



Catholic Schools Inspectorate inspection report for St John of Beverley Primary School

URN: 147252

Carried out on behalf of the Rt Rev . Terence Patrick Drainey, Bishop of Middlesbrough on:

Date: 07 -08 June 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

1

Religious education (p.5)

The quality of curriculum religious education.....

2

Collective worship (p.7)

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference



The school is fully compliant with all requirements of the diocesan bishop



The school has responded to the areas for improvement from the last inspection

Fully

Summary of key findings

What the school does well

- St John of Beverley is an inclusive, welcoming and joyful environment where all pupils are loved and cared for.
- The pupils are an expression of the love and care that the school provides, the school is a beacon for the community of Beverley.
- Parental engagement and support for the school community is very high, the school is quite rightly described by them as a hidden gem.
- Music greatly enhances the life of the school and is a reflection of the joy and ministry the school portrays.

- The visionary leadership of the Head Teacher who has a passion and understanding of the Bishop's vision for education. This school truly is the first encounter with Christ for the pupils at the school.

What the school needs to improve:

- Ensure that the School mission is regularly reviewed and revisited in order that pupils can articulate it fully.
- Teachers need to adapt explanations and tasks to increase engagement levels and maximise learning opportunities for all pupils.
- Leaders and Governors will prioritise actions to promote, monitor and evaluate the quality and provision of Collective Worship to ensure that it reflects the breadth and richness of Catholic traditions.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

Pupils wholeheartedly value, appreciate, and participate in the Catholic life of the school which is outstanding. They make an outstanding contribution to the Catholic life of the school and benefit greatly from it. The school permeates an inspirational and strong sense of family and community which is inclusive of all. All members of the school community embrace the mission that 'Everyone at St John of Beverley is part of God's family. We share, play and learn together and try to be the best we can be.' The sense of worth which can be tangibly felt throughout the school enables the pupils to feel valued as unique people, in fact they exude joy. Pupils at the school compliment each other spontaneously to provide secure support and elevate each pupil to the school's individual charism because of the wide ranging initiatives and activities that are provided. As a result of this pupils flourish in their moral acts as they seek opportunities to grow in virtue. In fact one child even articulated that we are all God's children, he made us so we should treat each other with kindness. Pupils talk positively about the difference they make to their local, national and global communities. Prayer leaders and Minnie Vinnies work daily to support the Catholic life of the school and they are proud to be leaders of the school community.

There is a strong culture of welcome, which is evident in all relationships. Staff embrace and are committed to the mission statement and there is a real sense of vocation and belonging amongst staff. They regularly go above and beyond their calling and participate enthusiastically to care for all pupils as they truly get to know each child and family. As a result of this the school is held in very high regard by parents who share widely the various ways the school has helped them when it has been needed and then continue to do so because 'they

genuinely care'. Staff are exemplary in carrying out the school's vision fully. Christ is authentically at the heart of the school and this is evident in relationships across the school at all levels which are outstanding. There is an embedded culture of inclusivity where all are treated with dignity and this is articulated beautifully by all stakeholders. Internally the school environment reflects this as the school demonstrates it is at the heart of the local community. The school provides a beautiful, engaging Catholic environment in which to work, learn and play both indoors and outdoors. This compliments the catholic life of the school where in early years a child whilst roleplaying as Jesus said to others 'Come follow me'.

The Head Teacher is an inspirational leader and guiding light. The infectious radiance that exudes from the Head Teacher and other leaders is then reflected by staff, pupils and families. Leaders know and live out the Bishop's vision and can articulate this well. Parish links are in recovery following significant changes over the past four years but leaders are committed to its growth. Staff respect leaders decisions as this is built on mutual respect and lived out experiences through the school. New members of staff are quickly supported to feel welcome and valued as a part of this community and as a result are able to quickly fully support the school's vision. The school leaders are suitably supported and challenged by the Governing Body and members of the Academy Trust. The trust leaders have a secure understanding of the school's position and help leaders within the school to identify key areas for future development. Although recent changes to Governance have meant less visits to the school more recently, it is clear that there is a commitment and drive amongst Governors to secure the Catholic mission of the school fully.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

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

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1

Pupils' knowledge of religious education is secure in all classes. Pupils build on previous learning and make good progress in knowing more and remembering more. Pupils' knowledge is a strength particularly in class discussion and in response to recall and questioning. Pupils speak with confidence about their learning in religious education showing an awareness of key concepts and using some subject specific vocabulary. They know a varied amount of scripture and music because of the high importance that the school and teachers place on this work. Pupils are given opportunities to work collaboratively at the start of lessons which leads to successful outcomes as demonstrated in a Key Stage 2 session on the Sacrament of Reconciliation. However this is not consistently translated in outcomes which is evident in books with some inconsistencies across the school. Behaviour in classes is good but there are some incidents of low level behaviour which impacts on the success children have when working independently. Whilst pupils talk confidently about how their work is assessed they struggle to articulate what they need to do to improve their work.

Teachers are confident in their subject knowledge and are committed to value religious education and communicate this effectively to their pupils. They use appropriate questioning in lessons and check for understanding at key points. Lessons are well planned and teachers have a natural way of celebrating effort in religious education. They follow a consistent whole school approach for feedback and there are examples of creativity in approaches to religious education, particularly in the early years. However some other resources that were used in classes across the school limit the opportunity for children to challenge themselves and truly reflect their ability to evidence a deeper understanding of the concepts taught. Some children, particularly in Key Stage 2 also commented that they found some religious education work

easy. The development of pupils' spiritual and moral development is evident in all age groups, with teachers giving children time to think about their responses to scripture and in Key Stage 2 make links to other prior knowledge.

Leaders ensure that staff receive regular training in implementing the religious education curriculum. This includes new members of staff who are appointed a suitably skilled mentor to support them as they start their teaching career in Catholic education. The religious education curriculum is a faithful expression of the Religious Education Directory and in line with the Bishop's recommendation that it has full parity with other core subjects. The subject leader for religious education has an inspiring vision and a high level of expertise. Pupils and teachers are keen to do well and value the subject due to their endeavours. Religious Education is effectively planned and the introduction of knowledge organisers shows strategic drive to improve the quality of teaching and learning in religious education. This is something that is also recognised beyond the school by the Academy Trust. Enrichment activities provided by the school enhance pupil's learning. Leaders self evaluation of religious education is informed by thorough monitoring, analysis and self challenge.

Collective worship

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

Collective Worship key judgement grade:.....

2

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

Pupils' respond very well to the experiences of prayer that the school offers. They are confident to pray together and sing readily to each other in class and whole school situations. Whole school collective worship through song is looked forward to by all as it is delivered in a way that encourages both reverence and conscious participation. Pupils understand the shape and meaning of the Church's liturgical year. They are confident and capable of leading ministry to their peers, based upon the school's current approach to prayer and liturgy. The influence of collective worship on the rest of the curriculum is evident throughout daily school life. Pupils are very capable of talking about how experiences beyond the school have inspired them to be called to action with numerous examples of how this has happened recently including collecting clothes for those experiencing hardship due to conflict. The prayers for the world sessions are embedded and impact on the routines of school weekly. This enables pupils to readily reflect on their experiences of prayer and liturgy and are therefore attentive and thoughtful in their responses.

Appropriately planned prayer and liturgy are central to the life of the school and form part of routine gatherings of pupils, staff or leaders. There is a daily pattern of prayer that reflects the rhythm of the prayer life of the Church. This was evident through the use of prayer spaces and displays throughout the school. Staff are committed to the delivery of effective prayer and liturgy and the use of the available space in the school is good, including the outdoor prayer areas. Each classroom has a designated prayer space and there are seasonally appropriate scripture passages which are central to liturgy. Time and attention are given to prayer areas to ensure that they are used appropriately and are well cared for and conducive to prayer. The school is aware of the need to continue to development of pupils' deeper connections with

prayer and liturgy and how this can further influence beyond the school community. Parents engage well in acts of worship and speak fondly of how this was used as a way of connecting the school with families following the pandemic.

Leaders support staff to lead appropriate prayer and worship through clear guidance using different resources to plan and prepare for liturgy. The school has a policy on prayer and liturgy which is well formulated. Leaders have developed a strategy to meet the previous inspection target where prayer and liturgy is child led and children use weekly Lectio Divina and prayers for the world sessions to shape meaningful prayer experiences. There is a liturgical year planner and holy days are appropriately celebrated in conjunction with the parish. The sacramental programme is run by the parish with full support from the school. Leaders can articulate their aims with regards to prayer. These aims need to be further developed through staff professional development to ensure it is distributed widely. The head teacher should continue to develop the model of distributed leadership within collective worship so that staff are supported in delivering high quality experiences of prayer and liturgy.

Information about the school

Full name of school	St John of Beverley Primary School
School unique reference number (URN)	147252
Full postal address of the school	Wilberforce Crescent Beverley East Yorkshire HU17 0BU
School phone number	01482 882487
Name of head teacher or principal	Mrs Angela Nicholl
Chair of governing board	Dr Tom Mace
School Website	www.stjohnofbeverley.org.uk
Multi-academy trust or company (if applicable)	St Cuthbert's Roman Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	5-11
Trustees	Diocese of Middlesbrough
Gender of pupils	Mixed
Date of last denominational inspection	May 2018
Previous denominational inspection grade	2 - Good

The inspection team

Simon Geaves	Lead Inspector
Kendra Sill	Team Inspector
Rochelle Nestor	Shadow Inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

