

# **DIOCESE OF MIDDLESBROUGH**

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



**School:** St John of Beverley  
**Address:** Wilberforce Crescent  
Beverley  
HU17 0BU

**URN:** 118032  
**Head of School:** Mrs Angela Nicholl  
**Chair:** Mrs Pat DuBoulay  
**Date:** 24-25 May 2018  
**Inspector:** Mrs M Baines  
Mrs Peggy Swinhoe

**Date & Grade of Last Inspection:** 02-03 July 2012 **Grade:** 2

**Overall Grade for this Inspection:** Grade 2

A Report from:  
The Diocese of Middlesbrough Schools' 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. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

## What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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## INFORMATION ABOUT THE SCHOOL

St John of Beverley RC Primary School is a smaller than average school situated on the edge of the market town of Beverley in the East Riding of Yorkshire. It serves the parish of St John of Beverley in the centre of the town. There are 172 pupils on roll, 2% of whom have an Education, Health Care Plan (EHCP). Most pupils are drawn from the immediate locality. The school draws from an ethnically diverse local community. The learning environment is bright and supports learning well. A recent donation from a Catholic charity has enabled the school to purchase cutting edge Information Technology to further enhance the pupils' learning experience. The school is situated in well-kept grounds, adapted successfully to include an environmental area, a Peace Garden and a discrete area for Early Years Foundation Stage (EYFS). The school enjoys Healthy School status and is involved in many local sporting competitions and events. During the inspection a group of pupils took part in the local schools' half-day Triathlon and the deputy headteacher and two additional staff were on a residential visit at an activity centre.

## INFORMATION ABOUT THE INSPECTION

This Denominational Inspection was carried out on 24<sup>th</sup> – 25<sup>th</sup> May 2018.

Inspectors: Mrs M Baines: Lead Inspector

Mrs Peggy Swinhoe: Team Inspector

**Pupil Catchment:**

Number of pupils on roll: 172

Planned Admission Number of Pupils: 28

Percentage of pupils baptised RC: 30%

Percentage of pupils from other Christian Denominations: 35%

Percentage of pupils from other World Faiths: 1.2%

Percentage of pupils with no religious affiliation: 32.8%

Percentage of pupils with special needs: 11%

**Teaching Staff:**

Full-time Teachers: 8

Part-time Teachers: 1

Percentage of Catholic Teachers: 44%

**Support Staff:**

Full-time Classroom Support Staff: 5

Part-time Classroom Support Staff: 3

Percentage of Catholic Classroom Support Staff: 28%

Percentage of teachers with CCRS: 1%

**Percentage of learning time given to R.E:**

All key stages 10%

**Parishes served by the School:** St John of Beverley, Beverley.

# 1. OVERALL EFFECTIVENESS

2

## MAIN FINDINGS

St John of Beverley is a good school where pupils and staff are joyful in their mission, which celebrates every pupil's achievements and strives to achieve the highest standards for all. Staff, pupils, parents and governors feel valued and visitors are warmly welcomed. Leaders and staff work collaboratively to ensure pupils have the best possible care. Support is also given to staff and parents who are appreciative of this care and consideration. Pupils recognise and appreciate that staff work hard and they trust them to guide them on their educational and spiritual journey. Pupils and their parents say that they feel safe in school. There are strong links between parents and school. Relationships within school are a great strength of the school. Leaders lead well.

The Mission Statement underpins the life and work of the school. Senior leaders and governors work extremely well together as a team. Their collective commitment to the ethos of the school ensures that Christ and Gospel values are at the heart of life at St John of Beverley. As a result, the extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

Pupils enjoy school. They work well together and support each other. In lessons they show interest and most were able to articulate the objective of lessons observed.

From modest starting points pupils make very good progress in Religious Education (RE) across the key stages. Pupils with Special Education Needs (SEN) are well supported and make expected progress. The transition during key stage two from level 3 in RE to 4c is slower than progress in key stage one (as is expected) as pupils learn to make links and develop understanding and reasoning skills. By the end of key stage two, in 2017, 65% of pupils attained Level 4C or above and data indicates that this year the figure will be slightly lower at 61%.

The provision for RE is good. The quality of teaching and learning observed in lessons from Early Years Foundation Stage (EYFS) to year five is good overall with some outstanding teaching observed. In the best lessons pupils made progress during the lesson, were completely engaged and formative feedback had a high impact on outcomes. Where behaviour for learning was sometimes less than good, pace and challenge were needed. Leaders monitor RE lessons annually using a pro-forma which records targets for staff, however these do not give enough detail nor are they frequent enough to be meaningful.

Pupils participated reverently and sang beautifully during class liturgies. Pupils are encouraged to respond to prayers and followed the recommended liturgical formula: 'Gather, Word, Response, Mission'. Liturgies are planned using a set template and staff and pupils are familiar with the planning. Pupils read from scripture and their own prayers. They also chose the hymn. This formula is effective but has become a little tired and would benefit from reinvigoration.

Leadership and management of the Catholic Life of the school is outstanding. The head teacher is dedicated and committed to the school's mission. She articulates the vision she has for the school clearly and she shares this with her staff and governors. Together the leaders promote and monitor the Catholic Life of the school effectively. They have successfully implemented improvements to outcomes for pupils across the school. The school has successfully addressed most of the key issues raised in the last inspection. An effective policy for written work, consistent marking and written feedback has been established and continues to be monitored.

## **What the school needs to do to improve further:**

What steps need to be taken to improve further?

- Distribute the responsibility for chaplaincy, Collective Worship and Catholic Life to ensure a more collaborative approach to leadership
- Focus on the impact of teaching on learning in RE in order to maximise pupils' progress in class and over time by:
  - Increasing the frequency of lesson observations in RE
  - Developing the evaluative and monitoring aspects of the observation process
  - Ensuring targets for staff are clear
- Make greater use of teaching assistants (TAs) in order to maximise their effectiveness through their greater involvement in delivery and participation.
- Improve the standard of presentation of pupils' work by:
  - Introducing a whole school drive to this end
  - Providing appropriate awards for exemplary work
- Reinvigorate Collective Worship across the school by:
  - Looking at new ways to develop existing plans creatively, including a variety of prayer styles e.g. Lectio Divina
  - Sharing existing good practice and providing additional staff training.

## 2. PUPILS

### How good outcomes are for pupils, taking into account variations between groups

Outcomes for pupils at St John of Beverley are good overall. The extent to which pupils contribute to and benefit from the Catholic Life of the school is, however, outstanding. Pupils take responsibility for leading and shaping activities within and outside of school which demonstrates its Catholic character. Pupils are proud of their backgrounds and come together to take full advantage of the opportunities provided by the school which develop them personally and spiritually. The pupils have a strong sense of personal worth and were able to articulate why they are involved in events such as “Mini Vinnies” and the sports council. They are able to make the link between the teachings of Jesus and what they do and how they behave. During the ‘Praise and Citizenship’ assembly pupils showed a capacity for community praise and celebration. They listened and were genuinely happy when their peers won awards, being quick to congratulate them. Pupils showed an interest in the religious life of others and demonstrated care and respect for religious objects around school. Pupils were able to articulate and they clearly understand that they have a responsibility to help and care for others and to look after God’s world. Fundraising is a feature of the school with large amounts being raised for a variety of charities including; Catholic Aid for Overseas Development (CAFOD), Harvest Festival, local food bank, poppy appeal, World Gifts and .Sports Relief. Involvement in such fund raising activities demonstrates the active Catholic Life of the school.

In lessons pupils enjoy their learning. Most spoke confidently about their lessons and were able to make links with the scriptures and their personal lives. In a key stage one lesson excellent classroom routines were adhered to and pupils showed their ability to think and discern which statements were kind and which were deliberately mean. Pupils unpicked the language and gave very good reasons why some statements were ambiguous. Pupils work effectively and with enthusiasm in most lessons, however the standard of written work is variable which does not reflect the quality of responses by pupils in lessons.

The standards achieved by most pupils at the end of key stage two are above average. The school keeps an accurate record of pupils’ achievement in RE. Assessment procedures are well established as are pupil targets, for which ‘I Can’ statements are used. In 2017 65% of pupils attained Level 4c and above. Data indicate that this summer 61% could achieve Level 4c and above. Most students in key stage two demonstrate knowledge and understanding of religion (AT1) and the ability to reflect on meaning (AT2) is within the grasp of most. Pupils are keen to do well and usually apply themselves diligently in lessons. Behaviour for learning is good and in a few lessons was outstanding. Generally pupils are enthusiastic and interested in their learning.

The pupils response to and participation in Collective Worship at St John of Beverley are good. Pupils sing joyfully, act with reverence and are keen to participate in acts of Collective Worship. Pupils know the school prayer and are able to recite it. They join in community prayers confidently. Respect is shown for each other’s faith and no one is expected to act in a manner contrary to their beliefs. Pupils have a good understanding of the Church’s liturgical calendar, its seasons and feasts. Key feasts and events are celebrated in school alongside parents, governors and parishioners. There are strong links to the parish of St John of Beverley. The priests are fully supportive of the school and celebrate Mass termly. A number of pupils are altar servers in the parish and staff are skilled at leading prayers and using

scripture and artefacts in their worship. Pupils are at ease singing and saying prayers in the school community. Hymn singing is a strength of the school. However, the formula for Collective Worship is limiting in its approach and would benefit from refreshment and greater creativity in delivery.

The extent to which pupils contribute to and benefit from the Catholic life of the school	<b>1</b>
How well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
How well do pupils respond to and participate in the schools' Collective Worship	<b>2</b>

### 3. PROVISION

2

#### **How effective the provision is for Catholic education The quality of teaching and how purposeful learning is in Religious Education The extent to which the RE curriculum promotes learning**

The majority of teaching in RE is good with some outstanding examples. Teaching is therefore effective in ensuring that pupils are consistently interested in their learning and that they are making progress. Good procedures for assessment exist and this enables pupils to make good progress. Teachers and leaders plan well to ensure the needs of pupils are met. Teachers have good subject knowledge which inspires learners and challenges pupils. This leads to good progress as seen in work scrutiny. In the majority of lessons observed, pupils were keen to learn, enjoyed their lessons and concentrated on their tasks. For a small number who were off task, behaviour for learning was not deemed to be good and their lack of focus prevented them from making progress. Good use is made of resources, all lessons seen employed technology effectively to maximise learning. In some, but not all classes, the support provided by additional adults was effective and enabled the class teacher to deliver the lesson smoothly. Monitoring of RE lessons do not happen frequently enough to allow senior leaders to identify areas in lessons where impact on learning and progress could be improved and better use of TAs could be made. Pupils are given appropriate feedback both orally and through marking which is effective in improving outcomes. A key stage two pupil volunteered: 'I know where to improve my work because my teacher writes it in my book'. Very good use of praise for a good answer or work done well was observed as were the effects of this high praise.

The curriculum is carefully planned and in line with guidelines set out by the Bishops' Conference of England and Wales. The school follows the 'Come and See' syllabus and resources are in place. Assessment procedures are well established as are pupil targets. ('I Can' statements). The school is innovative in the way in which it presents the curriculum. Highly effective use of scripture and hymn lyrics serve as links for pupils to aid them in remembering and recalling stories from the Gospels. The curriculum is enriched by the use of technology, role play tasks and drama. This all makes learning at St John's memorable. A wide range of opportunities are made available to pupils to improve their spiritual, moral and personal development. In the EYFS department an outdoor chapel was being used by the pupils to great effect and was a demonstration of the creative teaching seen in EYFS.

Acts of Collective Worship are given a high priority and are planned to meet the spiritual needs of the school's Catholic and Christian community. Staff and pupils pray together in a range of formal and informal ways. Services during Lent, Holy Week and, more recently for Pentecost were in evidence. There is a prayer group which is held most weeks and is voluntary. On occasions the numbers are so large that they are too big for the small reflection space available and so the event takes place in the corridor. This works and bears witness to the whole school. Governors play a role in Collective Worship. They attend, review and feedback to the head teacher following their visits. Leaders review and plan improvements to the school's provision. However, at times the Collective Acts of Worship observed were formulaic and ways of praying lacked creativity and variety. Themes are consistent with the Catholic character of the school but did not show the school's response to religious diversity, albeit small numbers amongst pupils.

The provision for Catholic Life of the school is good. Leaders and managers ensure that Catholic Life is at the heart of all that happens and this drives the decision-making at St John of Beverley school. The learning environment is bright and quality displays support learning. Every classroom has a religious (holy) corner or table. Resources to support RE are

attractive and are well used. Classes in key stage two would benefit from having their own set of bibles for use in their lessons. One set was seen in the library but were not seen to be used in the classrooms. Throughout the inspection all pupils reflected on meaningful choices and forgiveness. Teachers skilfully engaged the pupils in considering saying sorry, forgiveness and redemption in their RE lessons, thus emphasising the dignity of everyone and the willingness Christ has to forgive and embrace us if we say sorry and mean it.

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

## 4. LEADERS, MANAGERS AND GOVERNORS

1

**How effective leaders, managers and governors are in developing the Catholic Life of the school**

**How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils**

Leadership and management of the Catholic Life of St John of Beverley School is outstanding. The head teacher and governors set strong examples, modelling the school's ethos. The head is well respected and liked by staff and pupils. There are firm links with the parish church of St John of Beverley in the town and this helps to form the school's distinctive Catholic identity. Leaders are fully committed to the Church's mission and are energised to the task. Governors are highly experienced and totally committed to their roles. They play a key part in the Catholic Life of the school and monitor effectiveness of assemblies and liturgies. Many attend liturgies and services throughout the school year.

The provision for pastoral support in school is highly effective in meeting pupils' needs and ensuring that, in partnership with support agencies, suitable provision is made to support both pupils and families. Pupils spoken to referred positively to the peer group support where year five and six act as buddies to the younger pupils. The special education needs co-ordinator (SENCo) works closely with the head teacher. Together they place an emphasis on consistent pastoral care which allows pupils to flourish and participate educationally, socially and spiritually.

Parents are encouraged to come in to school and take an active part in their child's education. They are supportive of the school and keenly described all the opportunities the school affords their children. They highlighted the pastoral support the school offers in time of crisis.

The governing body is highly effective. They know the school and are regarded as valued members of the school and parish community. They carry out their statutory and canonical duties well. The chair of governors is a regular visitor to school; she is known by all members of the school community and engages well with pupils, parents and staff. An experienced and knowledgeable chair, she plays a key role in recruitment of staff and evaluation of head and teachers.

A strength of the school is the head teacher who works hard to ensure the pupils and staff are all achieving highly. There is an induction programme for new staff and the headteacher ensures that her staff are sufficiently challenged and supported through one-to-one dialogue and continuous professional development opportunities. She engages with heads from other schools and has worked hard to maintain and develop these links. As a result of these contacts the pupils at St John's benefit from sporting, musical and cultural links with other schools. While the proportion of Catholic pupils is low (30%) there is still a strong sense of belonging to a Catholic community. The outward signs and displays of Catholic references around school, the quotes from scripture and

devotion to Our Lady all indicate that this is clearly a Catholic school. This said, pupils of other faiths are present and the school is keen to demonstrate their support for and understanding of their pupils from other faiths and the global community. Wall displays and fund raising for CAFOD in particular support this aim.

Governors monitor and evaluate the provision for RE through monitoring of plans and headteacher reports and by challenging the head teacher in governor meetings, and on learning walks. Evidence regarding RE is considered in meetings both formal and informal.

The head teacher is the RE subject leader and is also responsible for chaplaincy, Collective Worship and Catholic Life of the school. Leadership is therefore focused on one person rather than distributed. Her aim is to ensure the same rigorous monitoring happens in RE as all other subjects in school. RE is seen as a core subject within the curriculum. Lessons are monitored yearly and tracking takes place at the end of each half term. Data is closely monitored in school, in the local regional cluster (East Riding) and by governors. Monitoring and evaluation also takes place through pupil progress meetings (every half term) through learning walks and work scrutiny. All of these aspects are shared with Governors. RE has 10% curriculum time in all key stages and the school meets all canonical and statutory responsibilities. Effective subject leadership have ensured that standards have been improving across all stages for a number of years.

How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils	<b>1</b>
How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	<b>2</b>