

Catholic Schools Inspectorate inspection report for **Barkston Ash Catholic Primary School**

URN: 121635

Carried out on behalf of the Right Rev. Marcus Stock, Bishop of Leeds on:

Date: 28-29 June 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- Barkston Ash Catholic Primary School is very welcoming; pupils, staff, and parents, regard themselves as part of the family, who 'with God's guidance grow and learn' together.
- Prayer and liturgy are strengths of the school; pupils are skilled and confident in their delivery of worship in the classroom.
- Leaders including governors, have a clear vision for Barkston Ash Catholic Primary School and are moving at pace to achieve this vision for all.
- Pupils are happy, confident, and secure because the highly skilled staff focus on nurturing relationships, recognising the uniqueness of each individual within the school.

- Pupils participate well during religious education lessons, answering questions in great detail, listening to and responding to each other attentively, recalling scripture links, resulting in pupils that know more and remember more as they progress through school.

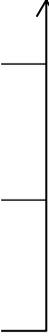
What the school needs to improve:

- Give pupils more opportunities to articulate the theology underpinning Catholic Social Teaching through a wider use of resources and explicit activities.
- Provide more opportunities within lessons for pupils to reflect on their work and to carry out peer and self-assessment.
- Develop further links with agencies and the wider community to provide more enrichment activities to enhance teaching and learning in religious education.

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:.....	1
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	1



Pupils understand the distinctive nature of Barkston Ash Catholic Primary School. Pupils feel safe and valued and can talk about the school mission statement in detail. Pupils are aware of those in need within their local community, as well as national and global needs. Some fundraising events are well established, such as 'Tins on Tuesday', and others are chosen annually, responding to situations in the news or as they affect individuals within the community. Older pupils have a well-established 'Young Apprentice' scheme which raises significant amounts of money for a variety of worthy causes. The Mini-Vinnie group is enthusiastic: 'We are all God's family, and we want to support others like the Good Samaritan'. Older pupils gladly embrace areas of responsibility. For example, during the inspection, a pupil librarian was observed giving up her lunchtime to help younger pupils access books. A buddy system where older pupils help Reception children is well established. A restorative approach to behaviour management is being introduced and pupils talk about this positively. Pupils do not yet have enough opportunities to explore themes such as 'Laudato Si' and the theology underpinning their charitable actions.

Staff are strongly committed to the mission of the school; they are exemplary in the way they participate in and contribute to its life and mission. The sense of community is extremely joyful. The school environment is good, with the mission statement and other religious symbolism displayed throughout the school. Pupils and staff are provided with many and varied opportunities to pray and deepen spiritual understanding, resulting in pupils, families, and staff growing in faith together. For example, the head teacher hosts staff prayer in the prayer garden most days before school; and the faith mentor takes small groups of pupils into the prayer garden to give them the opportunity to reflect on the current 'virtue to live by' in greater detail. Chaplaincy is well planned; the development of the whole person is the shared vision throughout the school and given a high

priority when organising the life of the school. Chaplaincy has been well supported this year by the parochial administrator. The staff use *'Life to the full'* to deliver the relationships, sex and health education curriculum. Leaders consulted with parents and governors and intend to continue to review provision on a biennial basis. This resource meets all statutory and diocesan requirements and is firmly rooted in the teaching of the church, celebrating a holistic vision of the human person.

Leaders and governors are determined when exercising their duties. They have a strong vision for the Catholic life and mission of the school and express this with passion: "The vision statement is the golden thread that runs through everything. We as governors review every policy with this and the Barkston Ash DNA in mind". Leaders and governors work in partnership with the diocese and value links with the wider Bishop Wheeler Catholic Academy Trust. Links with the parish are strengthening, with the headteacher and faith mentor attending parish meetings. The school supports sacramental preparation and family catechesis is evident. Leaders ensure pupils attend diocesan events such as the Good Shepherd service. They have more recently joined other Catholic schools for a Faith in Action pilgrimage. The school is highly effective in engaging with parents. Parents speak very highly of all staff and give many examples of staff 'going the extra mile'. Evaluation of Catholic life by pupils is at its earliest stages and needs to be more explicit. Staff require further training and resources in this area. Pastoral care of staff is of the highest importance; staff feel very well supported. There is a comprehensive plan for the induction of newly appointed staff where the Catholic ethos of the school is prioritised.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

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.....

1



Pupil outcomes in religious education are excellent, and progress over time is visible in books and through pupil discussion. Data tracking shows attainment at age-related expectations is in line with other core areas of the curriculum for all year groups. Pupils clearly enjoy learning in religious education and talk about their learning with enthusiasm. Pupils know more and remember more, because of learning that is rooted in the *Religious Education Curriculum Directory (2012)*. Work in the pupils' books is of a very good standard; children work with pride and interest on a variety of creative and written tasks. Pupils are visibly proud of their achievements; they have a clear understanding of how well they are doing and what they need to do to improve. Behaviour for learning is very good and pupils listen attentively during whole class discussions. Pupils ask in-depth questions of teachers and peers. For example, when learning about St Paul's letter to the Corinthians 12:12-20 one child asked, 'Is God sad now the Christian church is splintered with different denominations?'. Another child replied 'Just as the body has two legs, the church can also have different groups, but we can still follow Jesus'. When teaching is at its best, pupils are given the opportunity to relate their learning to prior topics and the wider curriculum. Pupils reflect on the demands of everyday life and how their learning in religious education lessons helps them to think ethically.

Teachers show excellent levels of subject knowledge appropriate to the phases in which they are teaching. All pupils are taught in mixed-age classes where pupils are ably supported by highly skilled teaching assistants. Lessons are often taught in a creative manner. All lessons observed were good or better. When outstanding, teachers' questioning is highly effective, and lessons move at a good pace. Occasionally pupils are slow to start independent work, this occurred when tasks were insufficiently modelled. However, because staff continually move around and assess pupils, they ensure any pupils' misconceptions are addressed. In the best lessons, support staff are active

throughout, reinforcing the teacher's questioning and the subject knowledge being taught. Teachers have high expectations of pupils; they celebrate pupils' efforts in a variety of ways, not least within the moment, through high quality verbal praise and 'live' marking. Peer and self-assessment, along with the opportunity for pupils to reflect on tasks, is under-developed at present. Enrichment activities to enhance teaching and learning in religious education, drawn from the wider community and outside agencies, are limited in range.

Leaders and governors are determined to provide quality religious education. This is evidenced by monitoring visits from the governor with responsibility for religious education and chair of governors. The impact of this monitoring is already visible in pupils' books. The curriculum design ensures that 10% of time is devoted to religious education. Religious education is considered a core subject at Barkston Ash. In this smaller-than-average school the head teacher is the religious education coordinator. The head teacher attends diocesan and family meetings to ensure standards compare favourably with other Catholic schools. All teachers have attended 'Creative RE' days provided by the diocese. The impact of this training is outstanding. Leaders are outward looking; they demonstrate a high degree of self-challenge when monitoring work. Staff feel well supported to meet the high expectations of the leadership team and improvement is occurring at a rapid pace. 'Bible skills' weeks have had a significant impact on pupils' knowledge; staff are also very comfortable quoting from scripture.

Collective worship

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

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

Commitment to prayer and liturgy at Barkston Ash is outstanding. Pupils are active participants, joyfully joining in communal singing and prayerfully saying responses. They know and appreciate the many traditions of the Church and the very youngest pupils can make the sign of the cross and know how to greet the gospel. Older pupils are keen to deliver worship in class. They evaluate worship showing a very good understanding of what high quality worship entails. As pupils progress through school, they become more independent and can prepare creative and well-constructed classroom-based worship for their peers. The evaluation of worship by pupils is routine and has resulted in pupils knowing how to improve. Pupils can articulate clearly how prayer and worship enhance the school day: 'With God's help we can be courageous and brave and do anything'. Key Stage 1 and Key Stage 2 pupils routinely write their own prayers, thoughtfully including national and global events from the news. Pupils also talk about how they enjoy meditation: 'it gives me time to think'. Behaviour of pupils during a whole-school Mass to celebrate the solemnity of St Peter and St Paul was exemplary; it was a privilege for the inspectors to witness this faith-filled community joining together.

Prayer and liturgy are central to the daily life of Barkston Ash. Pupils have several opportunities throughout the day to join in traditional prayer. There is also a 'prayer of the week' which the pupils learn. At the time of inspection this was the 'Eternal Rest'. This ensures pupils know many traditional prayers 'off by heart' and the meaning behind the prayer. Staff and pupils have received high quality training on the delivery of prayer and worship. There are a variety of resources for pupils to access enabling them to select appropriate scripture and hymns to suit a theme. Early Years Foundation Stage and Key Stage 1 children are given artefacts for a home 'worship box', helping them 'to mirror what happens in school at home'. Prayer life at home is also supported by the headteacher's weekly newsletter and access to the Wednesday Word, which aids the exploration of the Sunday gospel.

There is a balance between routine and innovative types of prayer. Staff are exemplary role models and talk about a 'faith-filled community' with passion. Pupils lead and experience liturgies which consistently include well-chosen scripture passages, prayerful silences, and joyful singing. The prayer garden in the centre of the school is extensively used by the faith mentor.

Leaders place the highest priority on planning the liturgical year. They ensure that all holy days of obligation and other significant times are celebrated with Mass. The parochial administrator has worked closely with school staff regarding sacramental preparation. School staff fully support family catechesis in the parish, attending church to support these events. Relevant staff have received training in prayer and liturgy. A clear policy has been developed and this is used consistently by staff. There is a clear progression of expectations as pupils move through school. This has resulted in high quality participation of pupils and staff. Leaders and governors regularly review the quality of prayer and liturgy, observing collective worship and seeking the views of pupils. There are layers of expertise throughout the school to support staff and pupils. For example, the head teacher hosts daily staff prayers in the prayer garden before school and the faith mentor is available to staff, pupils, and parents if people want to explore their faith further.

Information about the school

Full name of school	Barkston Ash Catholic Primary School
School unique reference number (URN)	121635
Full postal address of the school	London Road, Barkston Ash, LS24 9PS
School phone number	01937 557373
Name of head teacher or principal	Mrs Vikki Vaughan
Chair of governing board	Mrs Rita Reid
School Website	www.barkstonash.n-yorks.sch.uk
Multi-academy trust or company (if applicable)	NA
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Leeds Diocese
Gender of pupils	Mixed
Date of last denominational inspection	June 2016
Previous denominational inspection grade	Outstanding

The inspection team

Diane Todd	Lead inspector
Angela Phillips	Team inspector

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