

# 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 EVANGELIST CATHOLIC  
PRIMARY ACADEMY  
BEACON ROAD  
BRADFORD  
BD6 3DQ

School URN	107333
Date of Inspection and OE grade	9 <sup>th</sup> -10 <sup>th</sup> November 2017 OE Grade- Grade1 Outstanding
E-mail address	head@stjohntheevangelist.org.uk
Chair of Governors	Mr Ian Partridge
Headteacher	Mrs Kath Spillane
RE Subject Leader	Mrs Ruth Westbrook
Date and grade of last S48 inspection	12 <sup>th</sup> & 13 <sup>th</sup> December 2012 Outstanding
Section 48 Inspector/s	Wendy Walsh

## 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 school**

- The headteacher, and deputy head teacher who has taken on the role of Religious Education subject leader since September 2017, are committed to the children's well-being and to the faith life of the school. They provide strong, effective leadership by prioritising the Catholic Life of the school.
- The 'family feel' of the school is appreciated by pupils, parents, staff and governors. All members of the school community live out the school mission 'Love one another as I have loved you' which is clearly shown by the caring relationships in the school. Parents appreciate that staff are so approachable
- The calm community atmosphere at St John the Evangelist's is a real strength. Parents, pupils, staff and governors appreciate that the school is a very special place to be. A Year 6 pupil commented, "The teachers treat us all equally and everyone is unique in their own way."
- Governors are active in school, often joining the school community for worship. Along with the senior leadership team they ensure that a wealth of opportunities are provided to help pupils, staff and families to develop their relationship with God. In addition they are now monitoring alongside leaders, especially the RE governor who is also the parish priest. This ensures that governance is now developing a secure understanding of the areas of strength and any areas for development.
- St John the Evangelist's is a school committed to its Catholic tradition and ethos. Its Catholic character is reflected in the environment, which is of a very high standard. Display is a particular strength of the school. It is of a high quality and reinforces the

Catholic ethos and values extremely well. This is valued by parents and as a grandparent said, "The Catholic ethos is spot on".

- The children benefit from a wide variety of worship and particularly enjoy preparing, planning and leading Collective Worship both within the class and for pupils in the opposite Key Stage (KS).
- Teaching is good with some lessons being outstanding but none is inadequate. Pupils are motivated and enthusiastic about the more creative approaches the school is developing in the teaching of Religious Education (RE).
- 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**

- Develop a clear progression for pupil led Collective Worship so that teachers are aware of the expectations for each year group.
- Increase the percentage of pupils working at the higher levels across school, especially the end of Key Stage 2, by rigorously tracking pupil progress to ensure all pupils are on track to reach their end of key stage target based on their starting point.
- Further develop the effective use of 'I can' statements to pre-assess what pupils already know, inform the planning of carefully differentiated learning tasks and identify next steps, in order to maximise the progress of all pupils.

### **Information about this inspection**

The Inspection of St John The Evangelist Catholic Primary Academy 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 Diocesan Inspection have been addressed
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education (RE).
- How well pupils respond to and participate in Collective Worship (CW).
- The quality of teaching and marking and how purposeful learning is in Religious Education.
- The quality of Collective Worship provided by the school.
- How well leaders and managers promote, monitor and evaluate provision and plan improvements.
- The accuracy of the school's self-evaluation system.
- The school's partnership activities- including home/school/parish links.

The inspection was carried out by one inspector over one and a half days. During the inspection 5 RE lessons were observed, including one paired observation with the

Headteacher. In addition, one class based Collective Worship (CW) and a Key Stage 1 CW led by Year 6 pupils were observed. Meetings were held with the head teacher, the RE subject leader, the parish priest who is also the RE governor, representatives of the governing body/the Chair of governors and the Chair of the Finance Committee, a group of parents and a group of pupils. Documentation was viewed and a selection of pupils' workbooks was scrutinised.

**Information about this school**

- St John the Evangelist is a one form catholic primary school for pupils aged 4-11 years old with 207 pupils on roll. Pupils are taught in 7 single age class groups.
- The school is situated in the parish of Mary, Mother of God, which is the main catchment area, but children also attend from neighbouring parishes.
- Since the last S48 RE inspection (2012), a new deputy headteacher who has responsibility for RE and a new parish priest who is also the RE governor have been appointed to the school.
- The school became a voluntary academy on 1<sup>st</sup> October 2016, joining the Blessed Christopher Wharton Catholic Academy Trust.
- The majority of pupils (76%) are baptised Catholic, with 7% coming from other Christian denominations and 5% from other faith backgrounds.
- Attendance (96.7%) is in line with the national average.
- The school deprivation indicator has remained constant over the past three years and is in line with the national average and the percentage of pupils known to be eligible for free school meals is below the national average.
- The school has 18% of pupils in receipt of pupil premium funding which is below the national average.
- Although the percentage of pupils with EAL has increased over the past three years, it still remains low compared to the national average.
- The percentage of pupils with special educational needs is similar to the national average. The majority of pupils with special educational needs have moderate learning difficulties, with a small number of children with medical special needs and one child with an EHCP.
- Mobility at the school has been stable over the three-year period and remains below the national average.
- There are 7 full time and 3 part-time teachers, 2 of whom hold the Catholic Certificate of Religious Studies.
- The school has developed effective partnerships with Catholic Schools Partnership of Bradford and Keighley (CSP) and Blessed Christopher Wharton Catholic Academy Trust.
- The school has a breakfast club and an after school club.
- All canonical and statutory duties are fulfilled.

**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.	<b>1</b>
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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

- Opportunities to contribute and benefit from the Catholic Life of the school are many and varied. Pupils are very proud of their school and recognise that it is a special place to be. As the Mission statement says, "Everyone is enabled to fulfil their unique potential and together we celebrate being part of God's creation in all we think, say and do. In our school everyone is respected and cherished and differences are valued." This was explained by a pupil who stated, "The teachers treat us all equally and everyone is unique in their own way."
- Pupils are polite, welcoming, helpful and confident. They appreciate the family feel of their school community and are committed to looking after each other. "We are one big family," said one pupil. Staff and pupils treat each other with mutual respect and parents and governors are very appreciative of the high quality relationships within the school.
- Pupils are able to talk about how the school's patron saint St John the Evangelist inspires them to live their lives. A pupil explained that, "When Jesus asked St John to look after his mother, St John did it. It teaches us to 'Love one another as I have loved you' which is our school motto. So we follow in Jesus' footsteps by following his commandment".
- Pupils value and respect the Catholic tradition of the school and particularly benefit from their involvement in the school's varied acts of worship, in the classroom, in the school hall and in the parish.
- There is a distinctive Catholic feel to the school which is strongly based on Gospel values. This ensures that the pupils benefit from a calm, harmonious learning environment. They appreciate the school's behaviour policy and know that their behaviour has consequences. As a result pupils treat each other with respect realising that they are accountable for themselves and their actions.
- St John's is a school committed to its Catholic tradition and ethos. The Catholic character of the school is reflected in the environment, which is of a very high standard. Display is a particular strength of the school. It is of a high quality and reinforces the Catholic ethos and values extremely well. This is appreciated by parents and as a grandparent said, "The Catholic ethos is spot on".
- Pupils are keen to talk about the opportunities that the school provides for them and take responsibility for many areas of school life. Year 6 pupils act as a buddy to the youngest children in Reception, supporting them in the playground and in assemblies. Pupils also apply to be members of the School Council and Minnie Vinnies where they have the opportunity to lead activities within the school and wider community. This year the Minnie Vinnies have begun to lead a voluntary act of worship during break time which was observed during the inspection. This is well attended.
- Pupils are very aware of the needs of others both within and beyond school and are very generous in supporting fundraising activities. They arrange food donations to the Bradford Food Bank as well as supporting the Poppy Appeal, CAFOD, Catholic Care, Macmillan Cancer support and the parish SVP conference. Year 6 pupils also take responsibility for a fundraising project of their own, devising creative ways such

as making and selling slime to raise money for Dementia UK.

- Pupils enjoy their RE lessons as they say, “We get to learn a little more about Jesus and follow more in his footsteps”.
- Each class has an attractive and current Religious Education/worship display that is an integral part of lessons. Each class also has a patron saint representing the virtues of the class which when combined together reflect the school’s virtues.
- Teachers plan a variety of creative and interesting activities to engage and interest the pupils which enhance their whole learning experience in RE. This is appreciated by the pupils who say, “RE lessons are fun and exciting”. The quality of work in books is good and shows a range of teaching and learning experiences including art. In the observed lesson in Year 2 pupils were wondering about what heaven looks like and were painting a picture of their idea. They willingly shared their suggestions and realised that everyone had their own idea.
- Across the school, pupils show real enthusiasm for their learning in RE. They are keen to do well, apply themselves wholeheartedly in lessons and work at a good pace. They co-operate very well with each other. This was clearly demonstrated in the observed Year 4 lesson. In a small group, the pupils had to work together to decide on the least to the most important things they could do to help them develop their trust in God. They listened carefully; valuing other’s viewpoints before finalising their target board.
- The standards pupils achieve by the end of Key Stage 2 (KS2) are above average at Level 4 but are broadly average at Level 5. Most pupils make expected progress. However given pupils’ starting points, more pupils should reach Level 3 at the end of Key Stage 1 (KS1) and Level 5 at the end of KS2. To show outstanding progress the percentage of pupils achieving Level 5 at the end of KS2 needs to be higher.
- Pupils generally make good progress during Reception, through Key Stage 1 and lower Key Stage 2. The inspector noted accelerated progress in upper Key Stage 2, which was evident in the higher expectations set out through the level of challenge in lessons and pupils’ responses to the tasks set. The RE subject leader is implementing effective tracking of pupils’ progress based on their starting point. This will ensure that each pupil has an appropriate target and will identify groups or individuals that are not making sufficient progress. Teachers will then be able to target these pupils through appropriately differentiated learning tasks.
- Prayer is central to the life of the school and forms the beginning and end of each school session. From their entry into Reception, pupils have a clear understanding of the importance of prayer. All pupils are very reverent during moments of prayer, with eyes closed and hands joined. Pupils also act as prayer leaders in their class, leading both formal and informal prayers.
- Pupils have regular opportunities to participate in different forms of Collective Worship and act with reverence and enthusiasm. The high quality Collective Worship plays a positive role in the life of the school which is evident in the relationships between pupils, and pupils and staff.
- Pupils prayerfully join in school acts of worship with confident responses and singing. During a whole school mass for Remembrance Day they demonstrated that they know many of the responses and prayers of the church.
- Pupils regularly plan, prepare and lead CW with enthusiasm and confidence both within and beyond the classroom. In Year 3 the inspector observed a class based CW which was led by pupils and supported by the class teacher. The pupils leading the class based CW assembled the focal point explaining the relevance of the

artefacts used. In their response to the Word, all pupils were able to reflect on how they could follow Mary's example and say yes to what God wants us to do. A group of Year 6 pupils were observed delivering a CW to younger KS1 pupils on the theme of 'Choices'. The CW was well planned and appropriate to the age range of their audience. The Year 6 pupils showed that they were skilled in the use of scripture, understood the need for reflection and their choice of hymn enhanced the theme of the CW.

- Parents, carers and grandparents say that they feel very welcome in the school and comment positively on the very strong "family feeling" at the school. They state that they particularly value the "ethically right approach" that the school provides for their children which they feel will guide them through life.

## 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

- Teachers follow the Diocesan approved Religious Education programme, 'The Way, the Truth and the Life'. They plan their lessons using the Diocesan guidelines but adapt them to include more creative approaches to engage pupils in their learning as a result of Continuing Professional Development (CPD).
- The quality of teaching in Religious Education is mainly good with some of it being outstanding.
- Where teaching is strongest, excellent subject knowledge enables teachers to enthuse and challenge pupils.
- In Year 5, due to the teacher's expert subject knowledge, skilful questioning enabled pupils to express their ideas and opinions confidently on how the Ten Commandments impact on their lives today. They were able to debate whether rules make life easier or more difficult. Then they re-ordered the Ten Commandments, explaining their reasons and discussing whether a rule was less important just because it did not apply to them, for example 'Thou shalt not commit adultery'.
- The topic 'Justice' securely engaged the Year 6. They were able to clearly explain how Dorothy Day's faith inspired her to fight for justice. The teacher effectively used technology as a research tool. The pupils researched the life of Bishop Oscar Romero and showed high levels of understanding in their responses to how he followed in Jesus' footsteps.
- During RE lessons, teaching assistants are effectively deployed across the school, especially when they take a leading role in group activities.
- Pupil books are regularly marked, in line with the school's policy. Achievement and effort are celebrated. Pupils are provided with feedback on how well they have done.
- Pupils are also familiar with the 'I can' statements but these are not yet developed further to identify the next steps pupils need to take in order to progress in the future. The use of pre-assessment tasks would also enable teachers to identify what pupils already know and so plan suitably differentiated learning tasks for all pupils, especially to challenge higher ability pupils.

- The RE curriculum is enriched through well planned and creative strategies which provide stimulating and memorable learning experiences.
- In an adult led activity in the Reception class, pupils accurately recreated the story of St Elizabeth of Hungary using a range of props whilst one child used technology to record the role play. Some pupils wrote their own prayers with the class teacher while another group were supported by the teaching assistant to make bread to share like St Elizabeth.
- Religious Education contributes to the wider life of the school. Teachers effectively use cross curricular links between Religious Education and English to allow pupils to use their literacy skills to produce extended pieces of writing.
- Curriculum provision is also broadened through study of other major world faiths as part of the RE curriculum. Pupils spoke enthusiastically about learning about the beliefs of others which was evident in both workbooks and displays. Leaders understand the importance of this in enabling pupils to be good citizens.
- The quality of Collective Worship provided by the school is outstanding. It is central to the life of the school and is incorporated into every school celebration. Pupils participate prayerfully joining in with formal and informal prayer and singing.
- As a result of staff's excellent understanding of the Church's liturgical life, pupils' liturgical formation is well planned and shows progression from their earliest years.
- Pupils are becoming skilled at planning, preparing and leading worship both within their class, as observed in Year 3, and within school as was demonstrated by the KS1 CW led by Year 6 pupils. However, progression in pupil led CW is not yet formalised to ensure that teachers are aware of year group expectations which would also allow more effective monitoring and evaluation by the subject leader and RE governor.

## **The Leadership and Management are outstanding.**

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>1</b>
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- The dedicated headteacher is well supported by the deputy headteacher/ RE subject leader, staff and governors. There is a real team approach and all staff, both teaching and non-teaching, have a clear understanding of their role in promoting the Catholic ethos of the school. Staff lead by example and are well supported by the governors who are regular visitors to the school, particularly joining in with the Catholic Life of the school.
- The deputy headteacher, who took on the role of RE subject leader, is very enthusiastic and committed to building upon the expertise of the previous subject leader.
- Leaders and governors have an outstanding commitment to the Church's mission in Catholic Education and work in partnership with the Diocese and Blessed Christopher Wharton Academy Trust to ensure that Collective Worship, Catholic Life and the RE curriculum are at the heart of the school's curriculum and the whole life of the school. Both implicitly and explicitly, the school aims to help each child to become the person God created them to be.



- School leaders have created a bright, attractive and exciting learning environment for the pupils. Display is a particular strength of the school. It is of a very high quality and varied and actively promotes the Catholic identity of the school.
- During the inspection, all teaching areas were visited and each featured an attractive RE/worship area with quality religious artefacts and worship resources appropriate to the liturgical year. Each worship area provides a focal point for the pupils, reflecting the ethos of the school and the needs within the class.
- Governors are regular visitors to the school, particularly joining in with the Catholic Life of the school.
- The Parish Priest, who is also the RE Governor, works closely with the school to celebrate important dates and festivals in the liturgical calendar. He oversees the sacramental life of the school, celebrating Mass in the school hall, providing opportunities for the Sacrament of Reconciliation and being a vital link between the parish and school. In his role as RE governor, he is involved in the monitoring of RE and is extremely supportive about developing the Catholic Life of the school.
- Pupils speak with pride and enthusiasm about their involvement in the Catholic Life of the school as part of the School Council and Mini Vinnies groups in the school. They were all able to give examples of how they are fulfilling the Church's mission of helping others.
- A strong feature of the school is that it is not complacent but is constantly striving for ways to improve still more. However, the headteacher needs ensure that the Catholic Life of the school section of the Headteacher's Report to Governors is more evaluative rather than just listing events that have occurred. This will enable governors to be better informed of where the school's strengths are and so develop plans to address any weaknesses.
- Governors have ensured that the key issues raised in the previous RE inspection have been successfully addressed.
- The governors have approved an RE budget which is in line with other core curriculum areas and ensures that RE, Collective Worship and Catholic Life of the school are adequately resourced.
- The governing body have set up a working party to approve an Education for Personal Relationships (EPR) Policy and programme of study which is in line with Diocese of Leeds guidelines.
- All canonical and statutory responsibilities are fulfilled.