

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

**CANON 806
INSPECTION REPORT**



St. Catherine's Catholic Primary School
Cutlers Place
Wimborne
Dorset
BH21 2HN

URN 140756

Head Teacher: Rosemary Lennon
Chair of Governors: Pauline Baldwin

Introduction

The inspection of St. Catherine's 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 inspectors, approved by the Bishop of Plymouth.

Context for the Inspection

St. Catherine's is average-sized primary school with 194 pupils on role. Of these 6% of the children are EAL. 9% of children receive free school meals and the proportion of children known to be eligible for the pupil premium is also 9%. 16% of children are on the SEN register. The school serves the two parishes of St. Catherine's and St. Anthony's.

Since the last inspection school has undergone the following changes:

1. A new Head Teacher was appointed to the school in January 2015
2. Becoming an academy as part of the CAST – a multi-academy trust incorporating all Catholic primary schools in the Diocese.

Key Finding Grade 3

John 5:6-8

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 Bethesda 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.

St. Catherine's is an academically high achieving school with results in Maths and English which are consistently above the national average. Parents and children are happy and speak positively about the experience they have with the school. However, this inspection has revealed significant gaps in the over-all provision offered to the children, particularly in relation to its Catholic life. These gaps have not come about because staff are complacent or do not care but simply because the vision for the school has remained static for some time. The school has not received an inspection by OFSTED since 2006, when they were judged to be outstanding. Visits by the Diocesan RE team over the years have identified areas for development, specifically in relation to its Catholic life, but these have only been acted upon in a very limited way and with little impact.

With a new Head Teacher and a dedicated staff group in place, there is no reason why this situation cannot be reversed and fairly quickly. It will require all staff to commit to this and have the confidence and faith to believe that change and growth is possible.

Summary of Key Findings

- Gospel values lie at the heart of the school.
- The school's mission statement reflects the ethos of the school but is not known or understood by the pupils and has little impact on day to day life.
- Some relationships at the school are very positive but these are not shared with everyone and so it is hard for the staff to work together cohesively.
- Staff believe that they are working for the 'common good' but the leadership team struggle to articulate what this is and analyse its impact.
- Pupils are provided with a number of positive opportunities to grow spiritually.
- Teachers plan their teaching of RE carefully but struggle to offer lessons where pupils can gain skills in analysis, enquiry, interpretation or evaluation.
- Standards of attainment in RE fall below what could be expected of the children at St. Catherine's because the activities offered to them do not challenge or enable children to achieve at the highest level.
- Children behave extremely well in lessons and around the school. They are positive and supportive to one another.

Areas of Focus for Development

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

- For all involved in the running of St. Catherine's, in conjunction with Plymouth CAST, to establish a clear vision for the school and put in place an appropriate staged plan of implementation. This will include:
 1. The establishment of a robust leadership team that is clear about expectations and how to deliver these.
 2. A programme of outreach to other Catholic Schools and CPD for staff to develop their skills in the teaching of RE.

St. Catherine's as a Catholic Community

(Welcome, Welfare, and Witness)

Grade 3:

John 5: 6-8

There is no doubting the commitment of the staff to the children at St. Catherine's. Adults are kind, supportive and caring. Relationships with each other and the children are strong. Their own faith is evident and they believe that they offer the very best to the children.

Unfortunately for a variety of reasons, already identified, the school has remained steadfast in a particular way of doing and being. It is understandable that with consistently high results of which the school can be proud; the school might believe that there is no need for change. However, whilst success in Maths and English is important, the Catholic life of the school, including teaching and learning in RE, Worship and Witness, has suffered as a consequence of believing that no change is necessary.

It is clear that Gospel values are implicit in the life of the school but it is not clearly evident how these are lived out on a daily basis, beyond being kind and caring to one another. Adults and children find it hard to articulate the school's mission statement and it is not clear how this underpins policies and expectations.

For the most part relationships between members of the school community are supportive and positive and new staff feel welcomed. However, there is no clear and systematic induction plan for new staff, including a new Head Teacher, and as a consequence newcomers are not always clear about expectations and possible support.

Whilst the school is an active member of the local Catholic cluster group and works in partnership with other CAST schools, there is a need for the school to learn from these schools. There is a desire to share what they have with other schools but there is no tangible evidence to show how the school takes advantage of the experience of other leadership teams.

Pupils at the school enjoy and value St. Catherine's. They will happily take on responsibilities and participate constructively in the school life beyond routine lessons and activities. For example the children like singing at the local elderly people's home. Although there does not appear to be a systemised approach to fund raising the children respond well to charity events. At present the children are not engaged in any voluntary programmes such as Junior SVP or are given opportunities to be of service to others.

In terms of preparing pupils for life in modern Britain and for global citizenship there is much work to be done. St. Catherine's needs to develop its links with the wider community and provide children with opportunities for helping them to develop a clear understanding and appreciation of ethnic and cultural diversity. In line with this, the leadership team needs to ensure that pupils are provided with opportunities for reciprocal learning to develop mutual respect and awareness of other groups and communities.

The school is set in beautiful grounds and the school building is a pleasant environment. The proposed plans to create a sacred space would be a positive development. Displays around the school reflect the Catholic nature of the school but are not as up to date as they might be. Focal points in classrooms tend to be uniform in their appearance, too often lacking in vitality and engagement of children.

Focus for Development

1. To revisit the Mission Statement and involve the whole community in developing an accessible and reflective statement of purpose which is rooted in the Gospel.
2. To develop a comprehensive and systematic approach to understanding and celebrating diversity. This should include ensuring that pupils have exposure and engagement with other cultures beyond what is delivered by staff of the school.
3. To develop a systematic and clear approach to induction for all new staff including governors.

The scripture quote attached to this grade speaks of people paying lip service to what really matters. It is important to say that the leadership team of St. Catherine's is not comprised of people who do not care or who pay 'lip service'. However this is leadership team that is fragmented and under-developed. Evidence suggests that members of the Senior Leadership work in isolation from one another and as a consequence there is no cohesive planning or awareness of what other members of the team are doing. The school's understanding of vision and purpose needs developing so that all members of the team become motivated to seek improvement and be effective in focusing on key priorities, particularly in relation to the Catholic dimension.

Currently monitoring of progress, particularly in RE is weak and as a result the quality of teaching and learning is poorly developed. A much more analytical approach to monitoring needs to be developed so that the quality of teaching and learning in RE can be improved. Some governors regularly visit the school and are known to the community. However their knowledge and understanding of the progress of children is limited by the information they are provided with and as a consequence it is often not possible to challenge appropriately.

Opportunities for teachers to attend Diocesan training are occasionally provided. These could be built upon by developing a planned programme of CPD which includes developing an understanding of Catholic Social Teaching.

It is believed that, with appropriate support, the leadership team has the capacity to bring about change and improve standards; and in the words of Christ 'stand up, take up your mat and walk' (Jn 5:8)

Focus for Development

1. As a leadership team to fully appreciate the need for improvement in all areas of the Catholic life and develop a systematic implantation programme based on clear analysis and data.
2. To ensure that all adults in the community are provided with a variety of means to:
 - a) Seek support
 - b) Express their views safely
3. To set in place a clear monitoring programme to evaluate the progress and well-being of all children and the quality of teaching and learning.
4. To discuss with the Area Adviser of CAST and the RE Adviser the best way to gain guidance and support as to how to move forward.

Throughout the school teachers and support staff consistently model Christ in the way that they relate to the children and deliver lessons. They are engaging, compassionate and reassuring so that children feel safe and willing to learn. It is clear from the planning that teachers do work hard. However they have developed a way of planning that does not

support progression in learning. Plans are created a week in advance and not annotated as lessons move through the week, thus providing no clear indications for differentiation. RE lessons, while well ordered, are insufficiently challenging. In all of the lessons observed much of the time was spent re-calling previous work. This is an important activity but in most lessons it went on too long. Few opportunities were given for pupils to be challenged and move forward.

This is a school where a good proportion of the children come from practising Catholic families and in many ways are religiously literate having a breadth and depth of religious knowledge and understanding. Unfortunately very little of the teaching really took this into account and the possibility for children to show their knowledge and move forward was not enabled.

For this to improve, teachers need to look at the level of activity that they are offering pupils, consider a wider range of activities and enable pupils to work more independently. Identifying AT1 and AT2 objectives will be key to this. Teachers need guidance and support to look at new ways of learning and expectations about approaches to learning.

For the most part activities offered to the pupils engaged them but did not always develop them or allow them to achieve at the highest level. Pupils spoke of enjoying their RE but could not talk about their learning, nor were they sure about their next steps. Once teachers are more confident about their marking they will be able to help the children be clearer about what is expected of them.

Planning of RE tends to be focused on AT1 activities. There appears to be little record of the AT2 discussions that take place and which the children were able to talk about. Further CPD and work in the area of differentiation would make all the difference to the quality of teaching being offered.

Focus for Development

1. For all staff to be given CPD in how children make progress in their RE learning.
2. Ensure that pupils are given time and opportunities to explore the 'Big Questions'
3. Put in place a rigorous monitoring programme which involves lesson observations, work scrutiny, moderation and assessment for learning.
4. Develop a consistent marking policy which includes peer assessment and dedicated improvement time for pupils to reflect and respond to next step questions.
5. Ensure that planning clearly identifies attainment targets, strands and levels.

The School as a Celebrating Community	Worship
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Grade 2	John 13:34-35
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Meditation, Mass and classroom prayers all serve to reflect the commitment that St. Catherine's has to the spiritual and moral development of the pupils. There are many opportunities for pupils to grow in this important dimension of their life. Their behaviour, responses and willingness to share reflect an openness to God's presence in their own lives and that of others. Meditation, in particular for the older pupils, provides a meaningful experience in which they are able to encounter God and speak of this.

Traditions and practices of the Catholic Church are familiar to the pupils from modelling of their teachers and through the RE curriculum. However at present they do not influence

sufficiently the worship life of the school as a whole. This is an area which needs consideration. Attempts to do this have been made but there is work to be done to develop adult skills in this area. Once adults are confident in leading and developing whole school liturgies they will be able to support and guide pupils to do this also.

The liturgical year provides a sound framework for the school's worship life. The school is well supported by its local clergy and are fortunate to have their presence in school on a regular basis. As a consequence links with the parishes are positive and supportive. Staff become involved in First Communion in the parish and the school hosts a parish Mass once a year.

Focus for Development

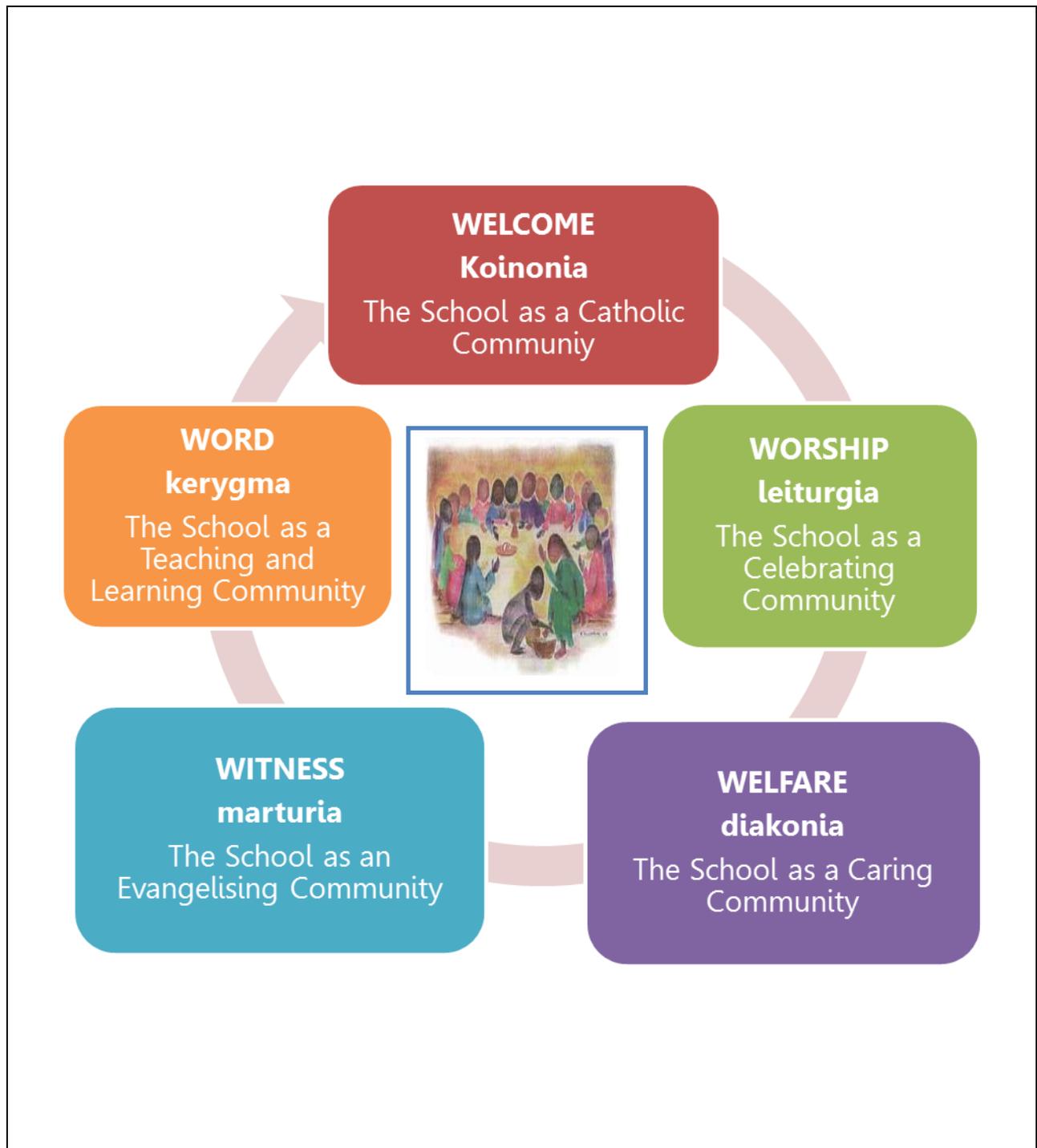
1. Provide formation for all staff to develop their understanding of what constitutes an act of worship so that they can gain the skills needed to model for pupils so that they can develop their own liturgical skills.
2. Identify the spiritual journey of pupils through their school life and put in place a variety of experiences to support this e.g. retreats, pilgrimages which will ultimately enhance their experience of faith and life.

Conclusion

St. Catherine's is a school which may have lost its focus, but has the potential to regain its vision and purpose. Staff, parents, governors and the wider CAST community working together have the capacity to bring about change quickly and with integrity. The school is made up of many good people who have the interests of the pupils at heart. This of itself, along with commitment, hard work and prayer, will be what transforms St. Catherine's to become the school that we all want it to be and one which ultimately all can be proud of.

Sarah Adams
July 2015

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

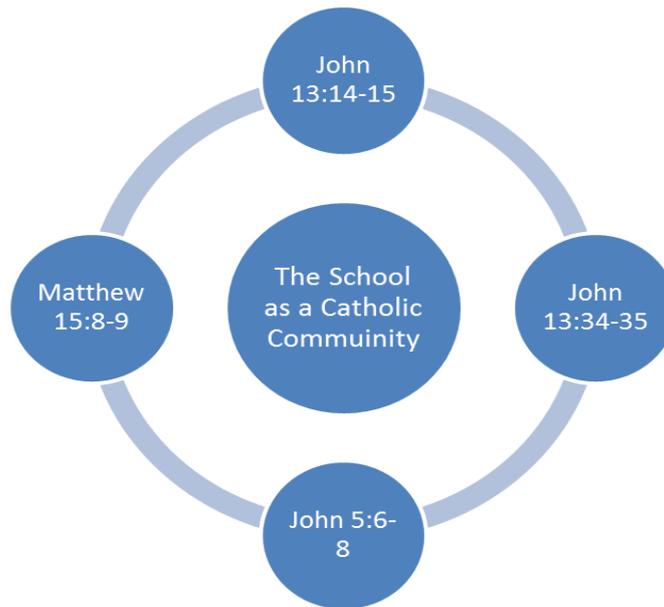
There will be three key areas within which these five elements will be reviewed:

- 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: 'This people honour me with their lips, but their hearts are far from me; in vain do they worship me, teaching human precepts as doctrines. Matthew 15:8-9

The Pharisees and scribes accuse Jesus and his disciples of breaking the rules. The rules have become more important and the heart has been lost. The Pharisees and Scribes may appear to follow the law but they have forgotten what it all means. Where there is little service, no attention to love and no understanding of what it means to live a fully developed Christian life, there is little heart. 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.