understanding.

QUALITY OF PROVISION OF RELIGIOUS EDUCATION

How effective are teaching and learning in Religious Education?

Teaching and learning throughout the school is mainly good with some outstanding teaching. Teachers have good subject knowledge and are committed to teaching high quality Religious Education. All teachers are confident to teach the 'Here I Am' programme and plan lessons thoroughly. All teachers offer differentiated activities to the children and in the best lessons, the level of challenge enables pupils to reach high levels of knowledge and understanding. Pupils with special educational needs are well catered for, they are presented with work and the necessary support that allows them to make good progress. The quality of written work in almost all classes is good but the quantity of work produced varies from class to class. There needs to be some agreement on the amount of written work appropriate for each age group. In many classes, excellent cross-curricular links are planned for.

All Religious Education lessons contain elements of reflection and often prayer, this has a positive impact on the spiritual and moral development of the children and of their understanding and appreciation of the demands of religious commitment in

everyday life. The well established programme of monitoring and evaluating in other core subjects is now extended to include Religious Education. Such monitoring and evaluation through lesson observations and the scrutiny of planning and pupils' work will continue to ensure consistency of expectations in standards and provide the opportunity for sharing the very good practice that already exists.

How well does the Religious Education curriculum meet the needs and interests of the learners?

The school's clear endeavour to meet the needs and interests of the learners is good. The curriculum time devoted to Religious Education fulfils the requirements of the Curriculum Directory for Catholic schools and meets the requirements of the Bishops' Conference. The school makes effective use of the 'Here I Am' programme and the children are given frequent opportunities for discussion and reflection and express their views competently and confidently.

The school's inclusive culture is exemplary and a joy and privilege to witness. Governors and parents value the role they play in the school community and appreciate the strands of communication that are now very effective.

Children acquire and develop a good understanding of the Catholic faith and learn to understand and respect other faiths and cultures. Their knowledge of scripture is good and many are mature enough to relate this knowledge to everyday life, absorbing the values of Christ's life in the way they love and help each other. The Religious Education curriculum contributes well to the spiritual and moral development of the children.

LEADERSHIP AND MANAGEMENT OF RELIGIOUS EDUCATION

How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

Leadership and management are very good in raising achievement and supporting all learners in Religious Education. The Religious Education Coordinator has a strong commitment to the Catholic faith, her role is clearly defined and she works hard to fulfil her responsibilities. The leadership team, parish priest and governors are totally committed to the school's Mission Statement, its ideals and aims, and in raising achievement for all learners. Staff are given appropriate training opportunities to give them the knowledge, skills and confidence to deliver the best possible curriculum to the learners. Religious Education is given a very high profile in school and this is deepened by the regular involvement of the parish priest in school life. Resources for Religious Education are good and effectively used by staff to enhance the children's learning. The school has effectively moved towards a robust system of monitoring and evaluation. Lesson observations and work scrutiny exercises are undertaken to ensure that teaching continues to be of a high standard and that children progress to reach their full potential. This is good practice.

SUMMARY OF INSPECTION JUDGEMENTS:

Overall Effectiveness	Outstanding
The Catholic life of the school	
How effective are leadership and management in developing the Catholic life of the school?	Outstanding
How good is the quality of Collective Worship?	Outstanding
Religious Education	
How well do learners achieve in Religious Education?	Good
How effective are teaching and learning in Religious Education?	Good
How well does the RE curriculum meet the needs and interests of learners?	Outstanding
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	Outstanding

Further copies of this report are obtainable from St Joseph's Catholic Primary School, or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield, S9 3WU. Tel: 0114 2566 440.