

DIOCESES OF HALLAM AND 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	Dawn Reed
Name of Headteacher	Huw Thomas
Date of Inspection	7th July 2011
SIAS Inspector, Diocese of Sheffield	Celia Roberts
S48 Inspector, Diocese of Hallam	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 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. Most of the staff are practising members of the Catholic and Church of England denominations. The school, which is larger than an average-sized primary, serves an area of considerable deprivation. The proportion of pupils known to be eligible for free school meals is almost twice the national average. The number of pupils identified as having special education needs and/or disabilities is slightly above average. A slightly above average number of these pupils have a statement of special educational needs. The school has gained the Global Schools' Award and Healthy School status. There have been a significant number of staffing issues since the last inspection.

Information about the school

Type of School	Primary, Voluntary Aided
Age profile of Students	3 – 11
Number on roll	343 (including 28 place Nursery)
Number of Students on Special Educational Needs Register	72
Number of Students with a Statement of Special Educational Needs	2
Number or Catholic pupils on roll	31
Number of Church of England pupils on roll	11

Number of Other Christian Denominations	178
Number of other Faiths	10
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 the school is in providing Catholic and Church of England education	2
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The effectiveness of the school in providing Catholic and Church of England education is good and Religious Education is well led and managed. Emmaus Catholic and Church of England Primary School is a good model of ecumenical practice. All stakeholders have a clear understanding of the vision and mission of the school. The statement 'our belief in Christ is at the heart of our school and overflows into our local and global community' can be evidenced throughout school life. Outcomes for pupils in Religious Education are good, for example pupils enjoy their lessons and are very articulate about the Bible and Gospel messages, relating these specifically to their personal lives. Relationships across school are very good and underpinned by Christian values including love and forgiveness. Worship and prayer is central to the life of the school, and has a very good impact on spiritual, moral, social and cultural development of pupils. This further impacts on school and community. All staff work hard and show a real commitment to the spiritual life of the school. Leaders, managers and governors have a clear understanding of future development for the school as a Church school.

The school's capacity for sustained improvement	3
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Since the last inspection the school has concentrated on developing the identified priorities and has made good progress. Standards overall are improving. All stakeholders play a key role in supporting and promoting the Christian vision for the school. They work very hard to ensure the Christian character of the school has a good impact on the children and the community. Self - evaluation of the school as a Church school is thoughtful, and reflective. There is a commitment from everyone to provide the best possible Christian education for the children. Systems in place will enable the school to continue to improve.

Established strengths

- The school is a model for good ecumenical practice.
- The strong Christian ethos which permeates all areas of school life.
- The quality of relationships which impacts on pastoral support.
- The good impact of collective worship on the school community.

What does the school need to do to improve further?

- To develop strategic planning in Religious Education by developing detailed action plans for the Christian life of the school and Religious Education to support identified priorities.
- Bring a sharper, more challenging focus to assessment in Religious Education to inform planning and ensure the needs of all pupils are met.
- To give opportunity for pupils to plan and lead acts of worship.
- Provide regular opportunity for governors to analyse and evaluate teaching and learning in Religious Education.

PUPILS

How good outcomes are for pupils taking particular account of variations between different groups	2
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Overall, outcomes for pupils are **good**. Pupils demonstrate good levels of engagement in Religious Education lessons which they obviously enjoy. Pupils are keen to work hard and they take a pride in their work which is well presented. School has worked effectively to develop the children's speaking and listening skills and the success of this is demonstrated in their eagerness to contribute their views in lessons and listen attentively and respectfully to their classmates. The standard of recorded work in Religious Education is currently satisfactory. Results of national tests for English for this school year have just been made available and show a considerable improvement on previous years. This improvement in Literacy is reflected in Religious Education where standards are commensurate with and sometimes higher than those in Literacy. Children enter school with skills that are generally well below those typical for their age. This school year, attainment in English at the end of Year 6 indicates that almost all children have made satisfactory or good progress relative to their starting points. Children show a good knowledge of the Bible; they enjoy hearing, reading and studying stories from the Bible and are able to appreciate the relevance of them to their own lives. Children have learnt about other faiths and cultures and show understanding and respect for these diverse communities.

The pupils' contribution to the Catholic and Church of England life of the school is good. They are justly proud of their school and participate constructively in the Christian life of the school. They have a good understanding and appreciation of the core Christian values which underpin the school and demonstrate this well in the respect and care they show towards each other and those beyond the school community. In the day-to-day life of the school, children show an understanding of the need to forgive and to be

forgiven. They have a clear understanding of right, wrong and fairness. The behaviour of the children is outstanding.

Children respond well to the school's Collective Worship. They participate with enthusiasm and show reverence and respect during Acts of Worship. Prayer is an integral part of school life and children are at ease when praying. From the earliest ages, children are confident to offer their own spontaneous prayers. Children are confident and happy to take part in worship. Having developed the children's skills and attitudes to worship to a good standard, school should now consider offering more opportunities to the children to plan and present their own liturgies. The good quality Collective Worship offered makes a positive impact on the good spiritual and moral development of the children.

PROVISION

How effective the provision is in promoting Catholic and Church of England education	3
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The quality of teaching is at least **satisfactory** and in some cases good. During the past two years school has effectively focused on improving the quality of teaching and there is an increasing amount of good teaching in school. School now needs to develop procedures to share and disseminate good practice identified within school and in other establishments to achieve consistently good teaching across the school. Teachers give Religious Education the same high priority as other core subjects and have the same expectations of pupils although these expectations are not always sufficiently aspirational. In the best lessons observed, teachers review and build on pupils' prior knowledge and share clear learning objectives with the children. The tasks provided for the children are stimulating and challenging and support them in achieving their learning objectives. The pace of these effective lessons is good and appropriate to the task and abilities of the children. Most teachers demonstrate good questioning skills which are affirming and help to clarify and extend the children's knowledge and understanding.

A sharper focus on assessment would enable teachers to ensure that work planned matches the needs of all pupils more accurately and presents the appropriate levels of challenge to allow pupils of all abilities to fulfil their potential. This issue now needs to be addressed. Marking is always affirmative but generally lacks rigour in helping children to know what they need to do to improve their work. There is evidence of a cross-curricular approach in delivering the Religious Education curriculum but the inclusion of more ICT could enrich and enliven the children's experience in Religious Education.

The Religious Education curriculum is good in meeting the needs of the pupils. Many pupils on entering school have a low level of understanding and experience of religious concepts and vocabulary. In Foundation Stage, school focuses on introducing basic faith practices they would experience as children in the life of a parish. This is built

upon as the children progress through the school and together with the Religious Education curriculum, supports them on their own faith journeys and enables them to develop a good understanding of the Christian faith and its implications for their own lives. The Religious Education curriculum makes a significant impact on the good spiritual and moral development of the children. The Religious Education curriculum fulfils the requirements of both Diocese and together with the wider opportunities and experiences offered to the children through extra-curricular activities and participation in such projects as 'Messy Church' and Global Schools provides good opportunities for the children to achieve appropriately, whatever their starting points.

Provision for Collective Worship is good. Collective Worship is given a high profile and is well planned and resourced. The parish priests of both churches make a significant contribution to the quality of Collective Worship; they attend school regularly, often several times a week, to lead or participate in Masses or liturgies with the children. Children also attend the parish churches on special occasions. Families and parishioners are invited to attend many of these events and this helps to give the children a sense of belonging to a welcoming and worshipping community of faith. Many visitors are invited to speak to the children at liturgies and assemblies; this enriches their experience of worship and helps them to appreciate the faith and beliefs of other religious communities. Children are given many opportunities for personal prayer and reflection both in lessons and in lunchtime masses and the weekly prayer group. Two years ago, 'Messy Church' was introduced. This is an exciting and significant addition to the provision of Collective Worship. Children and their families have the opportunity to meet after school once a fortnight to enjoy craft activities based on a biblical theme and then to join in worship - this is followed by a meal in the school hall for all the participants. This activity attracts large numbers of families and is enjoyed by all.

There are very good links between the school, parents and the parishes. At the time of amalgamation almost five years ago, there were several difficult issues arising from bringing the schools of the two churches together. Governors and staff have worked effectively to resolve these issues which have resulted in harmonious and supportive co-operation between communities. This shared vision enhances and enriches the provision the school offers and benefits the pupils in many ways.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic and Church of England life of the school	2
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School leaders and governors have a clear vision of how distinctive Christian values are central to the life of the school. The vision statement is regularly reviewed, discussed and debated. Evidence of the Christian vision can be seen physically throughout school, through displays and artefacts, but more importantly the vision is articulated and understood by all members of the school community. Pupils have a very good

understanding of how Christian education impacts on all areas of their life, for example by serving others through fund raising activities. They are in no doubt that their school is a Church school and they give many ideas of what makes it so, such as the many opportunities for prayer, and learning about Jesus and God.

Leaders and managers have a good understanding of what needs to take place in Religious Education to bring about improvement. There is a clear development plan, however staff would benefit from a more detailed action plan. This would enable the necessary challenge and rigour within Religious Education, so that pupils achieve their full potential. Informal monitoring of lessons takes place. Pupils are assessed on a regular basis, but there is no overall data of performance so that standards can be monitored across school. However pupil views are evaluated effectively. For example pupils undertake pupil voice sessions in Religious Education and also through Philosophy for Children staff can monitor the impact of Religious Education from their discussions with pupils.

The school improvement plan is clear what improvements need to take place to support further development of the Christian life of the school. Staff and governors have opportunity for regular discussion and debate about the Christian character of the school, particularly through topics such as Sex and Relationship Education. However governors do not currently rigorously analyse and evaluate teaching and learning in Religious Education.

The school provides good opportunities for induction and staff training to develop understanding of Christian education and how it impacts on the life of the school. There is a very strong partnership between the school and the two parishes and this has a good impact on the whole community. For example through initiatives in school such as the very popular 'Messy Church', children and their parents engage in activity time, fellowship and worship. This has provided a focal point for wider community gathering. Parents are very positive about the school and say it is a welcoming school, where any concerns are dealt with quickly and effectively. There are many opportunities for the Christian character of the school to be communicated to the community, for example through the school newsletter and through parents meetings which often involve clergy and also in the support the school offers to parish life.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades: Grade 1 Outstanding Grade 2 Good Grade 3 Satisfactory
Grade 4 Inadequate

Overall effectiveness	2
The school's capacity for sustained improvement	3
How good outcomes are for pupils, taking particular account of variations between different groups	2
how well pupils achieve and enjoy their learning in Religious Education	2
the quality of pupils' learning and their progress	3
the quality of learning for pupils with particular learning needs and/or disabilities and their progress	3
pupils' attainment in Religious Education	3
the extent to which pupils contribute to and benefit from the Catholic and Church of England life of the school	2
how well pupils respond to and participate in the school's collective worship	2
How effective the provision is in promoting Catholic and Church of England Education	3
the quality of teaching and purposeful learning in Religious Education	3
the effectiveness of assessment and academic guidance in Religious Education	3
the extent to which the Religious Education curriculum meets pupils' needs	2
the quality of collective worship provided by the school	2
How effective leaders and managers are in developing the Catholic and Church of England life of the school	2
how well leaders and managers promote, monitor and evaluate the provision for the Catholic and Church of England life of the school and plan improvement to outcomes for pupils	2
how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	3
the extent to which the governing body provides effective challenge and support for the Catholic and Church of England dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities are met	2
how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic and Church of England learning and well-being	2
how effectively leaders and managers promote community cohesion.	2

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