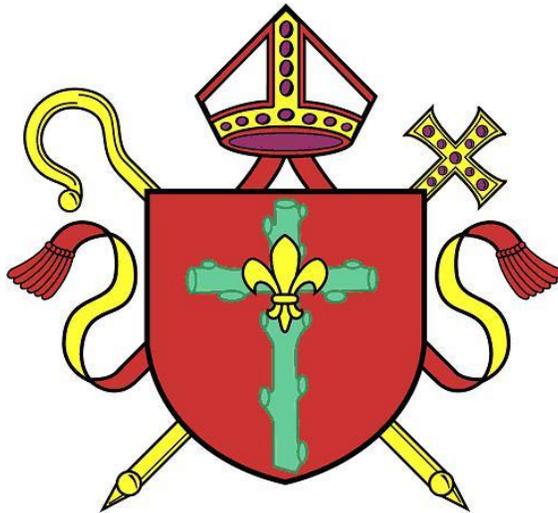


DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Joseph's Catholic Primary and Nursery School
Main Road
Boughton
Newark
Nottinghamshire
NG22 9JE

12 November 2012

URN: 122822

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	Saint Joseph's Catholic Primary and Nursery School
Headteacher:	Mr Mike Donaghue
Chair of Governors:	Mrs Tracey Pearson
Date of Inspection:	12 November 2012
Inspection Team:	Mrs Anne Recchia
URN Number:	122822
Overall Grade Awarded:	2

Description of the school

Saint Joseph's School is a broadly average sized primary school serving the parish of New Ollerton and the surrounding area. 26% of pupils are baptised Catholics, 58% are from other Christian denominations and the remaining pupils have no religious affiliation. The proportion of pupils with special educational needs and/or disabilities is above the national average. The large majority of pupils are of white British heritage with a small number speaking English as an additional language. The proportion of pupils from Traveller families is well above the national average. An above-average proportion of pupils join or leave the school partway through their primary education. Slightly more pupils than usual are known to be eligible for the Pupil Premium. This provides additional funding for children known to be eligible for free school meals, those in local authority care and those from service families.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness

Saint Joseph's is a good school with some outstanding features. Standards of attainment in Religious Education are good and improving. From an extremely low starting point, pupils make good progress over time. Pupils contribute and benefit from the Catholic life of the school to an outstanding degree and willingly take on responsibilities that have some part in determining the direction of the school.

Leaders and managers are highly motivated in raising the achievement and outcomes for all pupils and they develop appropriate plans to achieve this. The committed headteacher leads the school well and is supported by an enthusiastic leadership team and committed staff. He is also well supported by the Governing Body who are informed and knowledgeable. They act as good critical friends to the school. The leadership of Religious Education is good. Provision for community cohesion is outstanding and links with the local faith and cultural communities are strong. The school responds well to the needs of the families it serves.

The standard of teaching in Religious Education is good overall. The curriculum is well planned and plays an important role in the moral, social, spiritual and social development of the pupils. The assessment and tracking of pupils' progress is well established and is beginning to lead to improved outcomes for pupils. Further development of Assessment for Learning would ensure that pupils have a clear picture of how well they have achieved and the steps they can take to improve further. The provision for Collective Worship and prayer is good and improving. The school is aware of the need to provide opportunities for pupils to plan and lead worship, which will improve provision further.

Overall effectiveness	Grade: 2
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What does the school need to do to improve further?

The school should focus on the following areas for development:

- Further develop the use of Assessment for Learning in order for all pupils to know how well they have achieved and how they can improve their work in Religious Education further. This can be achieved by:
 - Continuing to develop the use of 'driver' words in the oral and written feedback given to pupils;
 - Ensuring that targets are used effectively to pitch learning at or above previous attainment in order to sufficiently challenge all groups of learners.
- Further develop pupils' skills from an early age in the planning and leadership of Collective Worship.

The school's capacity for sustained improvement

The school has a robust system of monitoring and evaluation that gives a clear indication of its strengths and areas for development. The headteacher, leadership team and governors are highly committed to the Catholic mission of the school and together with the skilled and supportive staff, are keen to move the school forward. The nurturing and inclusive atmosphere present in the school ensures that staff morale is high and that pupils feel safe and valued. There is a considerable amount of good and in some cases, outstanding practice in the school which, when developed and sustained over a period of time, will have a positive impact on standards in Religious Education.

The school's capacity for sustained improvement

Grade: 2

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

Pupils entering the Foundation Stage have little or no religious knowledge and understanding and are well below national average in social, emotional and communication skills. They make good progress in the Nursery and Reception Classes as a result of good and often outstanding teaching. By the end of Key Stage 1, most pupils are at least in line with expectations with a small proportion just exceeding these. Progress in this Key Stage has improved over the last two years and the school is on target to improve outcomes even further. By the end of Key Stage 2, most pupils achieve levels in line with the Levels of Attainment set out by the Bishops' Conference of England and Wales. Pupils' books and current standards in Year 6 indicate that most pupils are on target to achieve levels at least in line with national expectations, with a small proportion of pupils exceeding these. This is an improving picture and shows the impact of more targeted teaching and learning in this Key Stage.

Pupils enjoy Religious Education lessons and show good concentration and interest in their work. They say that Religious Education lessons are sometimes as difficult as work in other core subjects. They understand how well they are doing through the use of target cards and verbal and written feedback. In some classes, pupils are encouraged to evaluate their own work against the learning objectives. In a small proportion of the books, there were some inconsistencies in the setting of targets for pupils. This suggests that assessment data is not always used effectively to pitch learning at or above previous attainment in order to sufficiently challenge all groups of learners, especially high achieving pupils. Pupils with learning difficulties and/or disabilities make good progress in Religious Education. Pupils from Traveller families make at least good progress through the continuous support they receive in school and the remote access learning provided by the school while they travel.

Pupils contribute and benefit from the Catholic life of the school to an outstanding degree. The positive relationships in the school ensure Saint Joseph's is a harmonious community where incidents of racial harassment and bullying are rare. As a consequence, pupils generally develop strong friendship bonds across age, gender and cultural boundaries; they value and are proud of their own beliefs and backgrounds and can refer to the teachings of the Church to give reasons for their actions. Pupils take a

lead in shaping the distinctive nature of the school and can say how important it is in their lives. They take on leadership roles enthusiastically and participate in the development of the school's mission, which is a lived experience for them. Pupils are aware of the needs of others both within their own community and beyond and are generous in their gifts of time and money to help those less fortunate.

Pupils' response to and participation in Acts of Collective Worship is good. They act with reverence and respect during prayers and times of reflection and sing joyfully and enthusiastically. They quickly learn the traditional prayers of the Church from an early age. Mass is celebrated regularly in school, the prominent display of prayers and responses in the Mass aids pupil participation. Pupils respond positively to the 'Statements to Live by', introduced weekly; these contribute very positively to pupils' moral and spiritual development. Pupils are beginning to develop skills in planning and leading worship and are keen to play a more active role. The school rightly recognises this as an area for development.

How good outcomes are for pupils, taking account of variations between different groups
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Grade: 2

LEADERS AND MANAGERS

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

The headteacher and senior leadership team share a common vision for the school; there is explicit evidence in the school improvement plan, self-evaluation form and other key documents to show that the Catholic mission of the school is a priority. As a consequence, pupils are able to articulate the school's distinctive nature with understanding and appreciation.

Leaders and managers are highly motivated in raising the achievement and outcomes for all pupils and they develop appropriate plans to achieve this. Priorities for development are well founded on information gained from the monitoring and evaluation of the Catholic life of the school and the teaching and learning. These priorities are regularly reviewed and updated to ensure that actions are having the appropriate impact on outcomes for the pupils. The newly appointed Religious Education coordinator has a good understanding of the strengths and areas for development in Religious Education through systematic monitoring and assessment. Staff are beginning to use this information to inform planning and to provide work that is tailored to the needs of the pupils. Most pupils are set appropriate targets that build on and extend previous learning. However, this is not fully embedded and there are some inconsistencies that result in some pupils not being sufficiently challenged in Religious Education. The leadership team has ensured that the new Religious Education programme, 'Come and See' has been carefully introduced to allow continuity and progression. Teachers have been well prepared with effective in service training to deliver the curriculum creatively, engaging the interest and enthusiasm of learners.

Saint Joseph's is an inclusive school where there is a common sense of belonging, respect and hospitality. As a result, relationships in the school are harmonious and pupils and staff feel valued. Leaders and managers work well with parents especially those who feel less secure in an academic environment ensuring they are well informed

and have some part in decision making. Extended school provision is well signposted by the school. Members of the leadership team work well with other agencies to ensure families are well supported and pupils experiencing difficulties are identified early and appropriate provision is in place. Their work with Traveller families is particularly effective in ensuring continuity and progression for pupils from these families. Their work has been acknowledged as good practice in the diocese, locally and nationally.

The headteacher works hard to raise the profile of the school in the parish. Parishioners are welcomed to liturgies and celebrations in school and in turn staff contribute to the work of the parish by the planning and leading the sacramental preparation programme. However, it is vital that this sacramental preparation does not take place during curriculum time in order to ensure that all pupils have their full entitlement to the curriculum.

Given that the school population is mainly of White British origin and the geographical location of the school, leaders and managers work creatively to give opportunities for pupils to experience and learn from people from other faiths and cultures. The school recognises that this is an area that needs further development and plan to make links with another school from a more culturally diverse area. Leaders and managers work well with the family of Catholic schools in the area and the 'Dukeries' group of schools. They share some staff development opportunities and staff expertise, which results in an enriched curriculum and improved teaching provision. Leaders and managers provide opportunities for all pupils feel included in prayer and Acts of Collective Worship. The effective use of information technology and visual stimuli and music facilitate pupils' active involvement.

Governors fulfil their statutory and canonical responsibilities to a good standard being well organised, supportive and well informed, regularly seeking the views of parents and pupils. They are given sufficient information through informative headteacher's reports, and monitoring activities to make judgements, challenge and hold the school to account particularly on standards in Religious Education. Informal monitoring of the Catholic life of the school gives governors an insight into the lived experience of the mission of the school. A more rigorous approach to this aspect of the school would ensure that governors play an even more active role in the Catholic direction of the school.

How effective leaders and managers are in developing the Catholic life of the school	Grade: 2
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PROVISION
How effective the provision is in promoting Catholic Education

The quality of teaching at Saint Joseph's School is generally good with some outstanding practice; ensuring that pupils are consistently interested in Religious Education lessons and that they make good progress. The school's accurate and detailed information on pupils' attainment and progress is used effectively to tackle underachievement and target support well. Teaching assistants are used very effectively to assist pupils to access the curriculum and support learning.

Most teachers plan well-differentiated tasks that meet the needs of the majority of learners. Where teaching is good or better, pupils are set challenging targets, teachers

and other adults have high expectations and strong subject knowledge inspires pupils to make good progress as independent learners. In a minority of cases where teaching is less effective, tasks are not always sufficiently challenging for all groups of learners and adult led activities predominate.

Good and imaginative use is made of resources to engage pupils and maximise learning. Oral and written feedback to pupils is very supportive allowing them to understand how well they have done. Assessment for Learning is used effectively in some classes to show pupils how they can improve their work and take the next step in their learning. This approach now needs to be more thoroughly embedded across the school.

Teachers use a variety of strategies to engage the pupils and address their different learning styles. The curriculum is well planned and enriched with cross-curricular links that make learning stimulating and memorable. It provides good opportunities for spiritual and moral development.

Acts of Collective Worship are given a high profile and are well resourced. The pupils are confident praying together and using a variety of forms and prayer styles. The spiritual needs of the pupils are well met through the Religious Education curriculum and Acts of Collective Worship. Teachers are knowledgeable and skilled in the planning and leading of worship. Pupils are enthusiastic participants and are now keen to take a more active role in its preparation and leadership. Teachers are becoming more aware of the need to develop pupils' skills in this aspect of prayer and worship and are beginning to provide the resources to do this. The school is aware that this is an area for development.

How effective the provision is in promoting Catholic education	Grade: 2
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Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	2
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	2
How well pupils progress and enjoy their learning in Religious Education.	2
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school's Collective Worship.	2
How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.	2
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.	2
How effectively leaders and managers promote Community Cohesion.	1
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How effective the PROVISION is in promoting Catholic education.	2
The quality of teaching and how purposeful learning is in Religious Education.	2
The effectiveness of assessment and academic guidance in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	2