



# DIOCESE OF Arundel and Brighton

## DENOMINATIONAL (S48) INSPECTION REPORT

### St John the Baptist Catholic Primary School

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School Unique Reference Number: 114540

<b>Headteacher:</b>	Ms Carmel Hughes
<b>Chair of Governors:</b>	Mrs Paula England
<b>Lead Inspector:</b>	Mr Stephen Beck
<b>Associate Inspector:</b>	Mr Damien Fox
<b>Inspection date:</b>	Wednesday 5 <sup>th</sup> April 2017

<b>Overall Effectiveness</b>	Previous Inspection: 2
	This inspection: 2
<b>Catholic Life:</b>	1
<b>Collective Worship:</b>	1
<b>Religious Education:</b>	2

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St John the Baptist is a good Catholic school because:

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|---|---|
| <ul style="list-style-type: none"><li>It is a caring, nurturing school that embraces pupils of all abilities and cultures through strong home, school and parish links, recognising the faith journey of each individual.</li></ul> | <ul style="list-style-type: none"><li>Pupils are fully aware of the need to work together in a community, be sympathetic and supportive to the needs of others and act with justice and inclusivity to all members of the school community.</li></ul> |
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<ul style="list-style-type: none"> <li>▪ Leadership and management is a strength of the school. The headteacher is an inspirational leader who provides every opportunity for her staff to develop and flourish as teachers and leaders themselves. Her leadership is outstanding and strongly focussed on the school's mission statement so that all pupils' personal development and wellbeing are at the heart of its nurturing ethos. She communicates this effectively and is well supported by governors and staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The behaviour of the pupils is exemplary.</li> <li>▪ Pupils' attainment in religious education is good, with some being very good. They make excellent progress in relation to their starting points and capabilities.</li> <li>▪ The Catholic character of the school shines through times of worship. Collective worship follows the liturgical year; liturgies and prayer life provide pupils with opportunities to develop spiritually and enhance their beliefs and values. Pupils readily share their positive memories and experiences of worship, showing enthusiasm, pride and a depth of thought in their involvement.</li> </ul>
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St John the Baptist school is not yet outstanding because:

<ul style="list-style-type: none"> <li>▪ Differentiation of tasks for the most able pupils needs to be embedded further to enable them to achieve their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>▪ More opportunities need to be provided for pupils to undertake independent learning activities particularly in Key Stage 2.</li> </ul>
<ul style="list-style-type: none"> <li>▪ The monitoring system, which is developing well, needs more time to be fully implemented in line with other core subjects.</li> </ul>	

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

The school is voluntary aided. It is situated in the Brighton Deanery of the Diocese of Arundel and Brighton. It is maintained by Brighton and Hove Local Authority. The principal parish the school serves is St John the Baptist, Brighton although some pupils attending are from the surrounding areas of Whitehawk, Kempton and Queens Park. The proportion of pupils who are baptised Catholics is 68%, showing an ongoing increase from 65% and 41% respectively at the time of the previous two inspections. The average weekly proportion of curriculum time given to religious education is at least 10% in all Key Stages. The school takes pupils from 4 to 11 years. As a one form entry school it is smaller than average with a current pupil roll of 202.

The attainment of pupils on entering the school is generally below average. The proportion of disadvantaged pupils (eligible for pupil premium grant) is 20% which is significantly high compared with other schools.

The percentage of pupils of White British backgrounds is 43%. Of pupils from other cultural heritages, the largest proportion is Asian at 19%, which has increased since the last inspection. The proportion of pupils who have English as an additional language has continued to rise and is above average at 36%.

The school is to be commended for actioning the improvements recommended in the last inspection.

#### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Progress the planned integration of the electronic recording of religious education assessment data into the system used for other core subjects.
- Secure clarity, particularly at governor level, in regard to the school's revision of its RSE policy in the light of published Diocesan guidance.
- The school develops confident and curious pupils who would benefit from more opportunities to undertake independent learning activities particularly in Key Stage 2.

## CATHOLIC LIFE

#### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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#### The extent to which pupils contribute to and benefit from the Catholic Life of the school

- Pupils are rightly proud of their school and have a deep sense of belonging to their school family. They flourish in an atmosphere where everyone is valued and is expected to achieve. This is a tangible reflection of the school's stated mission to *'Develop in our children a deep understanding and respect for the different groups represented in society, and a desire to become proud, interested and responsible citizens of the future.'*
- The school provides many opportunities for personal development and growth and pupils take full advantage of experiences offered, including talks from visitors, parish and diocesan celebrations, as well as both curricular and extracurricular visits.

- Pupils are fully involved in decision making processes and enjoy many varied opportunities to support others within and beyond their school and local community. They talk enthusiastically about Bike Crew, Playground Pals and St John the Baptist Mini-Vinnies. The student council speak with verve about their involvement in the school and the range of fundraising events in which they participate throughout the year, including 'Children in Need'; One World week and International Day; Grandparents' Day; an annual Sign2Sing (raising awareness and funds for the deaf charity) and response to emergencies and world disasters. Many of these events are organised by the pupils themselves.
- The school was recently awarded 'School of Sanctuary' status, reflecting its welcoming ethos and commitment to helping those who are in need.
- Pupils are alert to the needs of others and are ready to support each other whenever necessary. At all times, pupils are encouraged to listen, give thanks and appreciate the need for reconciliation. As a result, positive relationships are evident as pupils work and play. As a non-Catholic parent responded, *'As a Muslim I feel the education at St John the Baptist is great, as it has taught my child great values and respect'*.
- All classes have a prayer box into which pupils can place their own prayer intentions anonymously. These are then used in class reflections.
- A parent wrote, *'I am very pleased my child is learning values through her religious education at St John the Baptist, which she is following through in situations where she has to make her own decisions and choices'*.
- A Year 4 child reflected, *"RE is great as it's very relaxing and calm"*.

### **The quality of provision of the Catholic Life of the school**

- St John the Baptist is a school which is attentive to the needs of all members of its community, evident in the excellent relationships which exist between staff, governors, parents and pupils. The school is a supportive and happy place in which to work and learn.
- The highest level of pastoral care is offered to pupils. The deployment of support staff is used to excellent effect for the benefit of all pupils whatever their level of need. The school has devised its own programme of Personal, Social and Health Education (PSHE).
- Gospel values are referred to frequently to motivate pupils and have a positive effect on pupil behaviour. Vibrant displays and the many prayerful spaces in school contribute to a stimulating learning environment, which reflects the school's mission and Catholic character.
- During a recent leadership monitoring visit the team commented, *"Your children are quite delightful and wonderful ambassadors for your school. We found that the children we spoke with, clearly owned, understood and were living out the Catholic mission/vision/values of the school in their daily lives"*. The inspectors fully endorse this view having found likewise.
- The school has very close links with the local parish of St John the Baptist. The parish priest is a regular visitor to the school and the pupils respect and love to chat with him. His input into the life of the school and commitment to its community in the widest sense is both appreciated and highly valued.
- The school contributes to church services and displays at different times of the year and the headteacher, who leads the children's choir in the church at different times of the year, is a member of the parish adult choir and a regular reader. This adds a further strong dimension to the home, school, parish partnership.

- The school uses a highly effective set of 'Golden Rules' based on the message in St Matthew's gospel: *'Treat others as you would like to be treated'*, to set the standard for behaviour at all times which is exemplary.
- It is commendable how the school implemented the Bishop's advice on admissions. It was decided to invite pupils and their parents to Sunday Mass on a monthly rota basis as a way of encouraging Mass attendance. This has taken place with reception class and there was a great response from parents with 16 families in attendance as opposed to the normal 6. It is planned to continue this after Easter with the other classes.
- A Year 1 child said, *"Religious education is very good as it makes you think, not just like maths but do, do, do'."*

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school**

- The headteacher is an inspirational leader who provides every opportunity for her staff to develop and flourish as teachers and leaders themselves.
- School leaders are deeply committed to the Church's mission in education. Maintaining an authentic Catholic ethos is given the highest priority. The headteacher ensures that 'aspirations of excellence' are shared at all levels between staff and pupils.
- Governors are involved in reviewing and shaping the Catholic Life of the school, they are ambitious and recognise how this area underpins all aspects of school life. They emphasise that the school is about people, where empathy and compassion are at the heart of all that is done.
- Parents are very supportive and value the long term impact the Catholic Life of the school has on their children.
- The Mission Statement guides every aspect of school life and is a useful tool by which the school evaluates its aims and shows practically throughout the school how the objectives are being fulfilled. This will enable the school and its community to refresh and reflect on the school's current strengths and future developments.
- The self-evaluation document provides thorough evidence of the school's monitoring, analysis and self-challenge, showing diagnosis of the school's strengths and areas for development and a strong capacity for future improvement.
- Governors are enthusiastic and knowledgeable of their responsibilities and actively support to shape the direction of the school. They receive regular updates regarding the Catholic Life of the school and are keen to involve themselves in Governor training to enhance their skill set.
- Relationships between pupils, staff, parents and governors are a testament to the school's mission, reflecting an inclusive community that promotes the development of the whole person and reflects the individuality of 'Faith Journey'.
- The headteacher takes responsibility for developing the wider Catholic Life of the school and the impact of this has seen more involvement of parents, more involvement of pupils in displays, preparation of liturgies, prayer table etc., and investment in quality resources and training.
- The headteacher is the secretary of the Deanery Headteacher's group and organised a joint Deanery INSET day with an inspirational speaker for 100 staff and governors in October 2016 which was very successful. The deputy headteacher is the chair of the Deanery co-ordinator's group and leads curriculum and moderation meetings termly.

- Leaders, governors and managers use monitoring data to evaluate the school's performance and celebrate and plan future improvements.
- These all reflect a strong collegiate and mutually supportive leadership structure which is an undoubted strength of the school in building in a degree of succession planning.

## **COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE**

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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### **How well pupils respond to and participate in the school's Collective Worship and Prayer Life**

- The pupils' response to and participation in the school's Collective Worship is outstanding with the strong Catholic character of the school explicitly shining through during times of worship and prayer.
- Collective worship is characterised as quiet and reverential. It is viewed as a moment of stilling with meditative prayer and thoughtful reflection at various times in the school day.
- Pupils participate reverently in collective worship and prayer, whatever their personal faith and the quality of collective worship has a very positive impact on pupils' spiritual and moral development and was commented upon very favourably by parents, governors and parish priest.
- Collective worship follows the liturgical year; liturgies and prayer life provide pupils with opportunities to develop spiritually and enhance their beliefs and values.
- Pupils readily share their positive memories and experiences of worship, showing enthusiasm, pride and depth of thought in their involvement.
- Older pupils help younger pupils in prayers and worship. They have increasing confidence to use resources available to support prayer and are developing a wider range of prayerful experiences across the school. The school is already committed to developing this further to enable pupils to take on full responsibility.
- Pupils know that prayer is at the heart of their relationship with God. They are familiar with the traditional prayers of the Church and at ease with spontaneous prayer and writing their own prayers.
- Beautiful prayer focus areas are a feature of every classroom and offer opportunities for reflection.
- There is a deep sense of respect for different faiths and this prayer-based school community that has an inclusive approach to securing the involvement of all in collective worship and prayer.
- A Key Stage 2 'Sing and Praise' session attended, highlighted the excellent use the school makes of its music strengths to enhance collective worship.

## **The quality of provision for Collective Worship and Prayer Life**

- The school's Collective Worship policy is regularly reviewed ensuring pupils are encouraged to live the focus of acts of worship throughout the school day and beyond.
- Through the provision of a range of prayer opportunities it is clearly evident that prayer and worship is at the heart of St John the Baptist School. These different experiences include staff prayer, voluntary prayer and opportunities for parents to support their children in planning and leading prayer.
- Collective worship and prayer is inclusive and reflective. Staff clearly demonstrate an understanding of the liturgical year and ensure that there are many opportunities for pupils to share in this. As a result pupils respond well to all that is provided for them.
- Understanding of the liturgical year is clearly visible within the school and evident during prayer and worship. Appropriate themes are chosen to ensure pupils develop a deep understanding of the importance of prayer and worship in their lives. It is evident that all pupils are encouraged to have a special relationship with God through prayer.
- Focal points are evident throughout the school with well thought out resources. These all contribute to the quality of prayer and provide outstanding support and stimulus for reflection.
- Parents are always welcome to attend special assemblies, class led assemblies and the Friday awards assemblies with approximately 30 parents attending each week with their feedback being very positive. Parents also regularly accompany groups on special visits to the church.

## **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life**

- Leaders and managers promote, monitor and evaluate the school's provision for Collective worship and prayer life demonstrating a clear vision for worship and prayer in school.
- Leaders and managers, including senior leaders, provide opportunities for collective worship, which enable pupils to develop in their spiritual lives. Leaders are a model of good practice for staff and pupils. They are highly visible as leaders of collective worship thus ensuring this has an outstanding impact on the school community and as a result it has meaning and relevance in their lives.
- All members of the school's leadership team have a clear and shared vision of Catholic education; of the school's vision and mission; and of the requirements of the Bishop and the Diocese in relation to religious education.
- All staff model best practice when leading and supporting pupils in collective worship, which is delivered well by school staff. Pupils clearly learn from the positive examples they see and as a result are beginning to model this best practice in their own planning and delivery of worship.
- Professional development in leading and supporting pupils in the planning of prayer and liturgy has been given high priority and as a result the confidence and reflectiveness of staff is of a high order.
- Excellent resources are available for collective worship and prayer and the school plans to maintain and build on these.

# RELIGIOUS EDUCATION

## THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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### How well pupils achieve and enjoy their learning in Religious Education

- The school has embraced the 'Come and See' programme and the needs of all the pupils are being met. In some classes the range of activities provided for the pupils is very effective in engaging and enthusing pupils from their earliest years. Practice should now be developed to ensure pupils are enabled to further develop their independence and resilience.
- Technology is appropriately and regularly used to motivate and support pupils in their religious education lessons.
- Pupils' attainment in religious education is good with some pupils very good. They make excellent progress in relation to their starting points and capabilities. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are excellent and support for them is highly effective.
- This represents very good attainment and progress for the school which has a high school deprivation factor where just 68% of the pupils are baptised Catholics.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development with a number of pupils exceeding expectations.
- Pupils are religiously literate as they become familiar with key words from the topics. Driver words from the Levels of Attainment are used routinely in some lessons but this could be developed further. Pupils' knowledge, understanding and skills are developing appropriate to their age or capacity.
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest and exemplary behaviour. Excellent behaviour for learning is a real strength of the school.
- Pupils work extremely well independently, in pairs and collaboratively and in small groups.
- A parent wrote, *"My children state that religious education is their most challenging and enjoyable subject. I am able to rethink and revisit passages of the Bible through my children."*

## **The quality of teaching and assessment in Religious Education**

- The school more than meets the requirement to allocate a minimum of 10% curriculum time to religious education.
- Teaching and learning in religious education has been well led since the last inspection by the subject co-ordinator (who is also the deputy headteacher). As a result, teachers are now more confident with the 'Come and See' programme and with assessment in religious education. Marking and feedback have also developed well.
- The quality of teaching and assessment in religious education observed during the inspection and noted in the school's own recent observation records was never less than good with evidence of a number of outstanding features, where tasks are well matched to individuals' abilities and punctuated with opportunities to reflect on learning.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils. Lessons observed provided evidence of high teacher expectations. 'Talk Partners', role play, use of information technology, together with open questioning motivated, challenged and supported pupils enabling them to make good progress.
- Teaching is good with some elements outstanding because all teachers use their subject knowledge to plan learning, which is pitched at the correct level, so that pupils of all abilities can generally make at least good progress. They take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Good use is made of time and resources. Teaching Assistants are highly effective in the way they support pupils' learning with sensitivity, encouragement and challenge.
- Teachers mark and assess pupils' work regularly, thoroughly and constructively usually identifying clear targets for improvement and next steps for learning. As a result most pupils know how to improve their work and are able to respond actively to feedback and avail of opportunities to advance their skills and knowledge. Pupils' achievements are recognised, praised and valued and because of this pupils flourish.
- The assessment of pupils' work in religious education is thorough having successfully addressed this issue following the last inspection. The school now has assessment strategies in place, including regular pupil progress meetings for religious education, which provide accurate and detailed information on the achievement of all the pupils. The school is planning to incorporate the recording of religious education assessments into the system currently used for other core subjects.
- It was clear in an Early Years lesson that pupils were being provided with an excellent start to their religious education. The lesson on the topic of Lenten promises benefitted from excellent classroom management, an affirming manner by the teacher that created a supportive learning environment, strong vocabulary development and building on previous learning and most notably good questioning that led pupils into discussions on the topic. The teacher's use of her own experiences to support learning developed pupils' social and listening skills well.
- A Key Stage 1 lesson on the topic of Christian celebrations that had a good pace saw pupils engaged throughout. Pupils moved promptly to the well differentiated tasks set. More able pupils were challenged by the structure of a poem they were writing and stories they were interpreting and making inference rather than just knowing. Good modelling by the teacher supported less confident pupils who benefited from a good starter with 'I wonder' questions.

- In another, pupil demonstrated a good understanding of Holy Week. Classroom management was strong and the teacher used opportunities to develop pupils' questions, for example, on whether the angel was a boy or girl. Greater differentiation would have better served the more able pupils.
- A Key Stage 2 lesson on total self-giving linked to the Stations of the Cross was well planned and paced. Vocabulary development was a strong focus with the teacher building well on previous learning. Good use was made of the outside area for a plenary in which pupils confidently led three Stations. Pupils would have benefitted from a stronger emphasis on the sequencing of the Stations.
- Another lesson was marked by the good use of Bibles, which the pupils used confidently to seek scripture references. Opportunities were available to further extend the pupils' analysis of different versions of the same story.
- A further lesson made good use of music and the class focal point to create a reflective learning environment. The teacher used ICT well to set the scene on the topic of Jesus' love for us. The lesson made very good use of strong cross curricular links, particularly in Literacy, PHSE and Art. Individual pupils were very well supported by adults and secured progress as a result. Good use was made of discussions on feelings and scripture, although pupils could be more directly involved in reading out to the class. Pupils were consistently on task and the lesson was well paced and made good use of a painting to prompt pupil responses.

### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education**

- The school is constantly reflecting the values of its mission statement. They state in their self-evaluation that; *'We are committed to creating a learning community, where each person feels welcomed, trusted, valued and supported; and where every decision that's made is centred on our children, their education, their future'*. This statement is a true driving force in all they do.
- The Religious Education policy and Collective Worship policy are regularly updated in light of diocesan guidance; and are regularly reviewed with staff and governors.
- Religious education planning and books are monitored by the subject co-ordinator, headteacher and local deanery group. As part of on-going self-evaluation and feedback this is shared with staff and linked to INSET where appropriate. Recent monitoring showed a real improvement in the consistency and quality of pupils' learning and of marking and feedback.
- Governors are fully committed to the ongoing development of the Catholic life of the school and progress is monitored termly at Learning, Teaching and Pastoral Care (LTP) meetings and through the headteacher's report to governors.
- Governors regularly attend assemblies and religious celebrations in school and in the parish church.
- The link governor for religious education meets with the subject co-ordinator and has recently provided a comprehensive report for the LTP committee.
- A group of governors has also completed an evaluation of the role of governors as part of their work to secure an identifiable impact from their input into the school.
- The established religious education coordinator is managing her subject area very well. She does so with enthusiasm and verve demonstrating a good understanding of the school's strengths and areas for development.
- It was the inspection team's view that the school has a strong capacity to progress and move forward and that this will be realised.

## Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

**2**

**Catholic Life**

**1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

**1**

The quality of provision for the Catholic Life of the school

**1**

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

**1**

**Collective Worship and Prayer Life**

**1**

How well pupils respond to and participate in the school's Collective Worship and Prayer Life.

**1**

The quality of provision for Collective Worship and Prayer Life.

**1**

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

**1**

**Religious Education**

**2**

How well pupils achieve and enjoy their learning in Religious Education.

**1**

The quality of teaching and assessment in Religious Education

**2**

How well leaders and managers monitor and evaluate the provision for Religious Education

**2**