



St Mary & St Joseph's Primary School

Maxwell Road, Pocklington, York, YO42 2HE

School Unique Reference Number: **118035**

Inspection dates:	20 – 21 June 2019		
Lead inspector:	Mrs Margaret Swinhoe		
Team inspector:	Mrs Nicola Jamalizadeh (Trainee Inspector)		
Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Catholic Life:		Good	2
Collective Worship:		Good	2
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Mary & St Joseph's Primary School is a good Catholic school because:

- The Catholic Life at St. Mary and St. Joseph's is good because relationships across the school community are excellent and everyone in the school community displays respect and kindness to one other, led by the headteacher. Vulnerable pupils are given every opportunity to thrive in this supportive environment. However, more time is needed to ensure that the staff are nourished in their daily lives through regular opportunities for prayer and greater attention to staff spiritual formation. Monitoring and evaluation by school leaders, including governors, lacks the rigour needed to ensure that the school continues the drive for improvement.
- The chaplaincy team, led by a dedicated member of staff and consisting of a small, committed group of governors, parishioners and pupils give real strength to the school, supporting the school to live out its mission statement 'A place to love, inspire, grow and serve. Learning with Jesus in all that we do'. They present a living, authentic Catholic witness to the pupils. The pupils respond wholeheartedly, working with them in numerous groups, to support the prayer-life of the school and the Church's social teaching. Pupils have the capability to now accept responsibility in leading and organising the many initiatives in which the school and the chaplaincy team are involved.
- Pupils are actively involved in leading and planning Acts of Collective Worship and they strive to make them meaningful and uplifting for all. Staff, especially the senior leadership, have modelled different forms of Worship which has enabled the pupils to reach this point, but lacks consistency and confidence. More robust monitoring and evaluation, including pupil voice, would support further development. A number of celebrations which take place in the school and the outside areas have become cherished prayer traditions within the school community. The school enjoys a very strong relationship with the parish priest who is very active in supporting the implementation and development of Collective Worship.
- The quality of Religious Education (RE) is good. Pupils' behaviour in class and attitudes to learning are good, with very few instances of misbehaviour. Pupils' progress is monitored carefully but consistent attention to small steps of learning, across the school, would enable all pupils to progress more rapidly. The care given to pupils with particular educational needs is excellent and they make progress in line with their peers.
- The quality of teaching is good and teachers plan many activities to enhance learning. Teaching would be further enhanced by the regular sharing of good practice in allowing more time for questioning and discussion, strategies which already exists within the school. This would ensure that all pupils fully grasp their learning objectives.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Mary and St. Joseph's is a small primary school situated in a rural setting in the east riding of Yorkshire. There are currently 100 pupils on roll. The school has a planned admission number of 16.
- 57% of pupils are baptised Roman Catholics and 43% are from other Christian denominations
- There are 12% of pupils with special educational needs and disabilities (SEND) on roll.
- 12% of pupils are from an ethnic background.
- There are 2 full-time teachers and 5 part-time teachers, 50% of whom are Baptised Roman Catholic, and 12.5% hold the Catholic Certificate in Religious Studies (CCRS)
- The school will soon become part of the large multi-academy trust of St. Margaret Clitherow, within Middlesbrough diocese.
- The headteacher is executive teacher of St Mary's and St. Joseph's and St Mary's Market Weighton, a nearby small rural Catholic school.
- The school is served by the parish of St. Mary and St. Joseph, in Pocklington
- The school fulfils its requirements in devoting 10% of curriculum time to the teaching of Religious Education (RE).

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- **Further improve the quality of Catholic Life of the school by:**
 - giving the pupils more responsibilities in initiating, planning, leading and reviewing activities which enhance the Catholic life and mission of the school.
 - giving more opportunities for staff prayer and formation.
 - embrace the opportunities which will be offered within the large Catholic academy that St. Mary and St Joseph's is due to join imminently, especially in supporting governors in further developing their capacity to hold the leadership to account.
- **Improving the quality of Collective Worship by:**
 - building into the monitoring cycle time for pupils to evaluate Collective Worship
 - staff modelling of a variety of forms of Worship, including the 4-part Act of Worship, prior to pupils taking full responsibility for the Act of Collective Worship.
 - encouraging staff and school leaders to devise more meaningful and creative Acts of Collective Worship, for example through more use of signs and symbols, liturgical dance, and pupil suggestions, within class and staff-led whole-school Worship.
- **Improving the teaching and learning of Religious Education (RE) by:**
 - giving greater attention to small steps in learning so that gaps can be filled and new learning is recognised and celebrated.
 - sharing the good practice already existing within the school through improving teacher/pupil questioning.
 - giving pupils more time to discuss and evaluate their learning, and therefore for the teacher to assess more accurately, where learning has taken place.
 - continuing the drive throughout the school to raise pupil expectations in presentation of their work, including handwriting, in order for pupils demonstrate that they value their RE work.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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

- Pupils at St Mary and St Joseph's benefit enormously by attending this good Catholic school. They are actively involved in reviewing the mission statement and understand the school's mission in education. When reviewing the mission statement, for example, the pupils decided the actions they would use to represent their key-words.
- Respect and openness within school is apparent. Pupils feel very safe and happy in school and that staff care about them.
- Behaviour in all areas of the school is based on respect for all, and pupils are fully aware of the expectations of school. Pupils respond very positively to the high expectations of behaviour and generally have a positive attitude to their learning.
- Pupils are polite and caring towards each other and all adults in the school. Relations across the school are excellent. Pupils know one another by name and enjoy each other's company. Pupils said that they welcome visitors and newcomers to their school.
- Over 25% of pupils have volunteered and are actively involved in the Catholic Life of the school and the Church's social teaching, for example in: 'Minnie Vinnies'; food bank; Carecent (a centre for the homeless); CAFOD (Catholic Aid for Overseas Development); supporting those in countries abroad; fund-raising for various projects including 'Riding for the disabled'; 'Giving back Lent' project.
- Pupils show great enthusiasm for the groups they are involved with and draw in the whole-school to support their many projects. However, groups are predominantly adult-led and pupils show the capability and skills to lead and organise much more by themselves, with the adults facilitating.
- Representatives from all classes are involved and active in the school council and have made various suggestions for improvements, all of which are given consideration, for example their request for small games equipment.
- There are a number of vulnerable pupils attending St. Mary and St. Joseph's. All are treated as equals and all activities aim to be inclusive and welcoming to everyone.
- A large number of pupils are actively involved in the chaplaincy team, which supports the entire work and mission of St. Mary and St. Joseph's. In deciding to re-name their classes, the pupils, with support from the chaplaincy team, researched various saints and agreed amongst themselves which saints they would dedicate their class-rooms to and why they chose those particular saints.

The quality of provision for the Catholic Life of the school is good.

- The mission statement 'Our school family, a place to love, inspire, grow and serve, learning with Jesus in all that we do' is visible in various parts of school and is known to the pupils, and all adults try to include this ethos in all that they do. The staff act as very good role models, displaying kindness and tolerance, along with high expectations, in their daily work.
- The environment reflects the Catholic nature of the school. A beautiful prayer-garden and wicker walk-way is established and a number of 'prayer-stations' have been suggested by the pupils.
- 'Statements to Live by' are introduced weekly in a morning Act of Collective Worship and distributed by the chaplaincy team to all areas of the school and to the parents. This is referred to during the week and staff try to make a direct link with the 'Statement' and the activities of the pupils.
- The chaplaincy team, led by a member of staff and include the parish priest and a small group of committed governors, is a real strength of St. Mary and St. Joseph's. They support the entire mission of the school and offer invaluable, authentic Catholic witness to the pupils. The adults in the chaplaincy team are welcomed as friends by pupils and are obviously well-known to them. The team meet monthly to plan activities which enrich the prayer-life, social cohesion and the 'Common Good'. Pupils have insufficient opportunities to plan, lead and organise activities themselves.
- Relationships and communication through the school is excellent, with opportunities for staff to come together in mutual spiritual support. However, spiritual formation for staff and regular opportunities for prayer is not yet fully embedded into the life of the school. The pastoral support offered by the school is outstanding. All pupils, including those who are most vulnerable, are catered for through differentiated learning, dedicated support from teaching assistants, and 'listening' time given to pupils. Parents speak highly of the time and **dedication** given by staff to individual pupils.
- All school policies reflect the school motto and reflect the Catholic nature of St. Mary and St. Joseph's, including personal, health, social, and emotional education (PHSE) and relationship and sex education (RSE).
- A number of creative opportunities for prayer, reflection and reconciliation are offered throughout the school-year, all of which are highly valued by the entire school community. There are very strong links with the parish and parishioners are welcomed at every opportunity. Attendance by members of the school community at all prayer opportunities is very good. Many of these imaginative prayer experiences are led and promoted by the parish priest.
- Sacred spaces are well kept in every classroom and communal areas of the school. Members of the chaplaincy team co-ordinate these prayer spaces and the liturgical colours and cycle of the year is understood by the pupils. However, adults take the lead in organising and directing the school in changing liturgical colours etc. Pupils are given insufficient opportunities to plan, lead and organise these tasks, although they are very capable and willing to do so.
- Staff are well supported pastorally and emotionally and this is based on mutual respect and the excellent relationships which have been established.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.

- The school leadership team, including governors, are deeply committed to the Church's mission in education. It is the foundation upon which all decisions are made, in the light of the Gospel values which the school endeavours to live out in its daily work. To this end, all policies are linked to the mission statement. Developing and maintaining the integrity of the Catholic Life of St. Mary and St. Joseph's is taken as their core responsibility.
- Leaders, including governors, strongly promote the Catholic Life of the school within the parish community. The leadership are presently considering whether this is the time to consider promoting St. Mary and St. Joseph's strong ethos of care and Christian values, to the wider community, outside of their parish community.
- Leadership monitors the Catholic Life of the school on a regular basis both informally and formally. One of the reasons that the Catholic Life of the school is so well understood and lived out is because it has developed dynamically as new ideas and developments have been suggested. However, governors' regular monitoring and analytical evaluation of the Catholic Life in holding leaders to account, is in its infancy.
- Governors and senior leaders have attended all diocesan training.
- Teachers without a Catholic background and those new to Catholic education are mentored and advised informally and on an on-going basis. One said 'I could not imagine working in a school where there was no faith underpinning it all'. Staff attend all relevant diocesan training courses.
- Pupils with special education need and disabilities, and vulnerable pupils are given high priority and given an unequivocal welcome. Resources are directly and indirectly allocated to them so that their individual needs can be met.
- Staff are very well supported by the senior leaders and governors, who in turn, support the headteacher, particularly since the headteacher now has responsibility for two schools. The headteacher is ably supported by the assistant headteacher when off-site.
- Governors visit the school throughout the year and have established RE, subject, and class governors who report back to the full governing body. Use of this information is not consistently used to form the basis of school improvement.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is good.

- Pupils respond well to Acts of Collective Worship. They are reverent and respectful and join in with prayerful responses. Singing is often joyful and uplifting for pupils and staff.
- Pupils experience some very meaningful Acts of Worship, but in some cases too little use is made of pupils' creative spontaneity and Worship lacks the stimulus necessary for memorable experiences.
- Whole-school Act of Worship is fully inclusive. Questioning and visualisation is used skilfully to enable pupils to engage. The excellent use of music, silence and visual images was seen in an outstanding whole-school Act of Worship, with the theme of 'Inspiring people'. Pupils listened to 'The song of Ruth' after listening to the story of Ruth and Naomi. The music and wonderful visualisation elicited complete silence and awe from the entire school.
- Pupils use the prayer-garden for private reflection and private reading and take pride in caring for it. It has a section with benches for private reading, a 'Rosary' of logs where pupils and classes come together, plus an open grassed area for a variety of forms of prayer-experiences. Pupils are very appreciative of the beautiful statue of Our Lady which a governor and her family donated to them and which was welcomed into the garden in a lovely celebration of Marian prayer.
- Pupils across the school have an excellent understanding of the liturgical year and the colours associated with it. They are responsible for making sure that each class knows when to change liturgical colour in their sacred spaces, but this is directed by an adult member of the chaplaincy team.
- Pupils are not given the opportunity to lead and organise initiatives which the chaplaincy team agree to, leaving the adult members of the chaplaincy team to facilitate.
- Pupils in upper key stage 2 lead and plan most of their Acts of Worship. They are evidently enjoyed by the majority of pupils, who generally engage well in singing and responding. In the most meaningful Acts of Worship seen, the content was relevant to the pupils' lives because the pupils had planned what they were going to do and had elements of art which helped it to be memorable for the pupils. In one Act of Worship celebrating 'Creation', pupils planned that their class would add blue, white or green pieces of torn paper or ribbons to a pre-prepared drawing of the earth to signify land and sea. This was then displayed for a while in order to stimulate the pupils' memory of their Worship. Pupils then articulated a chosen word or phrase from the scripture reading and explained why they felt it to be of importance to them as individuals.

The quality of provision for Collective Worship is good.

- The prayer life of the school is very important to the life of St. Mary and St. Joseph's. Regular Acts of Collective Worship take place in classrooms, the hall area and in outside prayer spaces. Imaginative use has been made of the outside areas in order to stimulate creativity and visualisation in Acts of Worship.
- Staff prayers are held usually once a week and also before meetings. These are led by members of staff and in the best examples, are very personal to the lives of the staff, making links to everyday life and circumstances.
- The use of interactive power-point presentations and outdoor areas and walks were used to help younger pupils begin to understand and wonder about God and the world around them.
- The beautiful outside prayer garden was designed by staff and pupils, led by the headteacher. It is a place where pupils can meet, read, sit and pray or reflect in tranquillity. The recent addition of the statue of Mary, bequeathed by a long-serving and well-loved governor has brought an added prayer dimension to the garden.
- All staff attend training sessions given by the diocese and are becoming better equipped in suggesting and leading various prayer-forms, including the rosary club. The introduction of prayerful silence in Acts of Collective Worship is beginning but has not yet become consistent across the school. However, where used, silence had a powerful effect on pupils and staff.
- Staff are eager to become more skilled in helping pupils to plan, prepare and lead a variety of forms of Acts of Worship.
- The use of signs and symbols in Acts of Collective Worship is extremely powerful when used effectively. Their use in Collective Worship is led and demonstrated by the parish priest, as, for example in the 'Living stations of the cross'. The parish priest encourages their use in class and staff-led Worship, but the use of signs and symbols and including liturgical dance, Lectio Divina, art forms etc. in class-and whole-school Worship is not fully embedded.
- Pupils, parents and staff spoke of the impact of the 'Living Cross' on Good Friday and the 'Easter Cross of flowers', which involved the whole school community, and was led by the parish priest.
- Governors and parents are invited to join in all Collective Acts of Worship and they feel very much welcomed to join in with the pupils.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.

- Leadership, working with governors and the parish priest, have an excellent understanding of how to plan and deliver a variety of forms of imaginative Acts of Collective Worship, taking particular advantage of the beautiful setting of the school.
- All school leaders have an expert knowledge of the Church's seasons and liturgical celebrations, including favourite saints' days. The recently re-named classes named after saints chosen by the chaplaincy team, all celebrate their individual feast days.
- School leaders and all school staff promote pupils in planning and leadings Acts of Worship in their class-room. However, this has happened too rapidly in some areas and pupils need staff to model a variety of forms of Worship, including the 4-part Act of Worship, prior to them taking full responsibility for the Act of Collective Worship.
- A full programme of CPD takes place in the school and all staff involve themselves fully in this. Leadership does not fully evaluate the impact of this training.
- All leaders, including governors, take full advantage of the diocesan CPD programme and to

delivering it in the school situation. Leaders are very aware of the need for staff formation and direct resources towards staff formation and development.

- School leaders, including governors, monitor the delivery, quality and sufficiency of Collective Worship and all prayer opportunities offered. However, pupils are not given sufficient time to discuss the impact of the school's prayer life in the monitoring cycle.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

2

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

- Pupils at St. Mary and St. Joseph's school progress well in RE and their attainment is good. Pupils behave well in lessons and few instances of misbehaviour was seen. Attitudes to learning is generally good, but also only a few instances of highly motivated learning was seen. There was little evidence of pin-pointing small steps of progress in pupils learning and pupils do not evaluate their own learning in sufficient depth. This means that progress is not as rapid as it could be for many pupils.
- Pupils with particular educational needs and vulnerable pupils, progress in line with their peers, but the small steps of progress these pupils are making are not monitored consistently and so are not sufficiently celebrated.
- Pupils with particular needs by all members of staff are very well supported and enjoy their RE lessons.
- Pupils become increasingly religiously literate as they advance through school, so that some pupils in upper key stage 2 are articulate in their understanding of RE. However, there are insufficient opportunities for pupils to explore and question their understanding of what they are learning in their lessons. This means that not all pupils are given the opportunity to become as theologically literate as they have the potential to be.
- Pupils are beginning to think ethically, particularly in aspects of ecology and sustainability, appropriate to their age.
- Pupils' current work is good overall but there is a lack of consistency across school in expectations of presentation and handwriting.
- Pupils appreciate the efforts that their teachers make in order to make their lessons interesting and imaginative for them.

The quality of teaching and assessment in Religious Education is good.

- Teaching of RE at St. Mary and St Joseph's is good with some aspects of teaching being outstanding. In-depth questioning is of the highest order in some areas but this excellent practice is not shared across the whole school, which would enable more rapid progress to be made across the school.
- Tracking of pupil progress is regular and mainly related to progress across levels and sub-levels of attainment. Too little scrutiny is given by some teachers to identify the small steps of progress that pupils make within lessons. This means that some pupils are unclear what to do in order to improve their work.

- Monitoring and assessment takes place on a regular basis at a number of levels: internally; across schools; across a cluster of schools. Assessments are usually based on assessed pieces across the diocese. External validation is not sufficiently robust to ensure complete accuracy and consistency.
- Attainment is good across the school, but because assessment does not generally include on-going formative assessment, progress is not as rapid as it could be for some pupils because points of learning are sometimes not noted by their teachers and misconceptions are not always corrected.
- Teachers employ a range of strategies to enthuse and engage their pupils. Pupils respond to this imaginative teaching and consequently make more progress in these lessons.
- In the best lessons seen, teachers give sufficient time in lessons for pupils to discuss and question what they are learning in their topic. Teachers are then able to assess more accurately, what their pupils have understood.
- A range of teaching strategies was seen across the school, some very effectively, including collaborative and partnership learning.
- Excellent use of questioning was evident in upper key stage 2 which challenged pupils to think critically. This skill is not shared across the school.
- SEND and vulnerable pupils are taught individually, or in differentiated groups by skilled staff. Generally, these pupils are engaged and enthusiastic, making good progress comparative to their peers.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- RE is at the heart of the curriculum. It is the 'core of the core' of the curriculum. Resources and training are directed towards this end.
- All pupils are given their entitlement of 10% curriculum time dedicated to RE as well as the time given for Collective Worship and activities related to the Catholic Life of the school
- Leaders monitor the progress of all pupils across the school through diocesan moderation and cluster working with other Catholic schools. There is little other external validation of RE which would ensure greater accuracy and consistency.
- RE books are monitored regularly, internally, across classes. This is especially useful when teachers change age-groups. Pupils with particular needs are individually monitored.
- Pupil progress is tracked on a termly basis and there is an expectation that pupils will improve termly. Due to the nature of the curriculum, this linear progress is not always possible. Leaders do not ensure that smaller points of progress are noted so that all progress is validated and therefore teacher-planning reflects more accurately what the pupil needs to learn next.
- Leaders know their staff well and relationships are very strong. However, better use could be made of individual teacher's skills, particularly in questioning, which would be of benefit to all staff and therefore to their pupils.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****2**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for 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.

2

COLLECTIVE WORSHIP:**2**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

RELIGIOUS EDUCATION:**2**

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

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

School details

School name	St Mary & St Joseph's Primary School
Unique reference number	118035
Local authority	East Riding of Yorkshire
This Inspection Report is produced for the Rt Reverend Terence Patrick Draney the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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