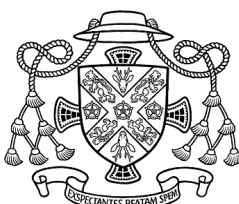


DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education Collective Worship and The Catholic Life of the School



School: St Mary and St Joseph Catholic Primary School

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Headteacher: Mrs Alison Halley

Chair: Mrs R Blake-James

Date: 24th and 25th February 2009

Inspector: Mrs Sharon Melia-Craven

A Report from
The Diocese of Middlesbrough Education Service
Section 48 Inspection Team
50a The Avenue
Linthorpe
Middlesbrough TS5 6QT

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school.

Key for inspection grades

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

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FACTUAL INFORMATION ABOUT THE SCHOOL

St Mary and St Joseph's RC Primary School is a smaller than average primary school serving the Parish of St Mary and St Joseph in Pocklington East Yorkshire.

The school is popular with parents who are very supportive of the school's mission within the community and hold the school in high regard.

There are 105 pupils on roll aged between 4 and 11 years, taught in four mixed age classes – YR/1, Y1/2, Y3/4, and Y5/6.

70% of pupils are Roman Catholic.

There are four full time teachers and two part time teachers in the school, including the Headteacher, 4 out of 6 are Catholic. Three teachers hold the Catholic Certificate of Religious Studies or equivalent. There are 6 Teaching assistants and 1 Nursery Nurse. Some are Catholic and all are fully supportive of the Catholic life and mission of the school.

Attainment of pupils on entry to the Foundation Stage is above the national expectation and it is well above when they leave after Year 6.

OVERALL EFFECTIVENESS OF THE SCHOOL

St Mary and St Joseph's is a good Catholic School.

The overall effectiveness of the Catholic life of the school is good. The recently appointed Headteacher is strongly committed to the mission of the school. The newly created Mission Statement reflects the work of the church and the Gospel centred community of the school. It is clearly displayed, owned by staff, Governors and parents, and understood by pupils.

The school is a most welcoming community which is appreciated by parents and pupils alike. Updated behaviour and discipline policy and procedures have created a calm and well ordered environment in which pupils have a clear understanding of expectations and consequences.

Good communication exists between the school, parents and carers, keeping them well informed about the religious life of the school and about their children's progress in Religious Education. The school is held in high regard in the parish and relationships are positive. The promotion of community cohesion in the school is good. All are committed to creating an environment built on respect and tolerance.

IMPROVEMENT SINCE THE LAST INSPECTION

Issues from the last inspection have not been adequately addressed and the Headteacher recognises this. The School Improvement Plan priorities include further development of assessment strategies in Religious Education. Opportunities for pupils to take part in small group prayer have included the creation of a 'Rosary group'.

CAPACITY TO IMPROVE

The school's capacity to improve is good because self-evaluation is strong and planning is well prioritised. The new Headteacher has demonstrated her genuine desire to improve the school and move the Catholic life and Religious Education forward, and has the full support of the Governing Body. The school's strong self evaluation procedures and documents will support this.

WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER

To improve further the school should:

- **Revise assessment procedures in Religious Education to ensure that levels of attainment are integrated into the whole planning process to inform teaching and learning and provide teachers with a means of monitoring and informing learners' progress .**
- **Develop a comprehensive Collective Worship policy to allow all partners the opportunity to work together in providing a varied range of quality worship.**
- **Audit and update resources and artefacts for Religious Education, especially those required to fully support the teaching and learning of other faiths.**
- **Develop the role of the Religious Education Co-ordinator to provide support for all staff and to ensure continuity and consistency of practice.**

THE CATHOLIC LIFE OF THE SCHOOL

The effectiveness of leadership and management in developing the Catholic life of the school

The effectiveness of leadership and management in developing the Catholic life of the school is good.

The Governing Body is led by an experienced and deeply committed Chair Person who shows great support and dedication to the work of the school and the Headteacher. The Catholic life of the school is monitored through the Headteacher's termly report to Governors, the annual cycle of self assessment and regular meetings between the Headteacher and Chairperson.

The Chair of Governors recognises that new Foundation Governors require induction and training to enable them to fully participate in their support of the school. As Chair of Governors she recognises her

“Increasing responsibilities to the school as a Voluntary Aided school”

And feels that the school with its governing body are

“An integral part of the community of faith in the parish.

This is borne out in her obvious dedication to the school and confidence in the Headteacher. Under her leadership the Governing Body recognise the strengths and areas for development of the school and are prepared to make difficult decisions when necessary, to ensure that the Catholic character of the school is expressed fully.

The Headteacher has a clear and strategic view of the school. She is committed to providing high quality education and care within its strong Catholic life. However, due to the size of the school, leadership below the Headteacher is not yet strong enough to support her in her work; the absence of a Senior Leadership Team does impose a heavy workload on the Headteacher.

It can be clearly seen that the spiritual and moral development of all learners is promoted at all levels of leadership within the school and that it is impacted upon in a meaningful way through the Catholic life of the school.

Collective Worship

Collective Worship is good.

There is a firm commitment on behalf of the Headteacher to promote quality worship within the school. Acts of Worship are timetabled daily and follow a routine structure with which pupils are now confident.

There is a good range of opportunities for learners to take part in whole school, Key Stage and class worship. Special liturgies are celebrated for CAFOD, Lent, Harvest and Advent. Year 6 pupils enjoy class assemblies and going to church. All pupils act with reverence and respond positively. As was seen in an upper Key Stage two class, pupils are given the opportunity to further their development with the sensitive use of scripture and prayer.

Learners in the Foundation Stage and lower Key Stage One are used to praying in class. Prayers are in both traditional and in learners own language. These pupils knew what their prayer table was and how to use it.

There is a focal point for prayer in every classroom. Opportunities for praying the Rosary are available in May and October.

Parents, friends and Governors are encouraged to attend and participate in the school's worship as was evident in the Ash Wednesday Liturgy led by the Parish Priest. They also value the opportunity to attend sharing assemblies.

A whole school Act of Worship, also led by the Parish Priest on Shrove Tuesday, introduced the pupils to Lent in a sensitive and reflective way and was greatly enhanced by the pupils singing.

The Parish Priest leads weekly Acts of Worship. Currently there is no policy for Acts of Worship in place. Along with a termly and annual Liturgical plan, the policy will ensure that replication does not occur.

Mass is celebrated in school at the start and end of term and in church on Holy days.

The pupil's spiritual and moral development is effectively promoted and significantly supported throughout Collective Worship.

Community Cohesion

The School's contribution to the promotion of community cohesion is good.

Community cohesion is effectively promoted within the school, its immediate community and Parish and with the wider community. There is a welcoming and inclusive culture in the school and a common sense of belonging amongst pupils, adults, parents and parish.

Pupils have a voice through the active School's Council supported by Class Councils. They feel they are listened to and make a contribution to the life of the school. Year six pupils are able to articulate the contributions the Council has made to the school, namely the outside play area.

There are now good behaviour support systems within the school which promote tolerance and teach personal responsibilities. Relationships at all levels are good. A buddying system allows older pupils to support younger pupils in the playground and dining room.

Within the local community the school has a high profile and is well respected. There is collaboration with other local schools in sporting and musical events. The partnership with the parish is strengthened through the joint sacramental programme.

The school delivers a Global dimension to the curriculum through its link with an orphanage in Malawi, its support of CAFOD and Operation Christmas Child.

RELIGIOUS EDUCATION

Achievement and standards in Religious Education

Achievements and standards in Religious Education are good.

Pupils are making good progress and achieving well, matched against nationally agreed statements. Standards are in line with literacy work throughout school. Religious Education work is presented in exercise books and is consistently of a good standard, with an emphasis on neatness. Progress throughout the school is evident in the work of all groups of learners.

Pupils in the Foundation Stage are confident and articulate, entering school with above national expectations. However many pupils are limited in their experience of 'Church'. By the end of Key Stage One and Two pupils are achieving at expected levels in Religious Education.

Pupils at the end of Key Stage Two are being challenged in their thinking and are confident in responding to their teacher's skilful questioning. They are aware of the church's liturgical year and are knowledgeable about Lenten practices.

Pupils enjoy Religious Education. Older pupils like describing what they have learned at the end of the 'Here I Am' topics. However, this assessment is not closely matched to the nationally agreed levels of attainment which ensure that pupils are achieving to their capacity. Teachers do not yet have an accurate understanding of these levels.

Quality of provision for Religious Education

The quality of teaching and learning in the school is good.

All teachers were observed and teaching ranged from satisfactory to outstanding.

Teaching methods are mostly imaginative especially where teachers recognise the differing learning styles of their pupils and provide a varied range of activities, leading to a high level of interest. In a lower Key Stage Two class, pupils were observed in drama, poetry, drawing and using Information and Communication Technology (ICT), whilst pupils in lower Key Stage One enjoy circle time activities, using photographs and structured adult led play experiences to stimulate their writing.

Teachers provide lessons which are well paced and ICT is used effectively in all. However, there are not enough resources and artefacts, especially those for teaching other faiths.

The Headteacher, on her arrival at the school, recognised the need for a more rigorous behaviour policy. Along with teaching and support staff, she has been able to implement positive procedures for the management of behaviour issues. The pupils respond positively to expectations and are aware of their responsibilities and the consequences of their behaviour

Pupils with additional needs are identified by teachers who provide appropriately matched activities and sensitive support. There is good quality adult support for those pupils who require it.

On the whole teachers demonstrate good subject knowledge and most are confident in delivering the Religious Education curriculum. Planning is precise and pupils are confident in the use of learning outcomes and WALT (We Are Learning To-). Older pupils have a good understanding of success criteria and WILF (What I'm Looking For). Some progress has been made with assessment of Religious Education and older pupils indicate that they 'like doing the leaves', a system of recording what has been learnt in a 'Here I Am' topic. However this system does not provide teachers with an assessment of attainment levels or a means of monitoring and informing learners' progress. Therefore, to be even more effective, teaching and learning need to be informed by the new levels of attainment which must be built into planning.

Parents and carers are valued members of the school community. They feel well informed about the Religious Education curriculum in the weekly newsletters, termly plan and pupils' annual reports.

The Religious Education curriculum makes a significant contribution to the spiritual and moral development of pupils as observed in; their positive relationships with each other, sensitivity of adult questioning skills and the opportunity provided for personal reflection.

Leadership and Management of Religious Education

Leadership and management of Religious Education is good overall.

The recently appointed Headteacher is also the co-ordinator for Religious Education. She is committed to raising achievement and supporting pupils and staff in Religious Education. However, she is keen to share the responsibility of this role with another member of staff who has shown a particular interest. The link governor with responsibility for Religious Education is in regular contact with the Headteacher. This team approach, with clear responsibilities, to the management of Religious Education, forms a good basis for moving forward.

The co-ordinator is enthusiastic about her responsibilities but does recognise that the demands from other school issues have meant that support of staff in Religious Education has only been satisfactory. She has a clear vision of what is required to improve and recognises the school's needs in Religious Education.

The Governors are very effective in their support of the school due to their knowledge of the school. The Headteacher is working closely with them to agree new roles and responsibilities within the school. They are able to effectively monitor and evaluate performance in Religious Education through the School Improvement Plan, Termly Headteacher Reports and the school's own self evaluation documents.

Performance Management systems are in place and all teachers have Performance Management objectives for Religious Education and all fulfil the criteria for adequacy and suitability to teach Religious Education.

Inspection Judgements Form

Area	Key to judgements: grade 1 is outstanding, grade 2 is good, grade 3 is satisfactory, and grade 4 inadequate.	Judgement
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Overall Effectiveness

A1	Effectiveness and efficiency of the provision of Catholic education	2
A1.1	Distinctive nature of the Catholic life of the school	2
A1.2	Overall effectiveness	2
A1.3	Effectiveness of the home / school / parish partnership	2
A1.4	Improvement since the last inspection	3
A1.5	Capacity to improve further	2

The Catholic Life of the School

B1	Effectiveness of leadership and management in developing the Catholic life of the school	2
B1.1	Governing Body	2
B1.2	Leaders and managers at all levels set clear direction	2
B1.3	Quality of the leadership of the Headteacher and senior staff in developing the Catholic life	2
B1.4	Contribution to spiritual and moral development	2
B1.5	Effectiveness of monitoring and evaluation	2

B2	Quality of collective worship	2
B2.1	Frequency and quality of provision	2
B2.2	Learners' response	2
B2.3	Contribution to spiritual and moral development	2

B3	Effectiveness of the school in promoting community cohesion	2
B3.1	Effectiveness of leadership to promote community cohesion	2
B3.2	Inclusive nature of the provision	2
B3.3	R E curriculum and the promotion of community cohesion	2

Religious Education

C1	Achievement and standards in Religious Education	2
C1.1	Learners' success in achieving targets, trends over time and variations between groups of learners.	2
C1.2	Standards of work	2
C1.3	Progress	2
C1.4	Enjoyment	2
C1.5	Behaviour and strategies in use	2
C1.6	Contribution to spiritual and moral development	2
C1.7	Learners' contribution to the school community	2
C2	Quality of provision for Religious Education – teaching and learning	2
C2.1	Match to learners' needs and curriculum requirements	2
C2.2	Suitability and rigour of assessment in planning, monitoring and informing learners' progress	3
C2.3	Additional learning needs	2
C2.4	Involvement of parents and carers	2
C3	Quality of provision for Religious Education - curriculum	2
C3.1	Match to aspirations and potential	2
C3.2	Match to external requirements and response to local circumstances	2
C3.3	Contribution to spiritual and moral development	1
C4	Quality of provision for Religious Education – leadership and management	2
C4.1	Effectiveness of leadership and support of staff	3
C4.2	Effectiveness of monitoring of performance – quality assurance and self-assessment	3
C4.3	Equality of opportunity	2
C4.4	Adequacy and suitability of staff	2
C4.5	Adequacy and suitability of resources and accommodation	3
C4.6	Deployment of resources	2
C4.7	Effectiveness of Governors' responsibilities	2

