



DIOCESE OF PLYMOUTH

INSPECTION REPORT

Keyham Barton Catholic Primary School

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URN: 104073

Headteacher: Rachael Riley

Chair of Governors: Alison Derrick

This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

Date of inspection: 10th November 2022

Date of previous inspection: October 2015

Reporting Inspector: Dawn Summers-Breeze

Additional Inspector: Louise White

Keyham Barton Catholic Primary School is a smaller than average primary school in Plymouth CAST. There are 144 pupils on roll, with 6 classes. The proportion of pupils who are baptised Catholic is 18%. The percentage of children eligible for pupil premium is 44%, well above national average, and the percentage of children with additional needs is 30%, above national average.

The previous S48 report (October 2015) judged the school 'good', with one area outstanding. The last Ofsted (November 2018) report judged the school 'good'. Since then, there has been a change of leadership and a high turnover of staff.

Overall effectiveness of this Catholic school

Grade 2

This is a good school because:

The mission statement is at the heart of the school. Pupils are well cared for by a strong team who seek to meet the needs of all, especially those most vulnerable. Pupils recognise their duty to help others locally and globally. The school knows the community it serves well and provides support for all.

The capacity of the school community to improve and develop is good due to the strength of the school leadership and the drive of the headteacher, who is well supported by the governing body. The leaders of the school are clear on the aspects of the school that need to move forward and a comprehensive action plan for Catholic life, Religious Education and Collective Worship is in place.

What the school should do to improve further:

Enrich the wider curriculum with the social teaching of the church by:

- Training staff and pupils in identifying where Catholic Social Teaching is already being taught
- Looking for opportunities within the current curriculum to further include Catholic Social Teaching

All pupils make at least good progress in Religious Education by ensuring that:

- All teaching in Religious Education is at least good
- Tasks in Religious Education are matched to the needs of the pupil and are age appropriate, and opportunities are provided for challenge to enable pupils to reach greater depth
- Expectations of standards of work are high across the whole school

Pupils are given opportunities to widen their experience of collective worship by:

- Planning and leading whole key stage or whole school worship
- Monitoring and evaluating worship

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

This is a school that takes responsibility for others seriously. Pupils are given opportunities to support those in need in the local area, for example, by donating to the local food bank, writing to an elderly local resident on a big birthday and giving the flowers from the May procession to neighbours; as well as supporting others globally through charities such as CAFOD and the invaluable support they give to their link school in Uganda. Pupils can articulate the ways that the school values and virtues impact on their daily life.

Behaviour around the school is mostly good. Pupils show respect and are polite to each other and to adults. Where pupils have a specific need they are given appropriate support and shown kindness and compassion by staff and pupils.

Pupils are well-supported, especially the most vulnerable. The school recognises the needs of the families it serves and seeks to support in a sensitive manner, for example, through a trauma informed approach, for which training was given across the school.

Pupils receive relationships education appropriate to their age and capability which is in line with Catholic directives.

The Chaplaincy Team are new to this year and are well led by the new Staff Chaplain. There is an action plan in place, and they have ensured that all classes have prayer spaces with age-appropriate artefacts and colours of the liturgical year. They are keen and enthusiastic to work on the outside prayer area. Other leadership opportunities include the Year 6 buddies, who take the Early Years Foundation Stage class to lunch every day. They are good role models for the younger children, feel valued that they have been given this responsibility and have formed firm friendships.

b) The quality of provision for the Catholic Life of the school

The Mission Statement is central to the school, it is visible in displays and in the responses of staff and pupils, and clearly drives the school. The whole community treat each other with great respect and value. Keyham Barton serves some of the most vulnerable in our society, staff 'go the extra mile' in caring and providing for the most needy, and their outreach work in the community is exemplary. The school sees identifying pupil needs and then providing for them as a priority.

The staff are well supported by the leaders of the school and each other. They provide excellent role models to the pupils. Relationships are strong and secure and based on respect for each other.

This is a truly inclusive school. Pupils with other faiths can celebrate their faith, lead lessons and explain similarities and differences to their classes. World faiths are studied from the earliest age.

The school values and virtues are embedded into all classrooms and into lessons as well. Staff are clear about the impact school values have on the pupils. They are all fully supportive of the Catholic life of the school. There is support in place and induction for new staff which covers all aspects of Catholic school life. Staff feel confident and capable to support the Catholic life of the school.

The school took a central role in reaching out to the community after the incident of August 2021. This has led to the community coming together in a sensitive manner; the needs of the community being more clearly identified and provided for, for example a mother and toddler group has been set up.

Displays showing the school values and virtues, and the ways the school supports Catholic Social Teaching are evident across the school, providing a rich learning environment. Each class has a prayer space with age-appropriate artefacts, prayers and language on display.

The chaplaincy team understand their role in promoting the Catholic life of the school including organising prayer spaces and fund raising for charities and leading liturgies. Pupil play leaders understand that their role is to seek fairness and justice in the playground.

The school uses a recognised programme for relationships and sex education which is rooted in Catholic teaching and reflects a holistic vision of the human person.

c) How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

Commitment to the Church's mission in education is evident across the school; in their response to the needs of the local community and the support they offer to their link school in Uganda.

The school works closely with other Catholic schools, is involved with the diocese through training and supports and follows the Bishop's directives.

The Chair of Governors has visited the link school taking Afripads from Keyham Barton that the pupils had made for the pupils in Uganda, showing how the pupils have responded to a clear need. Pupils have been able to see the direct impact their support has made to the lives of others. They have been able to develop their friendship with the school through letter writing and a

video that showed the differences in lifestyles but also the similarities, for example, in the aspirations of the children from both schools.

Staff feel well-cared for by leaders of the school. They fully appreciate the support offered and feel confident that their needs are met.

The school values and virtues are well embedded into daily classroom life and across the curriculum. They are beginning to look more closely at how Catholic Social Teaching is threaded throughout the curriculum. This needs to be formally identified and areas for enrichment planned.

Parents are always welcomed at the school. The headteacher is at the school gate daily talking with families, ensuring that lines of communication are always open.

The governors follow the CAST accountability schedule and are therefore regularly involved in monitoring and evaluating the Catholic life of the school. The Chair of Governors is the Religious Education and Catholic life link governor and has been involved with the headteacher in writing the Diocesan Self-Evaluation Form.

The Catholic life of the school is given a priority at senior leadership and governor meetings resulting in regular discussions on improvements. Catholic life is included in the RE action plan with clear targets and actions to support these targets. For example, 'to articulate Laudato Si and evidence in action.'

Pupils are involved in monitoring Catholic life through the Chaplaincy Team, for example they have recently monitored the prayer spaces in each classroom to ensure they are the correct height and have appropriate artefacts on display, as well as the correct colour for the liturgical season.

The school has provided professional development for staff on Catholic life such as relationships and sex education, prayer spaces and the environment.

Staff feel their training needs are met through courses offered by the Diocese and CAST and especially value the contribution that the parish priest makes, answering questions and supporting them in their questions on Catholic life and their Religious Education units of work.

There is effective induction in place for staff new to the school that includes training by the Diocese and CAST which results in staff feeling well supported and capable of contributing to the Catholic life of the school.

a) How well pupils achieve and enjoy their learning in Religious Education

Pupils learning in Religious Education is inconsistent across the school. Where learning is strong it is linked to school values and virtues; key vocabulary is used with understanding by pupils; and questioning deepens pupil learning.

Some pupils are becoming religiously literate due to a high focus on key vocabulary – Religious Education boards display definitions and are used by pupils during lessons. All lessons included ‘wonder’ moments, which elicited some truly insightful questions by pupils showing a deep curiosity and a thirst for knowledge.

In some classes a good variety of activities is offered. However, in some classes, tasks set for pupils were not always age appropriate and this led to some pupils not engaging fully in lessons. There is strong practice in some areas of the school and best practice should be shared.

Values are linked to learning and are made explicit through the knowledge organisers in Religious Education books. This is embedded across the school.

There are some classes where pupils are using key vocabulary with confidence and understanding, for example, during the ‘wonder’ part of the lesson pupils asked, ‘what is a vow and why is it important?’

Expectations are too low, and tasks are not challenging enough to help pupils achieve greater depth. Teaching Assistants provided good support for pupils with needs using good questioning skills and praise to encourage. They were particularly effective when making note of pupils’ comments during whole class discussions, however, this did not happen in all classes.

Progress is not consistent across the school. Some disadvantaged pupils make expected progress but not across all classes. Pupils need opportunities to extend their learning to greater depth. This needs to be prioritised to ensure that all pupils’ access to success is equitable across the school. Key Stage 1 data was low for last year and data for the rest of the school is inconsistent, with not enough pupils gaining greater depth.

Where there were high expectations in the classroom pupils engaged well with Religious Education lessons, making valuable contributions leading to extended knowledge and understanding. However, this is not consistent and should be seen as a priority.

Pupils’ behaviour was very good in some lessons, and in others there was low level disruption that was not picked up quickly enough to ensure pupils’ learning was not interrupted.

Teachers make comments in feedback to pupils in their books to extend their learning. This needs to be specific to the RE unit of work, and, where a response is expected, time should be given to ensure the children respond.

b) The quality of teaching, learning and assessment in Religious Education

There are regular professional development opportunities available, including support from the Religious Education lead, CAST and the diocese.

The staff are hugely appreciative of the support that the Parish Priest offers. He has question and answer sessions before Religious Education units are taught and is also on hand at any time to support the staff.

Staff are enthusiastic and committed to teaching Religious Education and their subject knowledge is increasing due to the professional development opportunities offered, for example training on the use of 'wonder' questions has led to these being included in all lessons allowing pupils time to reflect and ask questions. The scheme used by the school supports the building of knowledge, understanding and skills. Knowledge organisers that are linked to the Religious Education unit of work and the interactive working wall in each class supports learning.

All lessons include regular recaps to prior learning which enables pupils to embed their learning and make links with current learning. The use of 'wonder' questions in each lesson enables pupils to reflect on their learning and ask valuable questions. In all classes questioning was used to identify prior learning and in some classes teachers and teaching assistants used challenging questioning to deepen pupils' thinking.

Feedback in Religious Education books helps to deepen pupils understanding in some classes. The use of 'I wonder' questions in the Year 2 books enabled pupils to think more deeply and pupils responded well to these.

Staff understand that, alongside the Catholic life of the school and worship, Religious Education provides opportunities for moral and spiritual development. They see themselves as role models and the key to showing pupils the link between what they learn in class and the actions they take to support others in the community and globally.

Teachers create useful PowerPoint presentations for all classes, including high quality photos and useful text with key vocabulary.

c) How well leaders and governors promote, monitor and evaluate the provision for Religious Education

The Come and See scheme used by the school covers the requirements of the Religious Education Curriculum Directory. Religious Education has parity with other core subjects in terms of resourcing and staff and 10% of curriculum time is dedicated to Religious Education. There are regular training opportunities for staff in RE. Staff feel confident and capable to teach Religious Education and know where to get support from if needed.

The subject leader and Religious Education link governor monitor the teaching of Religious Education across the school regularly. Where this was not of the expected standard, support has been put in place. Areas for development in Religious Education have been identified in an action plan for the school, for example: 'assessment - consistency of approach and to raise standards for all groups, including special education needs and disabilities and disadvantaged pupils.'

Religious Education is enriched by such activities as a visit to Buckfast Abbey, a crib service in the parish, the Eco warriors litter picking in the environment, a sustainability audit and the making of Afripads with bags for Ugandan school.

Self-evaluation in Religious Education has led to a concise and well-targeted action plan with clear actions to achieve targets set. The Religious Education lead is clear about the journey the school is on and what the school needs to do to improve pupils' learning in Religious Education. Religious Education is included as part of the appraisal process.

Collective Worship

Grade 2

a) How well pupils respond to and participate in the school's Collective Worship

Pupils engaged with whole school worship with reverence and respect. All join in with prayers and singing is beautiful. Pupils leading the worship are gaining in confidence.

Pupils understand being part of a faithful, praying community includes being involved with charities, and doing things for others including writing to the elderly of the parish, supporting the food bank and CAFOD, collecting shoes for Gambia, and writing to their link school to find out how they can help them, this contributes to their spiritual and moral development.

Pupils have the opportunity to plan and lead worship at the end of Religious Education units in class. This should now extend to opportunities to plan and lead key stage and whole school worship.

Pupils have a good understanding of the Church's liturgical year. Prayer spaces in each class reflect the season and these are monitored by the pupil chaplains.

Pupils enjoy praying in a variety of ways throughout the week and over the year for example, the 5-finger prayer, stations of the cross and school Mass in the Church with parishioners.

b) The quality of Collective Worship provided by the school

Prayer and worship are central to the life of the school, which is well planned over the term and over the liturgical year. Pupils have the opportunity to pray daily across the day including afternoon reflection which they enjoy.

Pupils pray daily as a class and weekly as a whole school, there are class Masses each term and the school take part in parish Masses regularly.

The planning of worship reflects the school values and virtues, which are celebrated each week, as well as the liturgical season.

The parish priest is fully involved with prayer and worship in the school, for example, teaching pupils about Mass during Mass, worshipping with the whole body, explaining the need to stand and sit at different times.

With the church situated next door, the school is fully involved in Mass regularly and on Holy days. Parishioner involvement was high before lockdown and is building back up again. Reconciliation is regularly offered for the older pupils in school.

Staff feel confident to lead worship and to help pupils to plan and lead worship. They are well trained and feel supported by the Religious Education Lead and each other in planning and leading worship.

Masses and celebrations are well attended by parents and governors. Sacramental preparation is led by the parish and the school, working together after school.

c) How well leaders and governors promote, monitor and evaluate the provision for the prayer life of the school.

The staff chaplain is confident to help pupil chaplains plan and lead worship. The headteacher provides a good role model for both staff and pupils in leading worship.

Staff have been trained by the headteacher and help each other out to plan and lead quality worship. Worship is planned in detail to include weekly gospel readings, school values and virtues, and actions to follow the worship. The Chaplaincy team are beginning to lead whole school worship.

Each pupil can plan and lead worship in class as part of the Religious Education unit of work.

The CAST accountability schedule is followed by governors resulting in the evaluation of Collective Worship over the year. This should now be extended to include pupil voice. Collective Worship is included in the Religious Education action plan, it is well-targeted with appropriate actions, for example 'pupil monitoring of classroom prayer.'

Summary of Parental Questionnaires

There were 24 parental questionnaires received. All were extremely positive about the school with just a few expressing that they would like to be more informed about relationships and sex education.

When asked what is distinctive about the school, comments made include:

'All staff are helpful...easy to communicate'

'Welcoming'

'The values they teach and the way parents are involved in every aspect of the children's education'

'How much care that goes into each child and how flexible they can be to meet the needs of every child'

'Definitely the community feeling it gives'

'Caring, kind and considerate family'

'All the teachers know all the kids and parents'

'The values and caring for children'

'The whole staff are always on hand to help pupils and family'