

**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**

**THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS  
EDUCATION**

**ST JOHN FISHER CATHOLIC PRIMARY SCHOOL  
SHEFFIELD**

<b>School URN</b>	<b>107151</b>
<b>Name of Chair of Governors</b>	<b>Sal Robinson</b>
<b>Name of Head teacher</b>	<b>Marion Jeffery</b>
<b>Date of inspection</b>	<b>Tuesday 1<sup>st</sup> November</b>
<b>Section 48 Inspector</b>	<b>Peter Davison</b>

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

## Introduction

The Inspection of St John Fisher 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.

## Description of the School

St John Fisher Catholic Primary School was officially opened in 1957 by Bishop Ellis of the Nottingham Diocese. It opened with 4 teachers and 112 pupils. Since then it has grown and is now a one a form entry school, with 209 pupils on roll. 70% of the pupils are Catholic. Four teachers have a Catholic Certificate in Religious Studies.

The school has a wide catchment area including Gleadless, Frechville, Ridgeway, Southall, Bighton, Mosborough and Hackenthorpe.

It serves the parish of Our Lady of Lourdes, Hackenthorpe and the parish church is next door to the school.

<b>Type of School</b>	<b>Voluntary Aided Primary</b>
<b>Age profile of students</b>	<b>4 – 11</b>
<b>Number on roll</b>	<b>207</b>
<b>Number of students on Special Needs and Disabilities Register</b>	<b>48</b>
<b>Number of students with a Statement of Special Educational Needs</b>	<b>0</b>
<b>Number of Catholics on roll</b>	<b>144</b>
<b>Number of Other Christian Denominations</b>	<b>63</b>
<b>Number of other Faiths</b>	<b>2</b>
<b>School Address</b>	<b>Spring water Avenue Hackenthorpe Sheffield S12 4HJ</b>
<b>Telephone Number</b>	<b>0114 2485009</b>
<b>Fax Number</b>	
<b>Email</b>	<a href="mailto:fisher@rmpic.co.uk"><b>fisher@rmpic.co.uk</b></a>

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

<b>How effective the school is in providing Catholic education</b>	<b>1</b>
--	----------

St John Fisher is an outstanding Catholic school. The extremely strong Catholic identity is present in the school's daily life. The high quality leadership of the headteacher and her leadership team is instrumental in effectively maintaining and developing the Catholic ethos. A significant strength is the whole staff commitment to creating a caring, highly ordered environment in which the children thrive.

Prayer and worship have a very strong central role in the school's life. Relationships within the school are outstanding and reflect Christian respect and concern for others. Relationships with the parish are outstandingly good.

The pupils' spiritual and moral development is outstanding and this is reflected in their good behaviour and positive attitudes. The pupils explained: "The atmosphere is friendly and positive", "The teachers are really good – they're really good at co-operating with us. They make lessons fun and help us when we don't understand".

Parents give excellent support both to the school and to their children's schooling. They speak very highly of the school and value the commitment of staff and the very good standard of teaching and learning. Pastoral care is excellent and is given high priority by all members of staff: "St John Fisher is a school in tune with family life", "The school does its best to make the children happy and contented."

<b>The school's capacity for sustained improvement</b>	<b>1</b>
--	----------

The self-evaluation of the school is accurate and comprehensive. The headteacher and the religious education lead teacher undertake thorough monitoring and regular evaluations and have therefore a very good oversight of the school's strengths and development needs. Actions needed are included in the school's development plan and are monitored by governors. The senior team promote a clear vision which is well supported by the staff. The staff are committed to the success of the school and to improve their skills by attending Catholic training courses. A significant number of teachers have achieved the Catholic Certificate in Religious Studies. The school has an outstanding capacity to continue to sustain and maintain this provision.

### **What does the school need to do to improve further?**

- Strengthen the effective practice in assessment still further, by reviewing targets more systematically with pupils so they clearly understand how to improve.
- Continue to develop strategies and activities to promote community cohesion through links with other faith and other Christian communities.
- Implement the new Religious Education programme building on the sound foundations of the present programme of study.

## **PUPILS**

<b>How good outcomes are for pupils taking particular account of variations between different groups</b>
--

<b>1</b>
----------

Outcomes for pupils are excellent. Pupils are achieving religious literacy at a very good rate across the school. The majority of pupils achieve age appropriate levels of attainment and many exceed these. The pupils' spiritual, moral and social development is very good and they are encouraged to acquire an increasing depth of thought as they progress through the school. Pupils are attentive and behave well. Their books are well presented, evidencing a very good coverage of the curriculum. There is a good variety of written activities including work relating to Scripture. Most pupils enjoy their religious education lessons especially when doing practical activities or where they can use their own initiative to present their findings. They particularly enjoy the class celebration at the end of each Religious Education topic when they share their acquired knowledge with their peers in the presence of the headteacher.

The quality of collective worship is outstanding and impacts positively on the spiritual development of the pupils. It is fully inclusive, reflective and well planned enabling pupils to take an active part. There is a range of formal and informal opportunities for daily prayer and pupils eagerly and confidently lead prayers in class as well as school liturgies and school Masses in Church. Acts of collective worship are well attended by parents. During the day of the inspection the whole school community attended Mass in church to celebrate the Feast of All Saints. All present witnessed a wonderfully vibrant, joyous and reverent occasion involving children's contributions from all age groups

## **PROVISION:**

<b>How effective the provision is in promoting Catholic education</b>
---

<b>1</b>
----------

The quality of the curriculum is outstanding. At least 10% of curriculum time is used for Religious Education which follows the 'Here I Am' programme. Staff work hard to ensure the subject has a high priority. Planning indicates that teachers are building on prior attainment and experiences. Religious Education is linked to other curriculum areas and ICT is used well. The school has a very good range of resources. The curriculum supports the personal, spiritual, moral, social and cultural development of pupils and they are encouraged to use their talents to benefit the school and each other through the School Council, houses and other systems.

Teaching is good overall with some outstanding features observed. Teachers plan thoroughly with clear learning intentions made explicit to pupils. Where teaching was best, the lesson encouraged active pupil participation in a motivating and creative way. Teachers use visual presentations, open questioning and talk partners well to motivate pupils with their work and develop confidence in their ideas. Pupils of all abilities make progress either by extra support given or by differentiated activities. Tasks consolidate and develop the pupils' thinking. Children's written work is well marked with affirmative praise and comments. The support staff are deployed effectively in lessons having a positive impact on the progress of both individual learners and groups of learners.

Assessment procedures are good and the school has a broadly accurate view of pupils' achievement and progress. Teachers have developed a good level of accuracy in applying the levels of attainment. Self-assessment and pupil targets would enhance this aspect of RE provision.

## **LEADERS AND MANAGERS**

<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>1</b>
---	----------

The school is very well managed. The headteacher, subject leader and senior staff provide clear direction for the Catholic life of the school. They promote a strong sense of spiritual purpose with a focus on high standards and full personal development of pupils. The school's Catholic ethos is evident in the good level of pastoral care and the trust between pupils and staff.

There are good links between the governing body, headteacher and staff. The governing body includes members who know the community well and who understand their role in promoting the Catholic identity of the school. Governors attend training courses to enable them to fulfil their leadership role more effectively. They liaise closely with the school and become involved in self-evaluation, strategic planning and act as a 'critical friend'. The parish priest regularly visits classes and makes a vital contribution to life of the school. There is a clear vision for good quality care and education which is shared by everyone.

Opportunities for pupils to show leadership through the School Council, young leaders and other systems are highly valued. Spiritual and moral development is promoted by all staff through Religious Education and other curriculum areas. Good relationships with home and parish are promoted effectively through meetings, newsletters, questionnaires and invitations to school and parish events.

Leaders and managers' promotion of community cohesion is good. The school is an inclusive community with a clear, shared vision and a strong sense of belonging. Leaders respect difference and ensure equal opportunities for all. Pupils from different backgrounds are given the opportunity to work together, enabling them to respect and celebrate difference. Relationships among pupils are excellent. They are developing a strong understanding of the common good and a commitment to their global responsibilities. Valuable links have been established with local Catholic schools to share good practice. Particularly commendable is the link with a primary school in Derby where there are a large number of pupils from various ethnic backgrounds. Through visits and pupil exchanges this has had a positive impact on children's attitudes and understanding of cultural diversity.

## SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 Outstanding    Grade 2 Good    Grade 3 Satisfactory    Grade 4 Inadequate

<b>Overall effectiveness</b>	<b>1</b>
<b>The school's capacity for sustained improvement</b>	<b>1</b>
<b>How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>1</b>
<input type="checkbox"/> how well pupils achieve and enjoy their learning in Religious Education	<b>1</b>
the quality of pupils' learning and their progress	<b>1</b>
the quality of learning for pupils with particular learning needs and/or disabilities and their progress	<b>1</b>
<input type="checkbox"/> pupils' attainment in Religious Education	<b>2</b>
<input type="checkbox"/> the extent to which pupils contribute to and benefit from the Catholic life of the school	<b>1</b>
<input type="checkbox"/> how well pupils respond to and participate in the school's collective worship	<b>1</b>
<b>How effective the provision is in promoting Catholic Education</b>	<b>1</b>
<input type="checkbox"/> the quality of teaching and purposeful learning in Religious Education	<b>1</b>
<input type="checkbox"/> the effectiveness of assessment and academic guidance in Religious Education	<b>2</b>
<input type="checkbox"/> the extent to which the Religious Education curriculum meets pupils' needs	<b>1</b>
<input type="checkbox"/> the quality of collective worship provided by the school	<b>1</b>
<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>1</b>
<input type="checkbox"/> how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils	<b>1</b>
<input type="checkbox"/> how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	<b>1</b>
<input type="checkbox"/> the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities are met	<b>1</b>
<input type="checkbox"/> how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	<b>1</b>
<input type="checkbox"/> how effectively leaders and managers promote community cohesion.	<b>2</b>

Further copies of this report are obtainable from St. John Fisher Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440.