CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

Emmaus Catholic and Church of England Primary School

URN: 140826

Catholic Schools Inspectorate report on behalf of the Bishop of Hallam

11–12 June 2025

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 general norms for religious education laid down by the Bishops' Conference	Yes
The school is fully compliant with any additional requirements of the diocesan bishop	Yes
The school has responded to the areas for improvement from the last inspection	Fully

Compliance statement

- The school's religious education programme ensures that 10% of the timetable is dedicated to teaching and learning in the subject.
- The school follows the guidance of the Catholic diocesan bishop in its choice of religious education resources for teaching, in consultation with the Anglican diocese of Sheffield. It is currently exploring new resources ahead of the introduction of the revised Religious Education Directory.
- School leaders have ensured the impact of areas identified for improvement at the last inspection. These include enhancing the quality and review of worship, developing a Worship Team and, through the support of both Our Lady Queen of Heaven and St Oswald's, and St John's Park, to enhance school provision. They have supported staff

professional development through stronger monitoring and evaluation with positive links made to other schools in the multi-academy trust to support sharing of practice. They have ensured the staff team gain support spiritually through weekly collective worship using a range of resources, which has enabled staff to participate with confidence in liturgical events and themes.

What the school does well

- The school serves a wide variety of need, and outreach to its community is at the heart of the school's provision.
- The community of staff, parents and parishioners are overwhelmingly positive about the school's direction, with Christianity central to relationships and school life.
- Pupils' work and achievements are recognised in lessons and celebrated both in class and through a weekly celebration assembly.
- Staff, including senior leaders, ensure detailed analysis and evaluation is central to the school's direction, leading to continual improvement in the quality of provision and mission of the school's Christian life.
- The prayer and liturgy provided through the school is regular and well considered supporting continued professional development of staff and pupils.

What the school needs to improve

- Adapt the curriculum to reflect the new Religious Education Curriculum directory and provide opportunity for greater challenge and practical activity in lessons.
- Develop prayer life through an annual prayer and liturgy plan, which signposts key prayers, scripture, events and activities, which children will experience across the Church's year.
- Enable opportunity for staff and pupils to further develop and enhance liturgical resources and provide opportunities for evaluation of celebrations, including pupil led prayer.

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

2

Pupil outcomes

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

2

Provision

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

1

Leadership

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

2

Pupils receive a message of love and care at Emmaus, which is thoughtfully expressed and alive in relationships between staff, pupils and parents. The pupils experience a happy community where they feel secure to share their thoughts and know they are cared for and loved. Pupils speak confidently about each other, recognising the school's call to support the common good. Their moral development is fostered through a wide range of assemblies, community activities and links with the parish churches, resulting in pupils who are happy to be in school, demonstrating the school's vision to 'walk with Jesus as we learn'. Pupils gain knowledge of Catholic Social Teaching and key saints, including St Francis, hearing about stewardship, climate change and care for creation during assemblies. Pupils appreciate the Friday celebration assemblies, which recognise improvement in learning behaviours. Pupils support wider communities and are active in outreach to local charities, especially the St Wilfrid's centre. Pupils appreciate the school's drive in the Jubilee year to take pilgrimages to St Marie's Cathedral in Sheffield. They are provided with a structured approach to philosophy and moral development, and the school has gained national accreditation and recognition in this area. The school has not yet fully embedded chaplaincy provision, although it is evident that pupils from a wide and diverse community flourish at school.

The school is centred on supporting and promoting community and actively signposts local events and activities. The staff team states Christian relationships with children and families are central to supporting the school's direction and provision. There is a focus on ensuring everyone is welcomed and made to feel happy, safe and loved. The school directs it work towards children and family needs, and vulnerabilities are recognised and supported with a range of interventions. This approach reflects the call of Jesus, with the Catholic and Anglican community

leaders promoting this ethos through their work and actions. There are active links in the school community with the parishes of Our Lady Queen of Heaven and St Oswald's and St John's Park. The culture can be seen in a wide range of displays including the Black History display, recognising Caribbean food at the Notting Hill Carnival, their response to civil rights, and the Jubilee display, which details how the pupils have responded to the Pope's message of hope. There is a strong emphasis on additional needs and the school ensures all pupils are supported; with staff, seen by parents, as positive role models. The school has continually strengthened its reputation and developed its provision and staff feel valued and speak confidently about school life. Relationships and sex education (RSE) meets all diocesan requirements and pupils are supported well. Parents describe the school as receptive, supportive, with approachable staff who deal with any worries quickly; one commenting that the school 'carried my child', which exemplifies the support in place.

Leaders and governors are keenly involved in shaping the school's direction and curriculum. They ensure parents have recognised and understand the school's mission, consider detailed analysis of the school's life when developing policy into practice, and respond with careful consideration to the school's challenges when implementing actions. Leaders have clear plans to ensure provision is tailored to the community they serve and support all pupils and families with a daily welcome at the school gate. Leadership ensures the staff are supported to maintain and improve provision. Leaders and governors receive detailed reports and analysis to monitor and review the school's direction and gain regular updates on school life, including liturgical events such as Ash Wednesday, held at Our Lady Queen of Heaven and St Oswald's, and the development of the pupil led Worship Team. Leaders have also ensured the progression of a revised mission statement, which has galvanised the school provision. Parents describe the school as 'supportive and receptive to a wide variety of needs, with approachable staff who address concerns well and ensure support for vulnerable children'. Parents are positive about the journey their children take in school recognising not only the children's academic journey but also their moral development, one parent commenting, 'keep the good work going, it's impressive'. Staff, including those new to the school, are supported well. Pupils benefit from the additional activities that include the Anglican church providing story telling Bible club and the Catholic church supporting regular mass and liturgy.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

2

Provision

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

2

Leadership

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

2

The pupils are confident in their response to religious education and show positive interest when answering questions. They respond with thought and insight, showing religious literacy in their work. They talk with developing confidence about what they have learnt and are articulate when describing stories from the Bible. Pupils benefit from staff who have prepared learning presentations and activities that meet the curriculum expectations. They respond well to queries and most children are engaged in lessons with good behaviour. At times opportunities are missed to make links to a range of scripture and to offer opportunity for pupils to work practically to deepen learning experiences. Pupils work independently and enjoy the opportunity to share ideas, however they are not always given opportunity to take initiative and be challenged. Pupils benefit from work with scaffolding to enable all abilities, and staff carefully model ideas, including the need to forgive and accept forgiveness with clarity, developing pupils' skills. Pupils have an awareness of how well they achieve and in lessons all pupils to take part. Pupils comment positively on lesson activities, understanding key words, including 'penitent', 'reconciliation' and 'absolution' for example; this understanding supports learning and make religious education comparable to other core subjects.

During lessons, learning is structured and interesting, with questioning and recall of previous learning to support understanding. The teachers correct misunderstanding and provide explanation of themes, including sin, famine and conscience. Many lessons are structured well and teachers adapt to ensure pupils are engaged, with Makaton sign language used to support early years' provision and simple visuals, called widgets, enabling all pupils to access and retain vocabulary. Teachers fully recognise the importance of moral and spiritual development of the pupils and link key learning to the children's own experiences. The class learning environments demonstrate scripture, art, and themes including 'choice'. Displays enrich the pupils' response

and inform learning with consistency across the school. Some pupils are given additional resources including adults to support their learning, which leads to pupils settling quickly and enables a stronger response. Teachers provide purposeful feedback and, in some lessons, the pace of learning enables further opportunities for pupils to evidence their knowledge and understanding and complete work independently. All teachers describe religious education as a subject they enjoy teaching and see the provision as central to the school's curriculum.

All leaders are active in their roles in school and fully support the curriculum structure and expectations. Leaders make clear plans to continually develop the curriculum. They ensure staff professional development through regular meetings with the subject leader and provide opportunities to access training at the diocese. This leads to improved provision in class and consistency in lessons. Additional training and staff working together enables all children to reach their potential and contribute at their level. The curriculum is carefully supported to ensure those new to the Catholic faith are able to confidently teach, and evaluation by all leaders is a strength of the school. Governor visits and reports ensure the school leadership can support teaching and learning procedures. The school works with other schools in the trust to strengthen accurate evaluation of pupil outcomes. Leaders ensure that the curriculum is effectively planned to meet the needs of all learners and parents describe how the school have turned around behaviour for vulnerable pupils with additional needs. Regular time is given for reflection and analysis and the school is positioned well to meet the curriculum requirements of the revised Religious Education Directory. All teachers are overwhelmingly positive about the school leadership and feel supported by the religious education coordinator.

Collective worship

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

Collective worship key judgement grade

2

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

Pupils respond with enthusiasm to the weekly opportunities offered for prayer and worship. They show interest in Bible stories and can recall a number of key events, providing reasoning and detail. They read scripture with developing confidence and know how to pray in a variety of ways. Children express that they enjoy liturgy and prayer and plan it carefully with adult support. One pupil commented, 'Our prayers may not be answered straight away, but they will be when it is needed'. Pupils contribute to liturgy and assembly with enjoyment and the Worship Team speak enthusiastically about their roles. A weekly plan of worship structures the pupils' participation, and the addition of pupil led liturgy, supported by the Worship Team, provides opportunity for pupils to learn about God, Jesus and the Holy Spirit, who guide their direction to love others. Pupils show an awareness of the liturgical year and take part in key liturgical celebrations, including in Advent and Lent, reading at mass and sharing prayers. Pupils are encouraged to take part with singing and appropriate learned responses, and enjoy collaborating with staff, who support the schools' provision. Pupils are familiar with the 'Let us Pray Together' resources, which scaffold the structures of worship from the Catholic tradition as they gather, share the Word of God, respond to scripture and respond with a mission. However, this provision is not fully pupil led across the school.

The quality and range of prayer that children experience is continually developing and all classes know their class prayers and recite them with confidence. The school has ensured that children's responses in Mass and key communal prayers are known. The school has rightly identified the need for class prayer books, which includes a wide and differentiated array of common prayers to further develop the provision and that a continued focus in this area with an annual plan for prayer and liturgy will support greater cohesion in school prayer life. Each class has prayer tables, decorated liturgically to support pupil understanding and the Worship Team use a range

of resources to lead class based prayer. Whole school celebrations of Mass are held during key liturgical seasons. Pupils are given opportunity to contribute towards these celebrations and members of the Worship Team speak highly of this opportunity. Parents value the school going 'the extra mile' to provide additional activities, such as a storyteller's Bible club, led by an Anglican children and family worker, and they are positive about additional community events, including 'Shine', which was held at Sheffield Girls' High School. Staff are role models, leading and supporting pupils' prayer life, ensuring children experience wider themes. Celebrations of the Word have a central focus and the resources to support pupils' prayer life contribute to the prayerful atmosphere. The school has begun to provide opportunities for pupils and staff to evaluate collective worship, although the school has identified that additional resourcing, including a leader for this area, will support the directives of the Prayer and Liturgy Directory. Parents speak enthusiastically about choosing the school, due to its Christian nature and celebrations of worship, which they say make children conscious about spirituality whilst supporting behaviour and moral development.

Leaders plan a liturgical calendar with opportunities for Anglican services and Catholic Mass. The school has developed a prayer and liturgy policy to support pupils' expectations, include planning and leading celebrations with independence. The school welcomes the local parish priest who visits classes, and supports liturgical formation of the staff and pupils. Leaders, including governors, ensure staff professional development is focused on prayer and liturgy and the vast majority of staff believe that collective worship has improved as a result. Leaders promote staff supporting each other who routinely discuss pupil led worship to ensure a common approach is established. Leaders have rightly identified that pupil led practice and evaluation of collective worship is not fully developed and have signposted evaluation as a future priority. The leadership provides support in developing staff understanding of prayer and liturgy to develop skills when leading prayer. Governors visit the school and are informed about progress. They discuss emerging themes and the school has already purchased resources and materials to guide this provision, including practical digital resources, Bibles and a range of materials to enhance pupils' appreciation and involvement in celebrations of the word.

Information about the school

Full name of school	Emmaus Catholic and Church of England Primary School
School unique reference number (URN)	140826
School DfE Number (LAESTAB)	3732028
Full postal address of the school	Emmaus Catholic and Church of England Primary School, Southend Road, Sheffield, S2 5FT
School phone number	001142766474
Headteacher	Helen Simmerson
Chair of local governing body	Margaret Helliwell
School Website	www.emmaus.sheffield.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Clare Catholic Multi Academy Trust
Phase	Primary
Type of school	Joint Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	April 2017
Previous denominational inspection grade	Good

The inspection team

Richard Hilton	Lead
Emmaline Janvier	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