

**DIOCESE OF PLYMOUTH
VICARIATE FOR EVANGELISATION CATECHESIS AND
SCHOOLS**

**S48
INSPECTION REPORT**



Our Lady and St. Patrick's Roman Catholic Primary School
Fourth Avenue
Teignmouth
Devon
TQ14 9DT

URN 140695

Head Teacher: Sarah Barreto
Chair of Governors: Bernard Dagnall

Introduction

The inspection of Our Lady and St. Patrick's Roman Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with Plymouth Diocesan Framework and Schedule for Diocesan Canonical Inspections S48), approved by the Bishop of Plymouth. Two inspectors carried out the inspection over a period of two days.

Context for the Inspection

Our Lady and St. Patrick's is an average-sized primary school with 235 pupils on roll. Of these 11.06% of children are in receipt of pupil premium with 7.23% of children receiving free school meals. 7.23% of children are on the SEN register with one child having a statement of special educational needs. 2.2% of children have English as an additional language and 0.85% of children are from British service families.

Since the last inspection the school has become an academy as part of CAST – a multi-academy trust incorporating all Catholic primary schools within the Diocese.

In 2013 the school was judged to be inadequate by OFSTED and placed in special measures. The school had an interim Head Teacher for two terms before the current Head Teacher took over as interim Head of the school in 2014. In September 2015 she was permanently appointed to the role.

Key Finding Grade 2:

John 13:34-35

'I give you a new commandment that you love one another. Just as I have loved you, you also must love one another. By this everyone will know that you are my disciples if you love one another'. John 13:34-35

The greatest of all commandments is that we love one another. Living the Christian life is to live a life of love which ultimately leads to washing one another's feet. This is a journey. There are times when we succeed and there are times when we become distracted. Other priorities take over or we fall susceptible to the secular world which may be offering a different set of priorities or values. Fear, anxiety or a lack of confidence can impact on the capacity of those in leadership to fully respond to the Christian call above all other demands. As a result, although most of the time the community is responding to the call to love, there are times when this gets forgotten and anomalies creep in.

With the demands facing a school that has been deemed inadequate by Ofsted, it is easy to become distracted by those demands. The emphasis on standards according to Ofsted criteria, become the priority. This has been no different for Our Lady and St. Patrick. Since going into special measures in 2013, the school has experienced a significant amount of turmoil and uncertainty. The past three years have not been easy with a significant number of staff leaving and the leadership changing. Anxiety and a lack of confidence, stemming from being in special measures, had a marked impact on staff morale but the school has remained focused on the expectations placed on them.

The securing of an experienced and permanent Head Teacher has brought new hope, a clear vision and appreciation of the needs of the school. The leadership team recognises the

absolute need to protect its Catholic nature. Evidence throughout the school points to a genuine desire to build a school rooted in the mission of the Church, a place founded on love and determined to ensure that all members of the community are nurtured and nourished to grow into the people that God is calling them to be. In relation to the children, this ultimately means that there is an expectation that the adults will be supported so that all children receive every opportunity to become the very best that they can be, spiritually, emotionally, academically, socially and morally.

From this inspection there is clear evidence that the school has moved forward dramatically and there is a genuine sense of cohesion and purpose about the school.

Summary of Key Findings

- Our Lady and St. Patrick's is a school where Christ is at the centre and from whom all receive their direction.
- The school's mission statement, 'Living, Loving and Learning Together in God's Way' articulates the focus of the school in ways which are tangible and meaningful. Everyone values it and tries to live by it.
- The school's induction programme has been developed to ensure that all new staff are supported and enabled to fully participate in the life of the school. The RE leader ensures that new staff understand and appreciate the centrality of the Gospel to the life of the school.
- Curriculum RE has a high status and is being delivered effectively and with dedication.
- The leadership team, with the governors and the school Ethos committee, is working with increasing confidence and with growing effectiveness.
- The quality of displays and focal points reflect the commitment the school has to providing children with an engaging and creative environment. Throughout the school these give testimony to the nature of the school as a place of faith and worship.
- The Philosophy of having a 'Growth Mindset' where learning and faith have been linked together, ensures children see their learning in the context of God's way.
- The quality of care for vulnerable members of the community ensures that all children genuinely feel welcome, safe and at ease. Rainbows and Thrive are key elements for ensuring that this happens.

Focus for Development

The school's mission as a Catholic School would be further enhanced by focusing planned development in the following areas.

1. Continue to use the school's self-evaluation processes to work towards a Grade One in the remaining key areas as outlined in this report.

Grade 1**John 13: 14-15**

'If I, your Lord and Teacher have washed your feet, you are also to wash one another's feet. For I have set you an example, that you should also do as I have done to you'. John 13 14-15

The night before he died Jesus washed the feet of his disciples. Peter, one of the disciples was affronted. To wash another's feet was the lowest job of all, one done by the servants. Jesus, as the leader of the community he was about to establish, was very clear. The call to Christian ministry is a call to service, a humbling act of giving to one another. Unless we can serve our brothers and sisters we can have no part of in the life of Christ. A secular understanding of leadership often results in a top down mentality and little shared responsibility. The Christian community however, is one where those in authority act out of their desire to serve, not to be served. As a consequence the message of serving one another permeates the whole community.

A school which is deemed to be performing inadequately and subsequently placed into Special Measures can, quite easily, fall into a negative place where blaming one another becomes the over-riding culture. Anger, frustration and a loss of hope can become a dominating force. At Our Lady and St. Patrick's this is far from the truth. Despite and possibly because of the struggle it has faced, the school has made great strides; rediscovering its identity and a desire to be a richly faith-filled school. There is in this school a genuine desire on the part of children and adults to serve one another and to make the school the very best it can be.

Gospel values are lived out on a daily basis and underpin all decisions. Children are able to articulate this comprehensively as experienced with the two children who took us around the school. They are proud that the school is Catholic and believe it offers all the opportunity to grow in faith and love for one another. On a weekly basis Gospel Values are selected for the school to focus on. During the course of the inspection the school was focusing on 'Saying Sorry'. The choice of value stems from the Sunday Gospel. This is shared with parents via the Friday Flyer, a comprehensive news-letter which goes out weekly. In addition each week a 'values' award is given to the children who have demonstrated the value of the week.

The quality of welcome is strong and notably seen not just in how visitors are received but in the genuine open disposition amongst staff and children to be supportive and caring of one another. People talk about random acts of kindness becoming a feature of the school over the past couple of years. They are clear that the school is now a happier place where people trust one another and can engage with each other honestly. Children talk about it being a happy place where they know they will be looked after and helped to do their best.

The school does not have a significant number of children with special needs but staff are on hand to pick up when a child maybe feeling vulnerable for whatever reason. Systems are in place such as Thrive and Rainbows to ensure that children can be supported in a variety of ways. Concerns are picked up quickly and action is taken to respond to any needs that may arise.

The school induction programme is well-planned and identified as an important means to ensuring that all new members of staff can fully immerse themselves in the life of the school with confidence and a positive sense of well-being. Students on placement spoke of the warmth of the school and how well they had been supported to understand and engage with the ethos of the school.

Children have a very strong voice at Our Lady and St. Patrick's. The school council and the Ethos committee both empower children to see the school as their own. They are consistently reaching out to the local community and have been engaged in a number of significant projects which have helped them to grow as responsible citizens. These have included attending Lenten lunches organised by Christian Churches in the town. During these visits the children helped to serve food and talk to the people who came in for the lunches. The positive impact on both the children and the people they met has resulted in the school wanting to develop further opportunities for outreach. One such project is the 'Heart that Sees'. The plan with this is to hold extended breakfasts and invite parents and carers who bring their children to school. Children on these various groups canvas the other children to get their views and bring them to the meetings. The Ethos committee comprises of parents, governors, teachers and children. As a result the possibility of moving things forward is more possible. Children are happy to take on responsibility and will actively find ways of developing the school. An example of this was to suggest, following a week of a Prayer Space in school, that they could have a smaller but permanent prayer space. This was taken up and is now situated prominently in a corner of the library. It is a place that the children can go to when they want to have some quiet time.

Children are happy at Our Lady and St. Patrick's and recognise that they have been given much. As a result they are keen to share their time, talents and money with those who have little or nothing. Raising money for charity and identifying needs such as supporting a food bank in the town, are all part of the ethos of this school. There is much evidence around the school reflecting this commitment and the engagement of the school to live the 'Common Good rooted in Catholic Social Teaching.

Many activities reflect the commitment of the staff to reflect the face of Christ in all their interactions with the children who learn from this modelling. Prayer, special liturgical events and a genuine appreciation of one another adds to the growing rich and diverse nature of this school.

Focus for Development

1. Maintain and build upon current excellent practice so that it supports learning and development.
2. To develop further opportunities for engaging with the wider community with a particular focus on developing international links and links beyond schools in CAST which will enable children to engage with and experience other cultures.

Our Lady and St. Patrick as a Catholic Community	Leadership and Management
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Grade 2	John 13: 34-35
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At the core of the leadership team at Our Lady and St. Patrick is the desire to serve the community and to bring about change with compassion. The senior leadership team is relatively new but is already becoming a strong and cohesive group. The motivation of the Head Teacher is rooted in her strong faith and desire to lead within the context of a Christian vision. She is supportive, compassionate and inspiring in the way that she enables everyone, children and adults. The desire to serve lies at the heart of her vision and this is flowing over

into the other members of the community who also demonstrate in a variety of ways that they are there to serve one another.

Every member of the school community is valued and encouraged to grow professionally and spiritually. There is a genuine belief that if people are enabled to grow then their performance will enable children to grow and achieve at the same time. As a result, there is no doubting that this is a school where the mission of Christ is the guiding force. Despite the difficulties faced this is a school which now has a shared purpose, vision and mission.

Governors have grown in their capacity to understand what is happening in the school and how to be a critical friend. It is early days but there is evidence that the school has identified, and is responding to, the need for rigorous and extensive monitoring. The SLT and Governors need to continue to work closely together to determine where the need for growth is and are ensuring that priorities are set alongside clear time lines for when outcomes and feedback need to be provided.

There is no sense of complacency with the leadership team. They have a sense of clarity and importantly a sense of unity about them. Supported by the governors there is no reason to believe that they shouldn't go from strength to strength and take the school forward.

Focus for Development

1. To continue to develop and implement a range of rigorous monitoring activities with identified outcomes and analysis relating to teaching and learning.

Our Lady and St. Patrick as a Teaching and learning Community

Word

Grade 2

John 13:34-35

Within Our Lady's and St. Patrick's Curriculum RE is given prominence and seen to be an important and significant dimension to the life of the school. Children value it as do all the adults. This is because the SLT, in particular the Head Teacher and the RE leader, take a keen interest in the subject and want to see it developed. In addition another member of the SLT is a key member of the Diocesan RE writing group. Her involvement in this is not insignificant to the development of teaching in the school and across the diocese.

The RE leader, though relatively new to the role is a member of the SLT, and someone who works hard to actively promote high standards in RE. She is ably supported by the Head Teacher and by all the staff who actively promote learning in God's way. Children can talk very easily about what the school's philosophy of promoting a 'Growth Mindset' is all about. They have linked this to prayer and behaviour in relation to Gospel values. As a result Children believe in the power of possibility; that even if they make mistakes, it is possible to grow and move forward, when we apply ourselves. This positive approach enables children to take up challenges and be stretched in the majority of RE lessons.

Teachers are helped to develop their understanding of the units which they are teaching by a consistent approach to preparing for the topic led by the Head Teacher and Parish Priest. Well prepared time for reflection and the opportunity for questions and discussion enable staff to feel more able to approach their planning. The time given to this is to be commended. It is an important dimension to planning. It requires a time commitment often when it may appear

that there are other pressures on staff meeting time but the impact cannot be underestimated, particularly in relation to the quality of teaching provided.

Across the age range, most children are offered rich and engaging RE lessons. Where practice is strong, lessons are differentiated appropriately and children have clearly defined opportunities to make progress. In the majority of lessons children are engaged, keen to do well and apply themselves to the tasks offered. Solid planning ensures that children know where they are going and how well they are doing. Children can articulate their learning and enjoy that teachers enable them to show their learning in different ways. Some teachers are better than others at doing this but the support they offer one another should enable all teachers to develop their skills to ensure the same high standards across the school. Materials coming from the Diocesan Writing group should also help those who are less confident with teaching RE.

Class walls, books and Class Books all reflect a high engagement with the subject. Marking is an area that needs to be developed so that children are consistently given opportunities to respond to the comments made by teachers. School leaders are confident that the combination of written and oral feedback, together with weekly opportunities to discuss their work, provide a firm basis for pupils to know how they are doing and their development needs. However, inspectors found that inconsistencies in the way these policies are followed mean that not all children are benefitting fully from this approach.

Relationships between children and teachers are very positive, not least because the teachers model Christ in all of their interactions. Their patience, compassion and appreciation of different needs allows every child to feel valued and cared for. The RE governor is an encouraging presence. He visits the school regularly and is highly supportive of staff while helping to identify development issues.

Focus for Development

1. To ensure that all staff know how to assess and measure attainment in RE and that they continue to develop differentiation so that all are confident not only in planning but executing their planning.
2. Review the consistency of implementation of the marking and feedback policy.
3. Continue to address what it would look like to move from a 2 to a 1 within the teaching and learning of RE.

Our Lady and St. Patrick as a Celebrating Community Worship, Spiritual and Moral Development

Grade 1

John 13:14-15

The liturgical and spiritual life of Our Lady and St. Patrick is exceptional in many areas. As soon as visitors approach the school there is visual evidence that it is a Catholic School. This is seen in the form of a Cross cut out of the grass and full of flowers. This came about as a result of a request by the children on the Ethos Committee, who said they wanted it to be more obvious to people. The nature of this request and the response to it (which involved children in the creation of the Cross) is symptomatic of the commitment the school has to the prayer and religious life of the whole community. There are a number of strengths that can be identified:

1. The development of an Ethos Committee
2. The impact of holding a Prayer Space in the school
3. The engagement the school has with its Parish and the role of the Parish Priest
4. Development of rich liturgical experiences from which the whole community benefits.

The development of the Ethos Committee

Made up of children, parents, teachers, governors and parishioners, the Ethos committee aims to ensure that the mission and vision of the school remains at the heart of the school's life. Meetings are held, minutes taken and actions recorded. As a result of this children are being enabled to engage in a growing number of activities that ultimately strengthen their prayer life and their sense of being a part of something bigger than themselves.

The Impact of holding a Prayer Space

Following a diocesan INSET day on Prayer Spaces a group of parishioners with teachers, provided a week long prayer space for the children. It offered opportunities for quiet reflective prayer in a variety of forms. The activities engaged the children who responded with a sense of awe and wonder. The school has a bank of evidence reflecting the responses of the children and the importance of having this opportunity. Since then the Ethos committee has requested a smaller but more permanent prayer space. A place was found for this and now children have the opportunity to use the space as they feel drawn. The Head Teacher is also a key member of a group of Head Teachers organising a larger prayer space in the Cathedral of the Diocese for all Year 6 children to experience.

Around the school there are many engaging and vibrant focal points including a prayer wall and a display that offers children and adults the opportunity to write prayers and put them in a box. These prayers are then taken to Mass so that they offer the prayers of the community. Classroom display walls are often vibrant and reflective of the unit being taught. Children, however have identified that the focal points in class could be more creative and prayerful.

Engagement of the school with the Parish

The school has a strong relationship with the Parish and in particular the Parish Priest who regularly visits the school and supports, in a variety of ways, its spiritual life. He is a valued member of the community. Children and adults relate well to him and his positive approach ensures that everyone feels comfortable going to him for help and support. Parishioners are encouraged to be involved in the school and do so when they can. Currently, as a consequence of the Ethos committee, the school and the parish are planning an event together. Children attend Mass on a class basis in the Parish and enjoy the experience. People comment on how well they behave and how respectful they are in the Church.

Development of Liturgical Life

Liturgies are joyful, reflective and inclusive, enabling pupils, staff, parents and carers to reflect on and be grateful for the gifts that God has given them. Children are keen to take on roles and responsibilities and when enabled, do so with reverence and confidence. It is clear that children are used to reflecting quietly both in the classroom and in whole school Acts of Worship. They also sing beautifully and are used to joining in with responses and prayers which reflect what they do in Mass. The Head Teacher models how to lead liturgy which ends with a commissioning that then provides the focus for the week.

Gradually other adults are growing in confidence with how to plan and lead liturgies. As they become more sure about what they are doing they will be able to support and guide children to develop the necessary skills to also prepare and lead. This would be a positive

step forward so that children and adults together take on a variety of roles and responsibilities.

Through the traditions and practices of the Catholic Church, children have a context for learning what is right and just. They are able to develop a critical conscience which ultimately gives them freedom because they know how to live and what gives them life. Their commitment to serving others and caring for their world is very strong and is supported by the many and varied activities on offer to them including those of prayer and worship.

Focus for Development

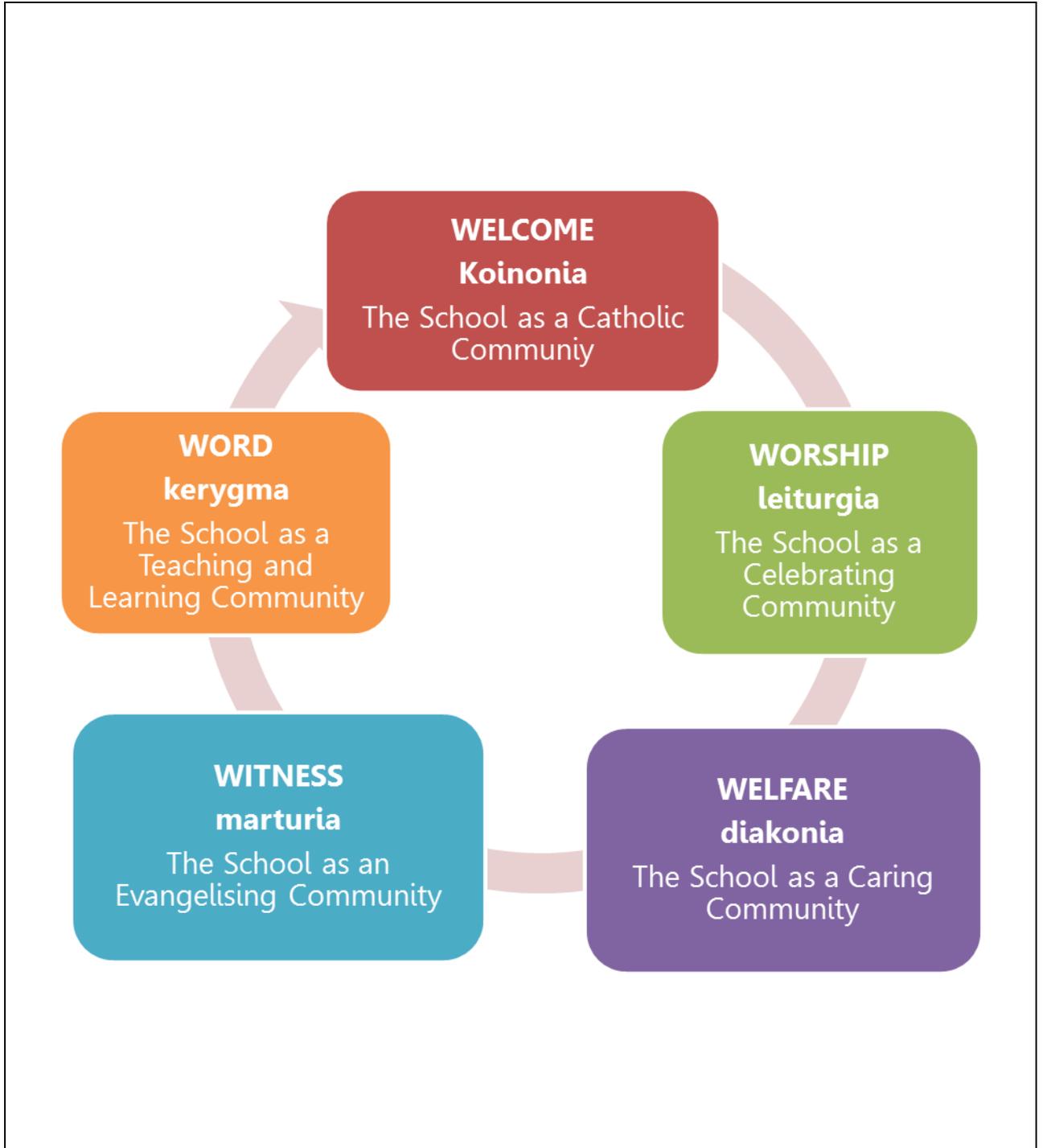
1. To work towards children being able to plan and lead meaningful and quality acts of worship.

Conclusion

This inspection has allowed Our Lady and St. Patrick's to show just how strong the faith life of the school is and the obvious commitment that everyone has to restoring the community to a confident sense of well-being. The Head Teacher is to be commended for bringing people together and creating an atmosphere of trust and belief that the school can and will go from strength to strength.

Sarah Adams
June 2016

THE SCHOOL AS A CATHOLIC COMMUNITY



Introduction

The Catholic community is one that is rooted in Baptism, Eucharist and an on-going call to Conversion. The areas of Welcome, Worship, Word, Welfare and Witness can be described as the key components of what it means to live the Christian life. As such, the school as a Catholic community, is called to embrace these as a way of being community and living the mission of the Church. The manner in which these are expressed reveal for us the heart of where the community lies.

Koinonia - (κοινωνία) Welcome

Koinonia is the Greek work for communion, for participation, for the sharing with one another. It is to be welcome an 'other' in fellowship and love. It is to be of an open disposition to receive from another and to respond in love. Within the community it can be minimalized to the gesture of greeting at the front entrance. In school it might simply be seen as the role of the receptionist. Koinonia however, requires a much greater vision of what it means to welcome. Ultimately it speaks of the disposition of every member of the community to be open to the needs of another, be that to listen, to hear, to respond, to act. The idea of welcome will be embedded in all aspects of the school's way of doing things.

Leiturgia – (Λειτουργία) Worship

The Greek word 'leiturgia' means public activity or in a religious sense it means 'respect' or 'service'. When it was adopted by the Church it meant to carry out a religious service. It is a public service as opposed to private prayer and concerns the Christian community gathering first and foremost to celebrate the paschal mystery of Jesus Christ. It is also a time when the community gathers to be reconciled, to celebrate, to be fed, and to be sent out in mission. Central to the Catholic School is its call to be a Eucharistic community in the widest sense – that is to be the body of Christ ready to serve the world in its fullness. All prayer, all liturgy ultimately is intended to lead to this. It is not something that happens once a week and has no further meaning. It is an invitation to live each day what has been received through Word and Eucharist.

Marturia – (μαρτυρία) Witness

The core meaning of the Greek word marturia means to testify, to give witness, from which we get the word martyr. Simply it means to share our values and faith with the world and our local community so that others may come to know the love of Christ. Within the Catholic School community this will mean promoting a shared vision and shared values which stem from a shared sense of the teaching of the Gospel. The Christian is called to witness to Christ's teaching in the way they live their life. Like John the Baptist these values are those which direct others to Christ.

Diakonia - (διακονία) Welfare

The word 'diakonia' comes from the Greek word to mean to serve the poor and the oppressed. The emphasis within the word is on service and care for others. Within the Christian community diakonia is a way of being with others. It encourages care and concern for every person regardless of who they are or where they come from. Within the Catholic school, service lies at the heart of the community. It is about how children are supported in their learning, shown compassion when their behaviour is challenging and cared for when they are unhappy or in need. Equally it is about how adults are cared for and care for one

another. At the same time the community is one that reaches out to the local community and the wider world, recognising the needs of others and responding to these generously.

Kerygma – (κήρυγμα) Word

Kerygma is the New Testament Greek word for preaching or proclaiming the message of Christ. Within the context of the school this is expressed both in how we expose young people to the person of Christ as revealed in scripture, and the manner in which we teach. Access to the WORD of God through scripture and Christian tradition is considered to be a significant part of what the Christian community is about. By the way they are taught children come to know that God speaks to us in the way that we experience and engage with kindness, beauty, justice, the wonders of the natural world, relationships and the needs of others. It is therefore seen as important that in every subject, every lesson, positive values and attitudes are communicated. A confident and open attitude to teaching of lessons well thought about and prepared is central to achieving this.

Self-Review

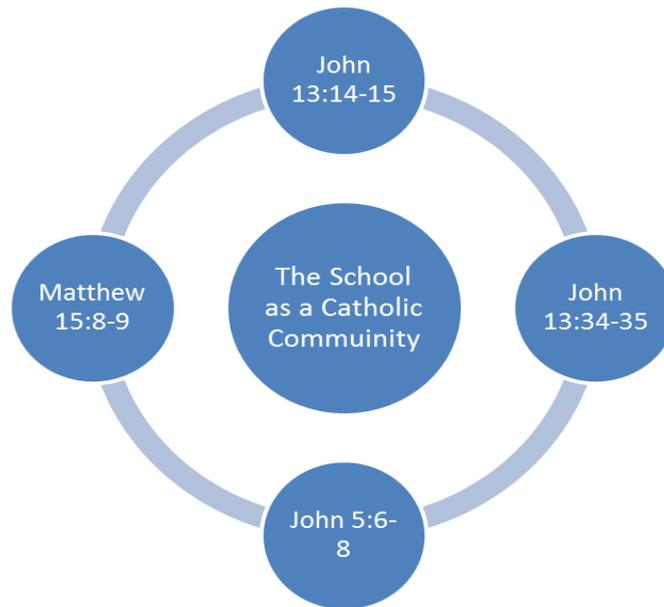
There will be three key areas within which these five elements will be reviewed:

- The School as a Catholic Community (Welcome, Witness and Welfare)
- The School as a Teaching and Learning Community (Word)
- The School as a Celebrating Community (Worship)

For each of these sections focus areas for evaluation are offered and means of gathering evidence to support this work. See appendix for further guidance.

Scripture Passages

Scripture passages have been selected to highlight where the focus for the community may be at any one time. These will act as a guideline for the self-review process when schools consider the health of its community. The approach to these is best considered within the context of a cycle. Any anyone time the school may find different areas of its life at different points on the cycle:



CONTEXT FOR THE CHOICE OF SPECIFIC SCRIPTURE REFERENCES –

Scripture has throughout history been interpreted in a variety of ways and is constantly being reinterpreted. The interpretations given here are one way of looking at how the passages may be understood within our own context. Equally there are many other passages which may have been selected but for now these reflect what is at the heart of our mission and seem appropriate.

Grade 1: 'If I, your Lord and Teacher have washed your feet, you are also to wash one another's feet. For I have set you an example, that you should also do as I have done to you'. John 13 14-15

The night before he died Jesus washed the feet of his disciples. Peter, one of the disciples was affronted. To wash another's feet was the lowest job of all, one done by the servants. Jesus, as the leader of the community he was about to establish, was very clear. The call to Christian ministry is a call to service, a humbling act of giving to one another. Unless we can serve our brothers and sisters we can have no part of in the life of Christ. A secular understanding of leadership often results in a top down mentality and little shared responsibility. The Christian community however, is one where those in authority act out of their desire to serve, not to be served. As a consequence the message of serving one another permeates the whole community.

Grade 2: 'I give you a new commandment that you love one another. Just as I have loved you, you also must love one another. By this everyone will know that you are my disciples if you love one another'. John 13:34-35

The greatest of all commandments is that we love one another. Living the Christian life is to live a life of love which ultimately leads to washing one another's feet. This is a journey. There are times when we succeed and there are times when we become distracted. Other priorities take over or we fall susceptible to the secular world which may be offering a different set of priorities or values. Fear, anxiety or a lack of confidence can impact on the

capacity of those in leadership to fully respond to the Christian call above all other demands. As a result, although most of the time the community is responding to the call to love, there are times when this gets forgotten and anomalies creep in.

Grade: 3 'Do you want to be made well? The sick man answered him, 'Sir, I have no one to put me into the pool when the water is stirred up; and while I am making my way someone else steps down ahead of me.' Jesus said to him, 'Stand up, take your mat and walk.' John 5:6-8'

The sick man lying by the pool of Bethsaida has been there for a many years, stuck in the one place. Although he wants to be better he appears not to be able to move without some help. Jesus offers this to him and orders him to get up and walk. It could be said that the sick man has resided for too long in a 'blame someone else way of being'. Sometimes leaders and school communities do become 'stuck'. Leaders blame teachers, teachers blame students or leaders and the culture prevents an honest engagement in what needs to be done for any progress to be made. Schools stuck or struggling in this kind of cycle need help and support to break free. Healing and reconciliation may need to be a part of this journey. Honest clarification of priorities and challenging self-searching needs to take place for change to occur.

Grade 4: No one can serve two masters; for a slave will either hate the one and love the other, or be devoted to the one and despise the other. Matthew 6:24

Throughout Scripture we are taught that we must choose between God and false gods. Jesus wants us to be free, not just of concerns but of all worries, in order to serve God. It is easy when we are under extreme pressure to respond in ways which are detrimental to our core beliefs and vision. Sometimes this happens because we are facing understandable difficulties. At other times we are insufficiently discerning and go with what seems to be more attractive or safe. Schools can fall into this trap when results and progress become more important than the all-round development of the child. When this is the case the school has lost sight of its meaning and purpose. As a consequence children are being failed and adults not supported to do what is right. Only a radical re-evaluation of what it means to be a Catholic community and a Catholic school will lead to a rediscovery of the commandment: 'Love one another' and ultimately to people washing one another's feet.