

---

**The Diocese of  
Hallam  
Section 48 Report**

---

**The Catholic Life of  
the School and  
Religious Education**

---

**St Joseph's Catholic  
Primary School,  
Retford**

---

**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**

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

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, RETFORD**

<b>School URN</b>	122813
<b>Name of Chair of Governors</b>	MR JIM PATCHETT
<b>Name of Head teacher</b>	MR RICHARD HILTON
<b>Date of inspection</b>	3 <sup>RD</sup> DECEMBER 2013
<b>Section 48 Inspector</b>	MR ALAN DEWHURST

“ ..... 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.

## Description of the School

St Joseph's Catholic Primary School is a voluntary-aided school within Nottinghamshire Local Authority. It serves the parish of St Joseph's Retford, whose parish church is adjacent to the school. Children come from not only Retford but also the surrounding villages of North-East Nottinghamshire. It is a one-form entry primary school, with a number of nursery pupils attending part-time. Approximately half of the pupils are baptised Catholics, with the remainder mainly drawn from other Christian denominations.

<b>Type of School</b>	VOLUNTARY AIDED SCHOOL WITH NURSERY CLASSES
<b>Age profile of students</b>	3-11
<b>Number on roll</b>	196
<b>Number of students on Special Needs and Disabilities Register</b>	22
<b>Number of students with a Statement of Special Educational Needs</b>	0
<b>Number of Catholics on roll</b>	97
<b>Number of Other Christian Denominations</b>	115
<b>Number of other Faiths</b>	0
<b>No religious affiliation</b>	21
<b>School Address</b>	St Joseph's Catholic Primary School Babworth Road, Retford DN22 7BP
<b>Telephone Number</b>	01777 702850
<b>Fax Number</b>	01777 702850
<b>Email</b>	office@st-josephs.notts.sch.uk
<b>School Website</b>	www.st-josephs.notts.sch.uk



## SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

1

LEADERS AND MANAGERS

1

OVERALL EFFECTIVENESS:

1

How effective the school is in providing Catholic Education.

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

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

## OUTCOMES FOR PUPILS

**How good outcomes are for pupils, taking into account variations between groups.**

The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the schools' Collective Worship	1

**The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.**

- Pupils actively contribute to the Catholic life of the school. They demonstrate a clear understanding of the Mission Statement – “Welcome one another, just as Christ has welcomed you” – and played a key part in its recent revision.
- Prayer Chaplains, drawn from Years 2-6, play a major role in the development of Collective Worship, in the planning and delivery of a variety of liturgies. They recently produced a prayer booklet to support prayer in classes. They are impressive role models for other pupils in practising their faith.
- Pupils express their own beliefs with confidence and are able to recognise the Catholic tradition of the school, and how it forms part of the parish community.
- Pupils are fully involved in charity fundraising events, such as the CAFOD ‘Big Share’ and the partnership with local Baptist Church’s Food Bank. They understand the duty of Christians to support others, both locally and in the wider world.
- Pupils show a high degree of respect to each other, to adult members of the community and to visitors. They enjoy celebrating the achievement of others, particularly those who are chosen for praise in the weekly ‘Headteacher’s Mentions’ for living out the Mission Statement of the school.

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

- Standards pupils attain at the end of Key Stage 2 are generally above average. Pupils are making good progress across the school, and are articulate in demonstrating their knowledge of scripture and understanding of religious concepts.
- Pupils engage enthusiastically during religious education lessons, showing high levels of co-operation with each other, and a capacity to reflect and listen appropriately. They are able to

access learning effectively because teachers plan tasks that are differentiated well to match their needs.

- Pupils' interest, enthusiasm and behaviour are testament to their enjoyment of Religious Education. For instance, younger pupils actively learn about the significance of the Advent Wreath through creation of their own versions in a variety of materials, including the use of ICT applications. Older pupils create imaginative symbols and phrases, representing themselves, for hanging on a class Jesse Tree.
- Pupils' written work is well-presented throughout the school, but there are instances where pupils could be challenged to deepen their thinking, develop their skills and demonstrate additional understanding of religious issues through more opportunity to write at length in their books. More focus on the success criteria inherent in tasks would also improve achievement further.

### **How well pupils respond to and participate in the schools' Collective Worship is outstanding.**

- Pupils' response to Collective Worship liturgies is exemplary. They show an understanding of the need for reverence and respect, showing a calmness and stillness as they gather together.
- They respond in prayer enthusiastically and confidently, particularly in their singing which is full of joy and energy, enriched by gesture and rhythm. All pupils are keen to participate.
- Acts of Worship are prepared with great care and forethought, and pupils play their part in planning liturgies, suggesting readings, prayers and hymns, and how additional resources can be used to augment the occasion.
- During the inspection, it was evident how well Collective Worship is contributing to the spiritual development of pupils through the Advent liturgies that each class shared at the end of the day, characterised by a quiet, prayerful atmosphere respected by all. Pupils' moral development is also promoted very well through collective worship, as in the recent Anti-Bullying assembly for example.

## **PROVISION**

### **How effective the provision is for Catholic Education**

The quality of teaching and how purposeful learning is in Religious Education.	<b>2</b>
The extent to which the Religious Education curriculum promotes pupils' learning.	<b>1</b>
The quality of Collective Worship provided by the school.	<b>1</b>

### **The Quality of teaching and how purposeful learning is in Religious Education is Good**

- The quality of teaching in Religious Education is good overall.

- Teachers' planning is of a consistently high quality, characterised by good understanding of the religious subject content to be taught, and differentiated according to the varying abilities within each class. Teaching assistants are utilised effectively to support groups or individuals, and model learning well for these children.
- Where teaching is outstanding, it is characterised by the clarity of objectives for learning, coupled with engaging activities to inspire pupils to stretch themselves, through challenges that deepen their thinking; that give them the chance to make links between religious teaching and their own lives.
- The majority of teaching ensures that pupils are very active in their learning, and have the chance to express themselves and develop their learning in imaginative and interesting contexts.
- A more consistent development of the use of success criteria for pupils to gauge their own achievement, and as a focus for teachers in marking and feedback, would further raise the quality of teaching and learning. The sharing of existing outstanding practice would also enable more consistently high standards across the key stages. The school's strong links with its parish chaplain could also be used as a doctrinal resource within the classroom.

### **The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding**

- The school presents its Religious Education Curriculum with great imagination and innovation.
- Teachers use a variety of resources with ingenuity and creativity in order to enthuse and engage pupils. They ensure that activities are relevant to pupils so that they will be enthusiastically focussed on their learning, and will benefit from excellent opportunities to improve their spiritual, moral and vocational development.
- The 'Come and See' programme is utilised very well in ensuring that planning provides full coverage of the programme.
- The curriculum is further extended through the introduction of themed weeks that provide enrichment for the pupils. The school is developing its partnership with other organisations, such as the St Vincent De Paul Society and the local Baptist community, to enhance opportunities.
- Extra-curricular activities, such as the magazine club and the dance club, also impact well on pupils' learning and their opportunities to develop their talents.
- The school devotes more than 10% of curriculum time to the teaching of Religious Education, exceeding the requirements of the Bishops' Conference.

## **The quality of Collective Worship provided by the school is outstanding**

- Very effective and detailed advance planning ensures that Collective Worship is of a very high standard. This forethought ensures that all staff are actively informed of the school's expectations, and are effectively encouraged to contribute to its success.
- Very high quality resources have been produced to aid Collective Worship, such as the Lenten and Advent Reflections booklets and the powerpoint templates for Key Stage Worship, and these are used extremely effectively to draw in the contributions of staff and pupils. The Prayer Chaplains' prayer booklet is another example of an inspirational resource produced at the school, of great benefit to the community.
- The proximity of the parish church is an asset that is used regularly throughout the year, with weekly organised visits, usually in pairs of classes, to participate in Mass or other services.
- The liturgical seasons are central to the school's celebrations, and anticipated keenly by the children. The school works hard to engage parents and carers in its provision, ensuring strong communication via newsletters, the school magazine and digital display in the foyer, for example.
- Parents comment positively on the inclusivity and welcome of celebrations to those of other Christian denominations or other world faiths.

## **LEADERS AND MANAGERS**

### **How effective the provision is for Catholic education**

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	<b>1</b>
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	<b>1</b>

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils is outstanding**

- The Senior Leadership Team show deep commitment to the Church's mission within the school. They are united as a team in ensuring that the school fulfils its primary role as a vibrant Catholic learning community.
- The Head Teacher has led by example in promoting the Catholic Life of the School. His instigation of the revision of the school's Mission Statement, involving pupils, parents, governors, staff and parishioners has enabled the whole community to engage with the vision that exhorts all "to be the

best we can". He is ably supported by a knowledgeable, enthusiastic and effective Religious Education Co-ordinator, who, along with the team, ensures that "Christ is at the heart of our Mission".

- The Governors and parish priest also play strong and supportive roles in challenging the school to keep the Catholic mission, along with the spiritual and moral development of the pupils, as its main priority. This is accomplished through close involvement in the life of the school, including formally organised monitoring opportunities.
- The school's self-evaluation records show that leaders, governors and managers have an accurate view of the school's strengths and areas for development, resulting from well-conceived monitoring, including, as an example, a questionnaire for pupils. Improvement planning gives appropriate prominence to the continued development of the school's Catholic life.

### **How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is outstanding**

- Provision for Religious Education has been monitored systematically by senior staff, and with the involvement of governors. A rigorous scrutiny of work, lesson observations and a learning walk have all been recent examples of activity designed to evaluate the quality of teaching and learning.
- The school has acted swiftly and effectively as a result of its monitoring to address areas for improvement and the impact of these actions is already becoming apparent.
- Assessment Records have been analysed and evaluated to judge the progress of pupils, and moderation exercises have been carried out to ensure the reliability of these measures.
- Regular and effective in-house professional development sessions have aided the implementation of improvement.

**This final section draws together all the evidence and judgements made in the preceding sections**

## **OVERALL EFFECTIVENESS**

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

The overall effectiveness of St Joseph's Catholic Primary School in providing Catholic Education is outstanding.

This is because:

- Pupils are enabled to contribute to, and benefit from, the Catholic life of the school extremely well.
- Pupils respond and participate in Collective Worship with enthusiasm, and are active in acquiring skills in planning and leading prayer and worship.
- The Religious Education Curriculum is exciting and relevant, giving pupils the opportunity to deepen their knowledge and engage with religious concepts in ways that they can relate to easily.
- The quality of Collective Worship provided by the school is very high, inspiring pupils and developing their spiritual and moral understanding very effectively.
- The Headteacher, Senior Leaders and Governors are very effective in developing, monitoring and evaluating both the Catholic life of the school and Religious Education.
- They understand how further improvements in raising the quality of teaching and the achievement of pupils can be realised because of accurate self-evaluation.