



# Archdiocese of Birmingham

## Section 48 Inspection Report

### ST JOHN'S CATHOLIC PRIMARY SCHOOL

Part of the Painsley Catholic Multi Academy Company  
School Lane, Great Haywood, Staffordshire, ST18 0SL

Inspection dates:

9-10 December 2019

Lead Inspector:

Maureen O'Leary

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#### OVERALL EFFECTIVENESS:

**Good**

Catholic Life:

Good

Religious Education:

Good

Collective Worship:

Good

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*Overall effectiveness at previous inspection:*

*Good*

#### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- The headteacher, supported by the staff, governors, executive headteacher and the Painsley Multi Academy Company (MAC) has a deep and personal commitment to the Catholic education of all pupils at the school. This has led to continuous and sustained improvements since her appointment.
- Pupils and staff have a sincere appreciation and understanding of their school patron saint, St John the Baptist, their class saints and the school mission statement.
- Teachers have good subject knowledge of Religious Education, which they teach with enthusiasm. Pupils enjoy and achieve well in Religious Education lessons.
- The life of the school, inspired by the headteacher's witness to her own faith, is centred around prayer. Collective Worship is a meaningful part of every school day.
- The Catholic Life of the school is enhanced by the support of the parish priest and the parishioners of St John the Baptist Church.

It is not yet Outstanding because:

- The Catholic mission of the school is not made explicit across the whole curriculum.
- More able pupils are not routinely challenged at an appropriate level in Religious Education.
- All pupils do not regularly initiate leading worship.

- Mass is not celebrated weekly by some part of the school community.
- Leaders' and governors' self-evaluation of Catholic Life, Religious Education and Collective Worship is not a reflection of focused rigorous monitoring and evaluation.

## FULL REPORT

### What does the school need to do to improve further?

- Ensure that consideration is given to the Catholic mission of the school while the whole school curriculum is being developed.
- Ensure that the tasks pupils complete, the questions and feedback they are given in Religious Education provide a sufficiently high level of challenge, especially for more able pupils.
- Enable pupils to develop age appropriate skills to routinely initiate, plan and lead Collective Worship.
- Where possible, in collaboration with the parish priest, arrange for some part of the school community to attend Mass weekly.
- Implement this year's planned monitoring schedule. Ensure any findings are rigorously evaluated and used to set priorities and plan improvements. Actions should be closely monitored to ensure they have the desired impact on the Catholic Life of the school.

## THE CATHOLIC LIFE OF THE SCHOOL

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

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

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

- The recently introduced school mission statement, 'Learning to Know God and Share His Love', has been sensitively and creatively shared with pupils. Younger pupils enjoy signing each line of the statement, helping them to know and understand its meaning, while older pupils appreciate and value how it places God at the heart of their school mission and calls them to act like Jesus.
- All pupils are taught about St John the Baptist and his relevance to their own lives. As a result, pupils have a great devotion to their school patron saint. They have a very good knowledge of his life and love having him as their role model. They aspire to be like him, "To be humble and to listen to God's Word."

- Leaders and teachers have very successfully introduced the virtues promoted through the Catholic Schools' Pupil Profile (CSPP) to pupils. Pupils of all ages find them helpful as, "Things we aspire to, to make us better people."
- The school environment has been greatly enhanced since the appointment of the headteacher. It provides a clean, ordered and purposeful learning environment that promotes the dignity of the staff and pupils who work in it. The environment also promotes Catholic Life through a variety of quality displays, prayer spaces and prayer gardens. The creative use of the Early Years outdoor prayer space is particularly effective.
- The behaviour of pupils, influenced by the school mission statement, the school patron saint and the CSPP, is outstanding for most pupils. Pupils' behaviour reflects the happy and very caring environment that staff provide for them to learn and grow in. Pupils look after one another and understand the need to say sorry and forgive one another. "We are a big family, we give people a chance, we forgive," explained one pupil.
- Pupils and staff greatly appreciate and benefit from the contribution made by the parish priest to the life of the school. He is a very regular visitor, calling in most days to assist in some aspect of the Catholic Life of the school. This provides a valuable support for pupils, teachers and the headteacher.
- Links between the school and parish are very good and are growing. The close proximity of the parish church to the school is valued by pupils and staff. The parish and school work together in a variety of ways. They prepare pupils for the sacraments and celebrate monthly family Sunday Mass. Parishioners also volunteer regularly in school to hear readers and pupils visit parish groups.
- All pupils enthusiastically take part in carefully planned fundraising for a range of charities, including CAFOD, Mary's Meals and Fr Hudson's. They also have a heartfelt awareness of social injustice through their work with an enabling enterprise in Malawi. They understand their Christian responsibility to help and work alongside others in their own community and beyond.
- Pupils have been introduced to the idea that they all have a vocation. Older pupils have improved their knowledge of vocation through visits from the diocesan vocations team and the parish priest. Younger pupils have developed their understanding through teaching about 'People Who Help Us' and a visit from the parish deacon. This work now needs to be embedded.
- Pupils' views are gathered through interviews with the teachers and school leaders and recorded in their class Catholic Life journals.
- Although pupils understand that they should respect those of other faiths and religions and have been taught about some aspects of other faiths and religions, leaders have correctly identified that this area of the curriculum requires further development to deepen pupils' knowledge and understanding.

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

- The positive impact of the new headteacher on the Catholic Life of the school has been profound. In a calm but determined manner, she has ensured that the school's Catholic identity has been made a priority. This has not only improved the Catholic Life of the school but also teachers' expectations, pupils' behaviour and consequently standards in education.
- The effectiveness of the headteacher has been greatly enhanced through the support she has received from the MAC, especially the appointment of the executive headteacher.

- Over the last eighteen months leaders have relentlessly identified appropriate areas for development and have put in place actions to improve all areas of Catholic Life. This has led to a clear understanding of areas that need further targeted development.
- Leaders have put in place a suitable schedule for monitoring and evaluation for the coming year. This must now be used to enable a more targeted approach to improvement planning, implementation and evaluation.
- After a period of unavoidable instability, an almost full local governing body (LGB) is in place. These governors and directors have a secure commitment to and an oversight of Catholic Life. They recognise and appreciate the improvements that the headteacher and executive headteacher have led and are aware of areas that require improvement.
- The LGB should now increase its active involvement in the evaluation of Catholic Life and review the role of the link governor, to make their contribution as effective as possible.
- All the parents who spoke to the inspector were enthusiastic about the school's caring and nurturing environment. They appreciate how Catholic Life motivates staff and develops their children's emotional, spiritual and educational growth. Parents commented, "My child gets up every morning and is excited to come to school," "There are strong links with the parish," "This is a very inclusive school, where all are welcome."

## RELIGIOUS EDUCATION

<b>The quality of Religious Education</b>	<b>Good</b>
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	Good

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

#### The quality of teaching, learning and assessment in Religious Education

- The vast majority of pupils enter the school with little or no knowledge of Religious Education. A highly effective partnership between the Early Years class teacher and teaching assistant gives pupils an excellent start to their learning. Focused teaching is enhanced by ongoing provision throughout the week. The use of the outdoor area to provide a continuous stimulus for learning and prayer has had a significant impact on pupils. As a result, they make rapid and sustained progress.
- All teachers of Religious Education have good subject knowledge, a genuine enthusiasm for the subject and a desire to improve teaching and learning. Consequently, pupils receive consistently good teaching that enables them to make good progress.
- Lessons are planned well to meet the requirements of the diocesan scheme of work, providing pupils with a range of stimulating activities. These include opportunities for writing, drama, craft and the use of religious art. However, more opportunities

could be made for older pupils to express their ideas through their own artwork, and through extended pieces of reflective writing.

- The vast majority of pupils enjoy Religious Education, are engaged in their work and understand its relevance to their own lives. As a result, they achieve the appropriate national and diocesan standards.
- Although a number of pupils achieve above diocesan expectations, the challenge provided for more able pupils could be increased. Consideration should be given to providing pupils with tasks, questions and feedback that require a deeper level of response.
- Leaders and teachers have ensured that the presentation of pupils' work has improved so that it is now consistently good. This increased expectation from teachers should be ongoing.
- Pupils' work is routinely marked, where achievement and effort are often celebrated and next steps in learning are sometimes provided.
- Teachers' expectations about pupil behaviour in lessons is shared calmly and consistently. As a result, pupils have developed good attitudes towards learning. Any minor disruptions to behaviour are dealt with in a dignified and appropriate way.

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

- Leaders and governors have ensured that the Religious Education curriculum meets the requirements of the Bishops' Conference and has parity with other core subjects.
- The headteacher and executive headteacher, with support from the MAC, have monitored teaching and learning in Religious Education. They have accurately evaluated its strengths and ensured that appropriate actions have been put in place to address any areas that require improvement.
- The attendance of the headteacher, as Religious Education subject leader, at diocesan cluster meetings and her collaboration with other subject leaders within the MAC has supported the development of all staff in the school.
- The provision of a Religious Education specialist from the MAC, to teach the older pupils, has brought stability and supported the transition of pupils from primary to secondary education.

**COLLECTIVE WORSHIP**

<b>The quality of Collective Worship</b>	<b>Good</b>
How well pupils respond to and participate in the school's Collective Worship	Good
The quality of Collective Worship provided by the school	Good
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	Good

**How well pupils respond to and participate in the school's Collective Worship**  
**The quality of Collective Worship provided by the school**

- Prayer is central to the life of the school and is valued by the whole community.
- Pupils take part in Collective Worship with reverence and are keen to participate. They particularly enjoy coming together for whole school worship led by the headteacher. They respond well to the messages that are shared with them during this time and are earnest in their efforts to live them out.
- Pupils have the opportunity to attend Mass regularly in the parish church next to the school. They take part respectfully, saying the Mass responses, singing confidently, acting as readers, greeters and offertory bearers. Pupils do not currently act as altar servers but there is the potential for pupils who attend the parish church regularly to be trained. Both the school and the parish priest are eager to increase Mass attendance to once a week, in accordance with diocesan recommendation.
- Music and singing are used very effectively to enhance all forms of Collective Worship and prayer. The pupils sing with great enthusiasm and sincerity, with many of them valuing it as a way of praying. They genuinely appreciate the work of the teacher who has led and improved this aspect of worship.
- The Church's liturgical year, seasons and feasts are celebrated in whole school and class Collective Worship and recorded in class Catholic Life journals. As a result, pupils are growing in their knowledge and understanding of these times. For example, pupils have a very secure understanding of Advent, including the importance of St John the Baptist.
- This year's Nativity production, observed by the inspector, was a heart-warming and joyous celebration. The pupils, staff and audience all thoroughly enjoyed watching it and were unmistakably reminded of the true meaning of Christmas.
- Leaders and teachers provide meaningful opportunities for pupils to take part in a variety of forms of prayer, including daily prayers throughout the day, traditional prayers of the Church, meditation and spontaneous prayer.
- Older pupils are given opportunities to help lead aspects of whole school Collective Worship and to plan and lead their own class Collective Worship. An example of pupil led class Collective Worship, observed by the inspector, engaged and uplifted the whole class. All pupils, including the very youngest, enjoy using their class prayer spaces to pray and reflect during the day. The opportunities for all pupils, in an age appropriate way to initiate, plan and lead Collective Worship could now be developed further.

### How well leaders and governors promote, monitor and evaluate the provision for Collective Worship

- Leaders are able to plan and deliver Collective Worship with appropriate themes and messages in a way that engages and inspires pupils. Leaders have a good knowledge of the Church's liturgical year, seasons and feasts.
- The rota for school and Sunday family Masses are planned with the parish priest and a member of the parish, strengthening links between the school and parish.
- Aspects of Collective Worship are reviewed by the headteacher, executive headteacher and parish priest. This has led to improvements to many aspects of prayer. There has been a renewed and ongoing focus on traditional prayers and the support of pupils to plan and lead worship.
- As with Catholic Life, leaders have put in place an appropriate schedule for monitoring and evaluation for the coming year. This must now be used to enable a more targeted approach to improvement planning, implementation and evaluation.

### SCHOOL DETAILS

Unique reference number	142213
Local authority	Staffordshire
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Academy
Age range	3-11 years
Gender of pupils	Mixed
Number of pupils on roll	60
Appropriate authority	The board of directors
Chair of local academy committee	John Pennington
Headteacher	Marie Therese Cornes
Telephone number	01889 343106
Website address	<a href="http://www.st-johns-greathaywood.staffs.sch.uk">www.st-johns-greathaywood.staffs.sch.uk</a>
Email address	<a href="mailto:office@st-johns-greathaywood.staffs.sch.uk">office@st-johns-greathaywood.staffs.sch.uk</a>
Date of previous inspection	November 2013

### INFORMATION ABOUT THIS SCHOOL

- St John's is a much smaller than average sized primary school situated in the village of Great Haywood, Staffordshire. It is part of St John the Baptist parish and serves the neighbouring villages including Weston, Hixon and Colwich.
- The percentage of Catholic pupils is currently 39%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of pupils with special educational needs and/or disabilities is broadly in line with the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is significantly below the national average.
- Attainment on entry is broadly in line with age-related expectations.



- Since the last inspection there have been significant changes of leadership, staff and governance. The school became part of the Painsley MAC in September 2018.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspector observed teaching across four Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspector completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of governors, the Catholic Life link governor, the headteacher, the Religious Education subject leader and the parish priest.
- The inspector attended a whole school Mass, whole school worship led by the headteacher, class Collective Worship, the nativity production and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Catholic Life/Religious Education/Collective Worship action plans, teachers' planning and learning journals.