

**Diocese of Hallam**



**SECTION 48 INSPECTION REPORT**  
**THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS**  
**EDUCATION**

**St JOSEPH'S PRIMARY SCHOOL**  
**HANDSWORTH, SHEFFIELD**

<b>School URN</b>	<b>3735203</b>
<b>Name of Chair of Governors</b>	<b>Mrs Louise George</b>
<b>Name of Headteacher</b>	<b>Mrs Sheila Armitage</b>
<b>Date of inspection</b>	<b>October 10<sup>th</sup> 2012</b>
<b>Section 48 Inspector</b>	<b>Mrs Shauna Hilton</b>

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

## Introduction

The Inspection of 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 was opened in 1875. The school is situated in the southwest of Sheffield and serves the parish of St Joseph's Handsworth. The school has a large catchment area and serves both the inner city area of Handsworth, Darnall, Manor and Treeton in the Rotherham district. The majority of children are from white British backgrounds and have English as their first language. An increasing number of children are baptised Catholics. The children's knowledge and skills on entry are below average. The number of pupils with special educational needs is above the national average

A Foundation Unit was built in 1999 and provides for children from 3 to 5 years. Of the 235 children on roll, 112 (50%) are baptised Catholics. There are 6 full time teachers, including the Headteacher and 6 part-time, 8 of whom are Catholic.

There is an active and supportive group of parents known as The St. Joseph's Friends. The school offers a range of extra-curricular activities after school.

## Information about the school

<b>Type of School</b>	<b>Voluntary Aided Primary</b>
<b>Age profile of students</b>	<b>3 – 11</b>
<b>Number on roll</b>	<b>235</b>
<b>Number of students on Special Needs and Disabilities Register</b>	<b>40</b>
<b>Number of students with a Statement of Special Educational Needs</b>	<b>4</b>
<b>Number of Catholics on roll</b>	<b>112</b>
<b>Number of Other Christian Denominations</b>	<b>95</b>
<b>Number of other Faiths</b>	<b>28</b>
<b>School Address</b>	<b>St Joseph's Road, Handsworth Sheffield, South Yorkshire S13 9AT</b>
<b>Telephone Number</b>	<b>01142692773</b>
<b>Fax Number</b>	<b>01142548802</b>
<b>Email</b>	<b><a href="mailto:enquires@st-joseph.sheffield.sch.uk">enquires@st-joseph.sheffield.sch.uk</a></b>
<b>Website</b>	<b><a href="http://www.stjosephs.schnet.org">www.stjosephs.schnet.org</a></b>

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

<b>How effective the school is in providing Catholic education</b>
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<b>2</b>
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The overall effectiveness of Catholic education at St Joseph's is good. The good relationships within school promote and strengthen the Catholic ethos of the school. The Headteacher, Governors, Religious Education Co-ordinator, Staff and Parish Priest work very effectively to identify and address areas for development in the Catholic life of the school. The recently updated Mission Statement influences all policies and permeates every aspect of the life and work of the school. Leaders and managers have made a significant contribution to developing a school that all stakeholders see as overwhelmingly caring. The Ethos committee meet to focus on the Catholicity of the school, planning liturgies and prioritising areas for development. They recognise that there is still work to be done in challenging the more able pupils so that they all reach their true potential. The governor responsible for Religious Education works closely with the Year 6 class to assist in the delivery of the new 'Come and See' programme. Parents are encouraged to support the pupils learning and are regularly invited to school liturgies. Daily prayers for staff and pupils help to nurture the Catholic ethos of the school.

The role of the Religious Education Co-ordinator has developed significantly since the last inspection. Regular monitoring of teaching and learning and scrutiny of work is helping to raise standards. Teaching is good overall and with the introduction of the 'Come and See' programme the pupils are developing a good understanding of the Catholic faith. Whole school planning, with clear guidelines for assessments of attainment targets, will enable the pupils to move forward.

All areas from the last inspection have been addressed. Parents and carers are extremely positive in their praise for the school, which is at the heart of a vibrant community. Pastoral care is given the highest priority and has recently had an outstanding impact on supporting a family with bereavement. The community team from Sheffield hospital commented on the schools support and caring ethos. The Parish Priest is a regular visitor to the school and he is very proud of the pupils who are excellent role models within the parish.

Acts of Worship in the school are inclusive and each child's spiritual identity is respected. The Religious Education curriculum promotes attitudes of respect, tolerance and justice for all faiths and those with none. Teaching of other world faiths is carried out well as part of the curriculum. Pupils from diverse backgrounds are strengthening provision and helping pupils to develop into excellent global citizens.

<b>The school's capacity for sustained improvement</b>
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<b>2</b>
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The school's capacity for sustained improvement is good. The development of the distinctive nature of the Catholic school has a prominent position in the School Development Plan and the Headteacher shows a caring and committed leadership to promoting the Catholic ethos of the school. The recently appointed Chair of

Governors is already building up her knowledge of the school through classroom visits with the Religious Education Co-ordinator. The school has secure procedures in place for supporting new members of staff and identifying training needs. The School Improvement Plan identifies key areas for development and Religious Education is a key priority.

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

- Share good practice by arranging classroom observations to further develop good practice, giving staff time to reflect on good teaching.
- Ensure teachers plan appropriate differentiated tasks to enable all pupils, especially the more able, to achieve higher levels of attainment.
- Ensure that the marking policy is clearly evident in all Religious Education books, so that pupils are aware of their targets and how they can improve.
- Come to an agreement about the amount of written work required within Key Stage 2

### **PUPILS**

<b>How good outcomes are for pupils taking particular account of variations between different groups</b>	<b>2</b>
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The outcomes for most pupils, taking into account variations between different groups, are good. The children enjoy their Religious Education lessons; they gave thoughtful responses and listened attentively. The lessons observed had a good pace and motivated all pupils. The pupils have a good understanding of what it means to belong to a Catholic school and they can articulate gospel values. One of the pupils said, “Religious Education helped them to express their feelings and let their problems go away”. The pupils make a significant contribution to the prayer life of the school, with each class involved in meaningful liturgies. They show reverence and respect during liturgies and are keen to participate with music, drama and other forms of prayer. They enjoy taking part and are becoming increasingly skilled at leading and preparing prayer. Pupil’s involvement in planning and preparing liturgies from the earliest years in the school is an area for development. Year 6 children showed an excellent understanding of the Beatitudes, when they produced their own personal ‘Be-Attitudes’. The children in Year 3 worked well together sharing and communicating ideas, when involved in writing a recipe for an ideal family. The standard of written work in Religious education is good but there are variations in the presentation of work. Standards of work in Religious Education are mainly good and appropriate to the pupil’s age and ability. The school is focussing on challenging the more able pupils, ensuring that work is differentiated and that the curriculum is more accessible to boys. Pupils make an outstanding contribution to the Catholic life of the school and they demonstrate the benefits from it in their good relationships and the respect they show each other.

The School Council make a significant contribution to the Catholic life of the school, recently being involved, in the appointment of a new member of staff. Pupils are encouraged to share their own ideas and concerns and know that their contributions are highly valued.

High quality Collective Worship is an integral part of the life of the school and pupils take responsibility and participate with outstanding reverence and respect. The quality of Collective Worship, which is calm and prayerful, is having a positive impact on the good spiritual and moral development of pupils. Each classroom has a dedicated Collective Worship focus for daily prayer. Many liturgies are shared with parents and parishioners. The pupils are involved in the parish life with a large number of altar servers participating in parish events.

At the Reception children Welcome Liturgy pupils are presented with a gift from the Parish Union of Catholic Mothers and at the Year 6 End of School liturgy, they also receive a gift from the Union of Catholic Mothers.

### **PROVISION:**

<b>How effective the provision is in promoting Catholic education</b>	<b>2</b>
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Teaching in Religious Education is good; staff have good subject knowledge and are confident and enthusiastic. A variety of approaches to teaching Religious Education are used including the use of drama and ICT. Planning has significantly improved, it is now detailed and where differentiated tasks are evident the quality of work is good and pupils make good progress. Assessment procedures are well established and this is being further developed in light of the new 'Come and See' programme. The assessment of attainment targets is clearly evident in all planning. High quality Religious Education displays in the classroom are prominent features. Good deployment of support staff ensures that identified pupils achieve their best. Resources, including ICT, are very well used to make learning exciting and accessible. The quality of written work at Key Stage 2 is variable; staff need to come to an agreement on the amount of written work expected for each year group. Marking is sometimes inconsistent and lacks rigour and does not indicate how the pupils can improve their work. The school recognises that greater consistency in differentiated tasks and marking will accelerate further the rate at which pupils make progress. The curriculum contributes significantly towards developing pupils' spiritual and moral development. Pupils have a good understanding of religious seasons and feasts, they are keen to participate and take on responsibilities for fundraising for charitable causes.

Religious Education meets the 10% requirement in every class. The school Religious Education curriculum fully meets the requirements of the Bishops' Conference. The well embedded pastoral care is a very strong feature of the school's provision, this includes the participation in Rainbows sessions for those children experiencing bereavement or loss. Pupils speak warmly and with enthusiasm, about their care for younger pupils, including a wide range of lunch time activities organised by the older pupils. The school is well resourced for teaching Religious Education, with all

classes having excellent provision. The prayer garden is well used by all the children, one pupil said it was a place to be calm, have a quiet time and tell God what has gone wrong.

## **LEADERS AND MANAGERS**

<b>How effective leaders and managers are in developing the Catholic life of the school</b>
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<b>2</b>
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The Headteacher, Religious Education Co-ordinator, together with all the staff and governors, demonstrate an outstanding commitment to developing the Catholic life of the school. They have a clear understanding of the school's role in the mission of the Church and provide an accurate diagnosis of the school's strengths and areas for development. The Catholic life of the school is systematically monitored and evaluated through self-evaluation and this provides an accurate diagnosis of the school's strengths and areas for development.

The conscientious, enthusiastic Religious Education Co-ordinator works actively within school and the Diocese delivering training on the new 'Come and See' programme and is central to the raising of standards particularly for high achievers. There are good links with other Catholic schools including shared Inset every year, a retreat for all the Headteachers and ongoing meetings within the Key Stages in light of the introduction of the 'Come and See' programme.

The governing body make an excellent contribution to the Catholic life of the school and its mission statement. There is a good range of expertise amongst governors who work efficiently and effectively with parents, staff and pupils for the good of the school. They are more fully informed about the strengths of the school since the last inspection and are proactive in tackling areas of weakness and holding the school to account. A recent initiative is to develop a clear profile for parents, informing them of the roles and responsibilities, of the governor's committees.

There are excellent partnerships with parents, parish and the wider community resulting in a variety of activities which improve the school's provision. The school works within the local Handsworth forum on community projects such as recently developing the local recreation ground.

The school works hard to deepen the pupils' understanding and respect for world faiths. The school recently achieved the Global school award level 1, producing a portfolio of eight global concepts. Each year the school has a wide range of cultural weeks, such as Refugee week, Fair-trade fortnight and an arts week. These activities also impact significantly on pupils' achievement and well-being and notably promote Community Cohesion.

Parents are proud of the school and commented on the way the pupils are taught how to manage their feelings, learn about friendships and become good citizens.

## 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>2</b>
<b>The school's capacity for sustained improvement</b>	<b>2</b>
<b>How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>2</b>
<input type="checkbox"/> how well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
<input type="checkbox"/> the quality of pupils' learning and their progress	<b>3</b>
<input type="checkbox"/> the quality of learning for pupils with particular learning needs and/or disabilities and their progress	<b>2</b>
<input type="checkbox"/> pupils' attainment in Religious Education	<b>3</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>2</b>
<b>How effective the provision is in promoting Catholic Education</b>	<b>2</b>
<input type="checkbox"/> the quality of teaching and purposeful learning in Religious Education	<b>2</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>2</b>
<input type="checkbox"/> the quality of collective worship provided by the school	<b>2</b>
<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>2</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>2</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>2</b>
<input type="checkbox"/> how effectively leaders and managers promote community cohesion.	<b>2</b>

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 2566440.