

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST JOHN THE BAPTIST CATHOLIC PRIMARY SCHOOL
Beckbridge Lane, Normanton, WF6 2HZ

School URN

138958

Date of Inspection and OE
grade

12th/13th July 2017
GRADE: 1

E-mail address

headteacher@sjb.bkcat.co.uk

Chair of Governors

Mrs Carmen Pearce

Headteacher

Mrs Lesley Warters

RE Subject Leader

Mrs Lesley Warters

Date and grade of last S48
inspection

23rd/24th July 2012
GRADE: 1

Section 48 Inspector

Mrs Alixena Lubomski

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

1

Summary of key findings:

This is an Outstanding Catholic school.

- Inspirational leadership and management including governance, are deeply committed to, and highly proactive in, implementing the Church's mission in education.
- All associated with the school are encouraged and supported to follow the mission of the school, which is to create and develop a community firmly rooted in the teachings of Jesus Christ.
- The Acting Head teacher, who is also the Religious Education (RE) Leader is extremely effective. Together with the other senior staff, she ensures that 'Christ is at the centre' of their decision making and that a wealth of opportunities are provided to help pupils, staff and families develop their own personal relationships with God.
- The Parish Priest is a member of the governing body and gives outstanding support to the dedicated teachers and teaching assistants.
- High quality Collective Worship (CW) is central to the life of the school and is a key part of every school celebration. It is a major strength of the school and all pupils play an active role in the preparation, delivery and development of CW.
- Pupils are extremely polite and helpful to visitors and this goes hand in hand with their excellent behaviour. They willingly accept responsibility for caring for each other.
- Teaching is good, some is outstanding but none is inadequate. Staff subject knowledge is good overall and pupils are motivated by the increasingly creative approach that the school employs in the teaching of RE.
- Pupil attainment is in line with local averages and current data is showing an upward trend of pupils achieving the higher levels in key stage one and lower key stage two.

- Assessment in RE is embedded within the curriculum. Regular moderation activities take place within the school, under the guidance of the experienced RE Leader, and with other schools across the Bishop Konstant Catholic Academy Trust (BKCAT).
- Leaders and managers are rigorous in their analysis of data. Termly 'Pupil Progress in RE' meetings provide teachers with specific feedback in relation to any additional support that may be required for groups within the school.
- The policy and provision for relationships and sex education (RSE) is currently under review in line with Diocesan requirements.
- All areas from the last Section 48 inspection have been addressed .
- All canonical and statutory duties are fulfilled.

What the school needs to do to improve further:

- Develop the role of senior leaders within the school in order to distribute the accountability for RE and CW across all areas of the school.
- Drive up standards in RE, particularly in key stage two, by ensuring that tasks set always provide opportunities for pupils to demonstrate higher order RE skills.
- Build on the creative aspects of the RE curriculum in order to develop teachers' subject knowledge and the pupils' independent learning skills across the school.

Information about this inspection

The Inspection of St John the Baptist Catholic Primary School, Normanton was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous Section 48 RE Inspection have been addressed.
- The extent to which children contribute to and benefit from the Catholic Life of the school.
- The quality of the teaching and marking and the responses the children make to that teaching.
- The extent to which the RE curriculum promotes learning for individuals and groups of pupils, particularly those pupils who require extended challenges in order to ensure maximum progress.
- The quality of Collective Worship (CW) and how well the pupils respond to it.
- The quality of the leadership and management, especially in the way they promote, monitor, evaluate and develop the provision of Catholic Education at St John the Baptist, Normanton.

The inspection was carried out by one inspector over one and a half days.

- The inspector and the acting head teacher completed a 'teaching and learning walk' throughout the whole school.
- The inspector observed acts of CW involving the year six leading for year two and separately in two other classes.
- Meetings were held with the prospective executive head teacher, acting head teacher, who is also the RE subject leader, parish priest, governors, parents, grandparents, parishioners, the learning mentor, representatives from the school council, mini vinnies and class ambassadors.
- A very comprehensive sample of evidence covering the RE/Catholic Life of the school was made available.
- The school's monitoring and tracking files to show pupil progress and attainment data was analysed.
- Samples of pupils' work, examples of marking and data from pupil and parent questionnaires were scrutinised.
- Minutes from Academy Council meetings, very comprehensive reports to governors by the acting head teacher and records of reviews by the local authority and BKCAT head teachers were scrutinised.
- RE newsletters, CW planning, school council minutes, mini vinnies' minutes and RE action plans were scrutinised.
- Displays in classrooms and around the school and photographic evidence of activities throughout the liturgical calendar year, to show special themed work which has taken place in school and in the local community, have been noted.

Information about this school

St John the Baptist Catholic Primary is an over-subscribed, single-form entry Catholic primary school which serves the parish of St John the Baptist, Normanton.

17% of the pupils are supported at school action/school action plus and 2 other children have education health care plans.

77% of the pupils are Catholic, 14% have another Christian denomination and 9% are from other faith backgrounds. There are 9 full time teachers and 2 part time, 3 of them hold the Catholic Certificate for Religious Studies or equivalent.

The Acting Headteacher, who is also the RE Leader regularly attend diocesan training and BKCAT events to share good practice with their colleagues. She currently leads the BKCAT RE cluster group and is a representative on the Trust's Mission Committee.

The school promotes and benefits from collaborative working with the other BKCAT schools. These links will be further strengthened in September with the appointment of an executive head across St John the Baptist and another BKCAT school. In view of the opportunities that this new partnership will highlight, the academy council are planning to complete a full review of the school's mission statement and values in the coming months.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are outstanding.

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the school's Collective Worship.	1

- Pupils across the school take responsibility for shaping religious activities in the school and the wider community. They show pride in attending a happy school where they are carrying out God's mission on a daily basis through their involvement in a variety of events that closely link their homes, the school and parish community together.
- From their earliest days in the school, high expectations are set by the school with regard to pupils' preparation for and participation in daily CW. The inspector observed year one pupils preparing a central prayer focus, confidently responding to the chosen reading and expressing their ideas about how to show love to their peers. Year six pupils demonstrated how they effectively plan and lead worship for key stage one children: they created a quiet, reflective atmosphere and helped the younger children to express their thoughts about being the right kind of 'soil' to allow God's Word to grow. The skills for leading CW are well embedded in key stage two, the pupils now need to regularly seek feedback from their peers in order to enhance their practice further.
- Pupils are able to talk about how the school staff provides support and guidance in developing their spiritual, moral, social and cultural knowledge, skills and understanding. They also appreciate the additional support that the school accesses from the learning mentor.
- Relationships within and beyond the school reflect the school's Mission statement 'Christ is the way, the truth and the life'. Older pupils look after younger children as buddies and help to maintain a peaceful environment as role models. Staff and pupils treat each other with mutual respect and parents are very appreciative of the support the school provides for them on a daily basis. Pupils' generosity of spirit is appreciated in the wider community too through their gardening links with a nearby sheltered housing complex.
- Across the school, the pupils concentrate well in their lessons and show an enthusiasm for their learning in RE. Overall they make good progress as they move through the school. Strategic intervention led by senior managers since the last inspection has resulted in a rise in the number of pupils achieving standards in line with national expectations at the end of key stage two. Percentages of pupils achieving the higher levels are also rising in key stage one and lower key stage two. Recent professional development is impacting positively on the outcomes for the more able pupils in upper key stage two but this practice needs to be further embedded to secure the increase of the higher attainment over the coming years.
- Teachers are acutely aware of the capabilities of the pupils in all the different groups in the school. In particular, children with SEND make good progress in RE from their different starting points.
- The school community, led by the mini vinnies, regularly raises large sums of money which benefit local and global charities. The pupils are very clear about their responsibilities as global citizens and, under the guidance of key staff, are very focussed in their planning and organisation of events.

- Parents and grandparents also reported that the school is a very happy, welcoming place where children are encouraged to fulfil their potential in all areas of their lives. They expressed their pride that pupils from St John the Baptist Catholic Primary School demonstrate such a secure knowledge and understanding of the Gospels and are always so welcoming to children from other schools that they meet in parish events.

The provision for Catholic Education is good.

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	1

- The teaching is mainly good, some is outstanding but none is inadequate.
- The RE curriculum is based on 'The Way, the Truth and the Life' scheme with additional programmes covering some of the major world faiths. There is increasing evidence within the school of a more creative approach being taken to the teaching of the topics. In these classes the teachers also skilfully question their pupils and plan tasks that develop their confidence to be independent learners.
- In some classes, religious art and role play provide the pupils with opportunities to investigate, hypothesise and develop their own opinions about Biblical events. Increasing familiarity with Biblical quotations enables the older pupils to support their answers to religious questions at the higher levels.
- In most of the lessons observed, good and imaginative use was made of a wide range of resources including IT and the 'Godly Play' materials. The skilful use of open ended and probing questions, particularly in the younger age groups, encouraged focussed response partner dialogue. Pupils across the school are able to share their thoughts confidently about the miracles performed by Jesus. Lively discussions about the reaction of the early church to St Peter's assisted escape from prison and the meaning behind the language in the Lord's Prayer engaged pupils and developed their independent thinking skills.
- Visitors are actively encouraged to enhance the pupils' experiences in school: during the inspection the parish priest led an interactive lesson about the parish church and key parts of the Mass. Pupils in the early years dressed up in the priest's vestments and as altar servers, they were keen to share their knowledge of different objects in the church following their recent visit. During the observation, it also became clear to the inspector that these young children had a very good knowledge of the liturgical colours used across the Church's year.
- In all lessons, the teaching is based on clear lesson objectives and is reinforced through regular teacher assessment. In some classes, teachers are using the 'driver words' effectively to provide the pupils with clear support with the requirements need to achieve the higher levels of attainment. However this level of challenge is not in place for all year groups.
- The quality of work in the RE books is of a good standard in most areas of the school. Pupils take pride in their work and marking is generally in line with the school's policy.
- Pupils across the school are familiar with the 'I can' statements as an aid to the assessment of their progress. However they do need to develop the confidence to assess their own performance against the criteria as they move through the school.
- Teaching Assistants are effectively deployed across the school in a number of ways during RE lessons. They are very effective when take a leading role in group

activities and where they work on a one-to-one basis with children who find it harder to access the curriculum independently.

- The quality of Collective Worship in the school is outstanding. The inspector witnessed cross phase and class worship, pupils participated prayerfully and expressed their joy and thanksgiving through formal and informal prayer and singing. From their earliest years, pupils are able to express their developing relationship with Jesus as a friend and helper to all through simple prayers and songs.
- Meditation sessions provide every pupil in the school with a time to reflect each day.
- The school provides many opportunities for the pupils to celebrate and display their sporting and musical talents across each year.
- Pupils have an excellent awareness of all the key liturgical seasons and celebrations of the Church's year. Their experiences of CW are well supported by informative displays and age-appropriate religious resources on the prayer tables throughout the school.
- Pupils spoke with pride and enthusiasm about their involvement as part of the school council and mini vinnies groups in the school. Pupils from Reception upwards were able to give examples of how they are fulfilling the Church's mission within their school and in the wider community.

The Leadership and Management are outstanding.

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	1
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

- Key areas for improvement that were identified on the previous S48 inspection report have been addressed in all four areas by the school.
- Since the previous inspection there has been: a new head teacher who has subsequently moved on; a new deputy head teacher appointment who is currently acting head teacher and RE subject leader; an executive head teacher appointment from within the BKCAT Trust for September.
- Leaders and governors have an outstanding commitment to the Church's mission in Catholic Education and work in partnership with the Diocese and BKCAT to ensure that the RE curriculum and the Catholic Life of the school remain at the heart of its ethos, mission and purpose.
- The acting head teacher, who is also the RE subject leader, leads by example in her passionate determination to provide the best possible Catholic education for all the pupils. She is strongly committed to developing home/school/parish links which benefit every member of these interlinked communities.
- As RE Leader she is very effective in her role. She uses her extensive experience to positively influence developments across the whole Trust through her leadership of Trust RE cluster group and her membership of the Trust Mission Committee.
- The school operates a systematic approach to the monitoring of teaching and learning in RE. However this needs to be more regular and rigorous in order to ensure that impact from any necessary improvements can be revisited and evaluated to inform future development planning.
- Pupil progress in RE is monitored by the senior leaders through the comprehensive whole-school tracking system which has been developed in the BKCAT Trust by

- one of the school's governors. Termly meetings with staff identify those pupils who are on track to make expected progress and those who need additional support.
- To ensure that all pupils are given the opportunity to make more than expected progress, tasks selected need to consistently enable pupils to apply their higher level thinking skills.
 - The Parish Priest is a regular visitor to the school and works closely with the senior leaders to help them to deliver high quality CW and curricular RE.
 - Governors are regular visitors to the school and provide appropriate support and feedback to the senior leaders in relation to the Catholic life of the school. They are pro-active and are willing to challenge the school by asking leading questions about pupil performance and achievement, in particular in relation to RE.
 - The Catholic Life of the school is discussed through the head teacher's report at Full Academy Council meetings and is the first priority in the school's development.
 - Governors ensure that that the school's RE budget is appropriately monitored and adequate to meet the school's identified priorities in RE/ Catholic Life.
 - All canonical and statutory responsibilities are fulfilled by the school's leaders and managers.