

The Diocese of Hallam
Section 48 Inspection Report

**The Catholic Life of the School, Religious Education and
Collective Worship**

St Joseph and St Teresa's Catholic Primary School

Woodlands Road, Woodlands, Doncaster DN6 7QN

School URN	106769
Overall Effectiveness grade	GOOD (2)
Date of inspection	9 March 2022
Name of Chair of Governors	Paul Batchelor
Name of Executive Head Teacher	Diane Collins
Name of Head of School	Jo Murphy
Name of RE Subject Leader	Helen Cummins - Smith
Date of previous inspection	7 December 2015
Previous inspection grade	GOOD (2)
Section 48 Inspectors	Alan Dewhurst & Alex Healy

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good,
3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

2

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

2

OUTSTANDING (1)	To be judged OUTSTANDING for overall effectiveness: The three Section judgements must all be OUTSTANDING
GOOD (2)	To be judged GOOD for overall effectiveness: The three Section judgements must all be at least GOOD
REQUIRES IMPROVEMENT (3)	To be judged REQUIRES IMPROVEMENT for overall effectiveness: One or more sections will be judged to REQUIRE IMPROVEMENT with no sections judged inadequate.
INADEQUATE (4)	To be judged INADEQUATE for overall effectiveness: At least one Section will be judged inadequate.

Summary of key findings:

This is a GOOD Catholic Primary School

- St Joseph and St Teresa’s Catholic Primary is a good Catholic school, benefitting from outstanding leadership that is making rapid improvements to provision.
- Leaders have a clear vision of their ambitions for the school and are able to articulate how its Catholic provision should continue to develop to become consistently outstanding. Governors support the leadership well in giving high priority to the school’s Catholic mission.
- The mission statement - *‘to grow as a community through our faith in God, giving love and respect to all’* – is evident in the quality of relationships seen throughout the school.
- The Catholic Life of the school is good with a number of outstanding features. Pupils show respect and care for each other, valuing the Catholic identity of the school. Staff model high expectations and pupils respond with high standards of behaviour.
- The school ensures that the wellbeing of all is given a high priority, with particular focus on the most vulnerable.
- Religious Education is good overall. As a subject, it has been skilfully led so that the quality of teaching is well supported by a clear philosophy of approach. This leads to consistent practice which guides staff and benefits pupils.
- Pupils enjoy Religious Education lessons and are keen to learn. They collaborate with each other well in their shared learning tasks.
- Collective Worship is also good overall. Outstanding leadership has enabled staff to build their confidence in leading and guiding pupils in liturgical prayer. Clear procedures and the careful development of skills and understanding enable provision to be good, despite pandemic restrictions having been in place over a sustained period of time, curtailing opportunities for breadth of experience.
- The school has addressed all of the recommendations of the previous inspection report over time, with some continuing to be relevant in the school’s present stage of development.
- The school fulfils all of the requirements of the Bishops’ conference and the diocese in its provision.

What the school needs to do to improve further.

- Continue to develop the quality of teaching and learning in Religious Education in order to further raise the attainment of pupils.
- Fully embed Religious Education assessment procedures so that pupil attainment and progress can be accurately evaluated.
- Broaden the experience of Collective Worship in school commensurate with the lifting of health restrictions.

Information about this inspection

The inspection of St Joseph and St Teresa's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Hallam. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017). While following the inspection schedule as published, inspectors acknowledged the significant impact of the Coronavirus pandemic on schools over a sustained period, and took this into consideration when reaching their judgements.

The inspectors reviewed in detail the following aspects:

- The school's response to the recommendations of the previous inspection
- 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 pupils achieve and enjoy their learning in Religious Education
- The quality of teaching and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life, Religious Education and Collective Worship

The inspection was carried out by two inspectors over one day:

- Inspectors examined the content of the school website
- Religious Education lessons were observed in four classes
- Inspectors attended three liturgical prayer gatherings, and observed one recording of classroom prayer
- Discussions were held with the Executive Head Teacher, the Head of School, two governors from the Catholic Nature committee and a group of pupils
- Inspectors scrutinised a number of school documents, policies, records, minutes of governors' meetings, as well as a sample of pupils' workbooks
- Inspectors also noted displays around the school

Information about this school

- St Joseph and St Teresa's Catholic Primary School in Woodlands is federated with Our Lady of Perpetual Help Catholic Primary School in Bentley. It serves the parishes of St Joseph and St Teresa's, Woodlands and Blessed English Martyrs, Askern.
- It shares one governing body and an Executive Headteacher, the latter having taken up post in September 2020 when the leadership structure was reorganised.

- The school is smaller than average, with 152 pupils currently on roll, in five classes.
- The school draws mainly from the villages of Woodlands, Carcroft, Highfields and Askern.
- 44% of pupils are baptised Catholics, with a further 18% from other Christian denominations; 36% have no religious affiliation; a very small number of pupils are from another world faith.
- A large majority of pupils are of White British heritage.
- Currently 18% of pupils are eligible for Pupil Premium support and 23% for free school meals.
- 14% of pupils are on the SEND register, with 4% having an Educational or Health Care Plan.

Full Report – Inspection Judgements

CATHOLIC LIFE

The quality of the Catholic Life of the school is GOOD.

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

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

- Pupils value their school and like to be actively involved in its Catholic life. They are proud to take up membership of groups that assist the running of the school, such as in the Pupil Parliament and the Chaplaincy Team. In this way, they play a role in evaluating the school's provision and work towards its improvement.
- Pupils show a respect and care for themselves and their peers. They are happy and confident, and know what right choices should be made, following the values of the school. Behaviour is very good. 'Everyone's kind to each other' and 'We respect each other' were typical comments.
- They respond well to the opportunities the school provides for their personal support and development. They value the recognition the school shows for their efforts in the 'Head of School', 'Heart of Gold' and 'Sports Personality' awards.
- Pupils appreciate the chaplaincy provision of the school. This has been curtailed in recent times by the Covid pandemic restrictions, but they enjoy attending liturgical gatherings remotely and within class. They have developed an understanding of the good habits to adopt through the 'Virtues to Live By' focus on a particular virtue every three weeks.
- Pupils have been able to be involved in supporting a number of charities, such as Doncaster Mind, Save the Children and the British Legion.
- Their understanding of loving and caring relationships is developing well in age-appropriate ways through the introduction of the 'Life to the Full' scheme throughout the school, and the visits from 'Big Talk'.
- Pupils recognise and respect the Catholic tradition of the school, and its links with the parish community. However, opportunities to foster these links have been severely limited during the health restrictions that have been in place.

The quality of provision for the Catholic Life of the school is good.

- The school mission statement is clear and concise, expressing appropriately the educational mission of the Church. The school has recently refreshed its message through a development day with staff of both federated schools, and this has been renewed as a focus for pupils in turn.
- The values expressed by the statement are understood and owned by all staff, and they enthusiastically participate in activities that reflect the Catholic Life and mission of the school, such as continuing professional development events and staff prayer.
- Their commitment is evidenced in the strong sense of community in the school, built on mutual support for each other. This can be seen in the congratulatory ethos that has developed, exemplified in the 'Shout Out' board in the staff room, and the appreciative gifts for staff at the end of half terms.
- The school environment is presented attractively, with high quality displays, inspirational quotes and areas that reflect the Catholic identity, as well as a sense of order that promotes pupils' respect for their surroundings.
- All staff have high expectations of behaviour and model these standards consistently. The recent focus in anti-bullying week on being 'kind' is a recent example of encouraging respect among pupils for each other.
- Chaplaincy provision is starting to grow once more following unavoidable restrictions, opening up new opportunities for the spiritual and moral development of pupils. Visits out of school have recommenced recently, so that pupils can benefit from new experiences.
- The planning of the school curriculum ensures that there are opportunities to promote Catholic social teaching, for example through the diversity topics in history.
- Pastoral care of pupils is very good, particularly for the most vulnerable, recognised by the pupils themselves. Pastoral care of staff is impressive in its keen focus on their wellbeing, exemplified in the school adopting 26 ways of promoting health and wellbeing among their employees.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is outstanding.

- The school's leadership is firmly committed to providing the best possible Catholic education for the pupils, and the Church's mission in education is at the heart of school life.
- Executive headteacher, head of school and RE subject leader, ably supported by governors, have been united in giving the Catholic Life the highest priority in development planning.
- Excellent links with their federated school community has enabled staff members to benefit from effective focussed professional development, such as on the recent joint re-examination of the school's mission.
- The school has very good strategies for engaging with parents, notably through the informative school website, regular newsletters and the 'Class Dojo' system.

- Governors are well informed and highly ambitious for the school. The Catholic Nature committee scrutinises the provision of the school and provides challenge appropriately as part of rigorous self-evaluation.

RELIGIOUS EDUCATION

The quality of Religious Education is GOOD.

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

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

- Pupils are making good progress in their learning in Religious Education, given the impact that the Covid pandemic has made on consistent achievement over time.
- Pupils are actively engaged in their lessons, responding to a variety of activities, and keen to be involved in discussions. In the best examples, they are visibly energised by the content of their lessons and focus for a sustained time on the tasks at hand. They collaborate with each other very willingly.
- Most pupils, relative to their age and capacity, are developing an appropriate religious literacy. They are able to think ethically and reflect spiritually on what they have learnt, developing a good understanding.
- Pupils behave well in lessons, showing an ability to listen to and support each other.
- The quality of pupils' written work is good. They take care to present their work well, and take up opportunities to respond creatively when prompted. They respond to feedback regularly.
- Pupils' attainment, as measured by teacher assessment, is now being recorded by teachers, with a view to having a fuller analysis of achievement over time.

The quality of teaching, learning and assessment in Religious Education is good.

- Teaching in Religious Education is mainly good, with some outstanding examples.
- The school leadership has introduced a very organised approach to lessons. The lesson objective usually starts 'Can I...'; the structure following is marked by revision of previous learning ('do now'), exploration of new content, active tasks with

suitable scaffolding of support, independent learning activities, and finishing with 'practice or deepen' tasks.

- This enables a strong consistency across the school, giving confidence to staff in how to deliver lessons and how to have high expectations of pupils.
- Teachers utilise resources well to engage their pupils, and ensure understanding through regular checking that pupils are retaining knowledge and comprehending what they are being asked to do. Religious vocabulary is developed to good effect.
- Teaching assistants provide sympathetic and encouraging support to pupils as they build knowledge and develop skills.
- Assessment of pupils' attainment is at an early stage of development and needs to be embedded over time in order to ensure that all pupils are making expected progress or better.
- Occasionally, the tight structure of lessons, while providing consistency, can lead to 'over-scaffolding' of support, thereby restricting challenge, particularly for the more able.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.

- The Religious Education curriculum meets the requirements of the Bishops' Conference and of the diocese in the amount of time devoted to the teaching of the subject and the content contained therein.
- Leaders ensure that high expectations fully match those seen in other core subjects. Along with governors, they make sure that Religious Education is well resourced and that plentiful professional development opportunities are provided for staff.
- The 'Implementation Plan' for Religious Education is a well-conceived document, active throughout the year in its structured approach to monitoring and evaluation of standards. Scrutiny of work and lesson observations give regular feedback to teachers on how to build improvements into their work.
- Teachers benefit from the opportunity to plan alongside colleagues from their federated school, and from chances to compare the work of pupils.
- All leaders can articulate their desire to make continual improvements in ensuring that, in time, the quality of teaching and pupil outcomes will be outstanding overall. They have a clear vision of where the school needs to improve and how this can be achieved.

COLLECTIVE WORSHIP

The quality of Collective Worship is GOOD.

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 governors promote, monitor and evaluate the provision for Collective Worship	1

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

- Pupils are keen to participate in acts of Collective Worship. They do so with respect for the special nature of each occasion, acting reverently in quieter or silent moments of reflection, and responding willingly to requests to be actively involved, such as in singing, responding to questions or discussing with each other.
- Pupil preparation and leadership of liturgical prayer is developing well. At an age-appropriate level, pupils take on increasing responsibilities. The youngest pupils are encouraged to make appropriate choices, of selection of artefacts, ways of gathering or missions with which to 'go forth' for example, from a limited range of options.
- These choices become more independently conceived in older age groups until pupils are able to prepare a prayer gathering for their peers unaided. They recognise the four-stage structure – 'Gather, Word, Response, Mission' – and how to apply it to an appropriate theme or season of the Church's year. In small groups, they confidently lead a prayer gathering, making sure to involve their peers in the celebration.
- Opportunities for pupils to be involved in larger gatherings, of the whole school for example, or in parish Masses, have been seriously curtailed by the restrictions of the pandemic.

The quality of provision for Collective Worship is good.

- The school ensures that prayer is a regular feature of each day, and is at the heart of school activity, beginning and ending each day.
- Collective Worship is well planned so that it reflects the Church's liturgical year, and is varied in its presentation. Collective Worship for the whole school has been restricted to 'virtual' gatherings in this academic year, but the school ensures that there is classroom-based worship taking place in addition each week, and a celebration of achievements. Class Masses are shortly to be re-introduced as part of Lenten celebrations.
- 'Let Us Pray' planning sheets and resources enable the successful development of pupil-led prayer. Teachers and other staff support pupils effectively, guiding them in

their preparation, or modelling liturgical prayer, often using the resources provided by 'Virtues to Live By'.

- Staff have developed good skills in delivering quality worship, enabling pupils to participate and engaging them fully.
- Opportunities for attendance by other adults, such as parents, have not been possible for some time, but response in the past was good.
- Though pandemic restrictions, the breadth of experience for pupils and staff has been limited. This should expand once the school is able to do so.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Leaders and governors have developed a clear policy on Collective Worship, detailing their expectations and the progressive development of pupils' skills and understanding. This forms a sound basis for all staff.
- Leaders have excellent understanding of the Church's liturgical year, and are able to introduce seasons and feasts to pupils in accessible and meaningful ways.
- Senior leaders have ensured that expertise has been shared between experienced colleagues and those more inexperienced. This has been backed up by helpful monitoring, including observations of classroom liturgical prayer, with appropriate feedback included.
- The professional development of staff incorporating liturgical formation has been given high priority, benefitting from shared participation in events organised with colleagues in their federated school.
- The impact of skilful and committed leadership over a short space of time can be seen in the structures present in school and in the developing response of staff and pupils.