



St Joseph's Catholic Primary School

URN: 140590

Catholic Schools Inspectorate report on behalf of the Bishop of Hallam

21–22 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- There is a lived, true sense of community, evident in the quality of relationships and the strong culture of welcome.
- The school website showcases and promotes the key aspects of Catholic life and mission of the school, and the centrality of prayer and liturgy.
- The behaviour of pupils is excellent in lessons and throughout the school.
- Leaders and staff have created a very caring, nurturing, and inclusive school for pupils to flourish and grow in their journey of faith.
- Religious education lessons focus on developing vocabulary which enables pupils to know more and remember more.

What the school needs to improve

- Follow up monitoring activities with rigour so that leaders' findings consistently lead to targeted, strategic improvements.
- Ensure that pupil outcomes in religious education consistently match the age-related expectations.
- Extend pupil leadership and evaluation opportunities, especially in prayer and liturgy, across the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

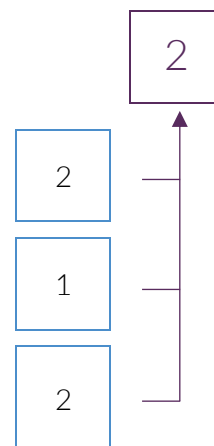
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



A warm and welcoming Catholic culture at St Joseph's is underpinned by the mission statement, 'In Christ we live and learn together.' This is well-understood, lived, and loved by the entire community. Pupils understand the distinctive Catholic identity of the school and value its mission, speaking confidently about what makes their school Catholic and explaining that they 'help anyone we can.' This is clear in their excellent behaviour, respectful care for one another, and practical concern for those in need. Pupils value the school's chaplaincy provision, with pupils in the Growing in Faith Together (GIFT) team speaking enthusiastically about their role. They actively seek opportunities to pursue the common good and serve those in need through fundraising activities, for example by organising a sports day and a bun sale to raise money for charities such as Macmillan and for the people of Ukraine. Pupils understand that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, with even the youngest children able to say that they are trying to 'be like Jesus'.

Staff commitment to the school is impressive because of the passion and determination of the head teacher, who successfully aspires to create a culture of inclusion and welcome for all. Staff embrace these aims and work tirelessly to demonstrate them to the school community. As Christ is consciously at the heart of the school, there is an authentic sense of care for everyone. This leads to a powerful sense of family and community. All school community members are treated with dignity and care because of the excellent Christ-like pastoral provision for pupils and families. This is often targeted to those most in need and ensures that the most vulnerable are supported in an exemplary way. The school is determined to ensure that the needs of all pupils are met. This is achieved through initiatives such as being a 'school of sanctuary' and the recent opening of the new Rainbow Room to support pupils who may require space to reflect. Staff

embrace the school mission statement and readily implement it across the curriculum and the whole of school life. Individual class charters such as, 'inspire and nurture the St Joseph's way', have been created. In addition, links across the curriculum are made, including within science and art. Relationships, sex and health education meets both statutory and diocesan requirements.

Leaders and governors are passionate in their articulation of the Church's mission in education and exercise their duty as guardians of the Catholic life and mission of the school. They ensure that Christ is at the heart of the school. They are determined in the pursuit of this mission and are well regarded as models of Catholic leadership. Leaders and governors promote the bishop's vision for the diocese. They work closely with other schools in the St Francis Trust. Parish links have been strengthened over the last few years, and there is a strong reciprocal relationship with the parish. Parishioners are invited and welcomed to school events, and often support the school in practical ways, such as donating books for the new library. Leaders and governors put into practice the Church's preferential option for the poor by ensuring that resources are used effectively to support those in greatest need, both materially and educationally. In their decisions they demonstrate commitment to care for our common home, to the pursuit of the common good and to service of those in greatest need. Although governors are ambitious for the Catholic life and mission of the school, and very supportive, they are not as yet actively involved in its monitoring and evaluation.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

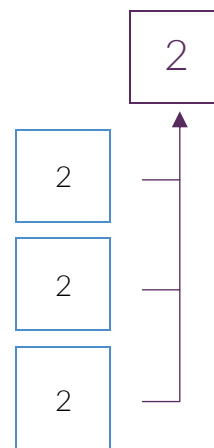
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing secure knowledge, understanding, and skills in religious education. Most pupils can articulate what they have learnt confidently, showing an awareness of key concepts; they make good progress against the planned curriculum in each classroom. Pupils approach religious education (RE) lessons with interest and enthusiasm, leading to excellent levels of behaviour. They are engaged in the learning process and most pupils can answer teachers' questions and ask good questions, enhancing their learning. Their religious literacy skills are developing, and they understand and use religious vocabulary. Pupils produce good work that is presented well in their books, and they generally understand how well they are doing in religious education and what they need to do to improve. Most outcomes within the scheme of work are covered; however, the depth of pupil outcomes is not always reflective of age-related expectations. Pupils spoke very positively of their use of the school's RE Knowledge Organisers, and how these help them to remember more. Pupils are also able to apply their knowledge, understanding and skills effectively, to reflect spiritually, with one commenting, 'I learn lots in RE lessons, which helps me speak about God'. Pupils achieve at least average attainment in religious education.

Teachers are confident in their subject knowledge and their commitment to the subject ensures that lessons are generally linked to pupils' current knowledge and what they need to learn next. Pupils can use the feedback provided by their teacher to articulate how well they have achieved in an individual lesson. However, they cannot consistently articulate what they need to do to improve their learning over a series of lessons or unit of work as this is not always clear to them. Planning is related to on-going assessment of pupils' learning through evaluation within lessons in the form of mini-plenaries, and progress checkpoints. Teachers generally use questioning in religious education lessons well; it allows them to identify what pupils know and use this to adapt

the next step in their teaching. However, questions are not always sufficiently targeted to maximise learning for all pupils, including those with higher prior attainment. Other adults are effectively used, as are good-quality resources, optimising learning for pupils. Teachers provide a range of tasks, including sequencing, art, storyboards, and drama. Pupil effort is often celebrated within lessons and through a weekly assembly, meaning pupils feel optimistic and enthusiastic about their learning and aspire to achieve well in religious education.

Leaders and governors ensure that the religious education curriculum has parity with other core subjects and fully meets the demands of the *Religious Education Curriculum Directory (2012)*. Governors regularly receive updates on areas of strength as well as those requiring further development within the subject. The religious education leader is conscientious and has a clear vision for teaching and learning. She attends diocesan training and supports all staff, especially teachers who are relatively new to the profession, with lesson planning, assessment, and moderation. The introduction of Knowledge Organisers at the start and end of each unit of study has improved teachers' planning, for example. Leaders ensure that pupils are provided with engaging enrichment activities that enhance pupil learning in religious education, for example through CAFOD workshops, and the 'Growing in God Day' initiative. Monitoring and evaluation occur regularly, and leaders have a vision for improving religious education, and their self-evaluation helps inform this. However, the findings of monitoring and analysis do not indicate that they are forensically rigorous enough or demonstrate searching analysis and self-challenge to bring about further improvement. Staff greatly appreciate the training opportunities provided to them which have served to develop both their subject knowledge and pedagogical development.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils respond well to the experiences of prayer and liturgy and participate with reverence and confidence. They understand that there are different ways to pray, using moments of silence and reflection to spend time talking to God and accessing a range of traditional and contemporary prayers. Pupils join in with prayers and listen with interest. Singing is uplifting, with pupils participating enthusiastically. Pupils respond well to prayer and liturgy; they want to pray, and they have a good understanding of the importance of talking to God. Pupils have daily opportunities to prepare and lead prayer within class through the use of the 'Let us Pray' resources; when they do, they are doing this with growing confidence and relish these opportunities. They undertake liturgical ministries well, and work alongside the Growing in Faith Together (GIFT) chaplaincy team to explore and develop creative ways to pray. Pupils do not routinely evaluate the quality of worship that they have planned so that they can identify how to improve next time. Pupils understand the relationship between prayer and action, as demonstrated through support with various charitable and fundraising activities over the year, such as Mary's Meals and Rotherham Hospice.

Prayer and liturgy are central to the school's daily life and are included in all school celebrations and assemblies. A clear plan is in place to celebrate significant liturgical times, such as Holy Days of Obligation and key significant traditions, including regular Masses celebrating feast days, Year 5 Stations of the Cross, and penitential services. The school provides a daily pattern of prayer that follows the Church's liturgical seasons. Pupils understand the importance of talking to God through prayer and staff are able to help them plan and lead well-constructed prayer and liturgy. Prayer at St Joseph's always has a clear message and purpose. Scripture is always given the highest priority and is carefully chosen to support the current liturgical season. Consequently, pupils understanding of the Church's cycle of seasons and feasts is secure. Class prayer areas

are well-cared for, relevant and attractive. The school makes good use of the spaces available, which includes the development of a Rainbow prayer room, and outdoor prayer garden. Parents are welcomed into school for assemblies, class Masses, and celebrations of the word. They value these opportunities to participate in the school's prayer life, and one parent commented, 'Prayer, Mass and services at school are always lovely, and feel open to everyone.'

Clear expectations regarding the progression of the planning and delivery of prayer are in place and are set out in policy. This is followed by all staff, providing pupils with the skills they need to lead age-appropriate and engaging worship. Pupils are clear about the structure of prayer and can clearly describe the different components of gathering, listening, responding, and going forth. Prayer and liturgy are given high priority by leaders and governors in terms of planning, delivering, and resourcing. Leaders are models of good practice for staff and pupils in planning and providing quality acts of worship. Staff training is highly prioritised, and staff feel well supported in their understanding of prayer. They have attended diocesan training and have also visited another school to witness good practice. This has resulted in all staff being confident in planning and leading quality acts of worship. Prayer has a message and purpose; themes for Masses and assemblies always reflect the liturgical calendar. Leaders and governors monitor and review prayer and liturgy as part of the self-evaluation process. However, a cycle of monitoring and evaluating the school's provision of prayer and liturgy that contributes to further school improvement is not yet embedded.

Information about the school

Full name of school	St Joseph's Catholic Primary School
School unique reference number (URN)	140590
School DfE Number (LAESTAB)	3723338
Full postal address of the school	St Joseph's Catholic Primary School, Lidgett Lane, Dinnington, Sheffield, S25 2QD
School phone number	01909550123
Headteacher	Laura Atkinson
Chair of Governors/Trustees	Martin McDonagh
School Website	www.stjosephs-dinnington.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Francis Multi Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	17 th May 2017
Previous denominational inspection grade	2

The inspection team

David Quinn
Delia Evans

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement