

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

**CANON 806  
INSPECTION REPORT**



Keyham Barton Catholic Primary School  
Renown Street  
Keyham  
Plymouth  
PL2 2DE

URN 140730

Executive Head Teacher: Kevin Norris  
Chair of Governors: Andrew Fowkes

## Introduction

The inspection of Keyham Barton 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 (806), approved by the Bishop of Plymouth.

## Context for the Inspection

Keyham Barton is an average-sized primary school with 197 pupils on roll. Of these 31.4% of children are in receipt of pupil premium with 18.27% of children receiving free school meals. Significantly 14% of children are on the SEN register and 3 children having a statement of special educational needs. 5.58% of children have English as an additional language and 3.55% 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.

<b>Key Finding Grade 2:</b>	<b>John 13:34-35</b>
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**'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.*

Keyham Barton is a school where there is a very strong sense of mission and a great desire to serve the Church and the world. Christ is at the centre of everything that the school tries to do. A well-established staff group, along with a strong leadership team, clearly seek to promote the Gospel and to live it daily in the life of the school. As a consequence the children absorb true Christian values and are enabled to grow as God's children, with an emphasis on bringing Christ to the world. This is evident in the rich relationships between adults and children, who feel safe, loved and enabled to grow spiritually, morally, emotionally and intellectually. The school is very outward looking and has numerous links with the outside world that help them to make a positive contribution to the common good.

## Summary of Key Findings

- Keyham Barton is a school where Christ is the source and strength of all that happens there.
- The school's current mission statement identifies that education is a 'sacred task entrusted to them by the Lord for the formation of the children given into their care'. This is a strong feature and motivation of the school.
- The school's mission statement is currently under-review and is involving all the adults and children to ensure that it is something that all can live by and articulate.
- The school has a purposeful induction programme with on-going support and highly effective mentoring, particularly for staff who are new to the profession. Through this induction new staff are supported to fully appreciate the centrality of the Gospel to the life of the school.
- Curriculum RE has a high status and is taken seriously as a core subject. Most lessons are being delivered with positive effect.
- Throughout the school displays and classroom focal points reflect the commitment the school has to providing the school with a stimulating and creative environment. Children's work is honoured and the working walls for RE help the children to recall and have a sense of pride in their work.
- The school is privileged to have a dedicated and inspiring SENDco. Her work within the school and outside of it is proving to be very effective in ensuring that all children feel safe and parents feel welcome. Vulnerable children are well catered for enabling them to remain within the mainstream sector. Within classes clear systems and compassionate attitudes ensure that even the most challenging children are supported effectively.

## Areas of Focus for Development

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

1. Ensure that the new mission statement is fully embedded and that all connected with the school have the opportunity to engage with it.

## Keyham Barton as a Catholic Community (Welcome, Welfare, and Witness)

### Grade 1

### 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.*

To wash another person's feet is a humbling act and to consistently serve at this level requires humility and a true appreciation of the gospel. At Keyham Barton the children are fortunate to have adults who do this, not only for one another, but importantly for them. At Keyham Barton there is a genuine desire for service to be at the heart of everything that happens within the school and beyond. As a consequence the children are well cherished, challenged and enabled to grow as God's children.

The quality of welcome, welfare and witness is rooted in love and reflects the desire of the school to provide a life-giving and rich environment for the children. The quality of welcome is reflected most keenly in the way the school embraces children from a wide range of backgrounds and in particular children who are vulnerable for a number of reasons. The school is blessed to have a highly committed and dynamic SENDco who has a sole focus on supporting children in need and identifying appropriate systems and programmes with the school to help them. She has excellent relationships both in the school and beyond, working tirelessly to engage local agencies and to develop positive formative relationships. She is ably supported by an excellent PSA (Parents' Support Adviser). Together, and supported by the whole staff, they ensure that relationships with parents are positive and supportive. The school recognises the challenges faced by parents/carers and as a result work hard to establish strong communication links not only with families but also local support agencies. Parents/carers of children with SEN are often invited to the school's 'Time to Talk' coffee mornings, a safe space where adults can share their concerns and seek support from one another. 95% of parents believe that 'the school listens to and acts on concerns expressed by parents and 98% of parents believe that the school actively reaches out to those in need. (Survey 2015)

Great care is taken when children start school and they settle in quickly. EYFS has a calm and peaceful atmosphere with children evidently happy and at ease in their environment. Clear routines, and learning expectations are a priority which help the children to feel at home and safe. The richness of the welcome experienced extends far beyond how children and visitors are welcomed at the gate. Around the school there is a genuine openness and desire to respond to the needs of individuals, especially when people are struggling or needing extra support for whatever reason. Poor behaviour is dealt with quickly and effectively in a supportive and positive manner. At the heart of the school's behaviour policy is reconciliation as the way forward. This allows the children to know that there is always a new start and the opportunity for forgiveness and healing.

Induction and transition is taken seriously at Keyham Barton. Induction of new staff is followed up with on-going support through the year and beyond with mentoring a significant part of this support. Supply teachers are also supported with a handbook with key information about the school and are welcomed by the Deputy who will ensure that they have the information they need before going into a classroom. Children are supported through major transition phases with year 6 children acting as buddies to children in their first year of school. Children new to the school in other years are also given a buddy so that they too, settle quickly. Children are encouraged to look after each other and in many conversations with them it became clear that they feel that the adults will deal with issues promptly and effectively.

The school has an excellent and informative website which keeps parents up to date and communication links strong. At the same time, its lively portrayal of the school promotes strong values and a genuine desire to offer a comprehensive, all round education for children at the school.

The school has strong partnerships with other schools both within the locality and in the network of CAST. Due to the executive Headship, Keyham Barton has strong links with another Catholic school in Plymouth and shared practice and experience is encouraged and facilitated. In addition the school has excellent links with the other Catholic schools in Plymouth and the wider network of Plymouth CAST and local authority schools.

The school's Gospel values are equally evident in the many charitable activities that the school engages in. These events which include, but are not limited to CAFOD, Macmillan and CLIC Sargent, foster a positive sense of community responsibility in the children. The school council nominates charities and emphasis is placed on ensuring that the children understand and appreciate the work that is needed to be done to support people in need. To this end the school is a Fair Trade school.

Keyham Barton is to be commended for the excellent approach it has to welcoming diversity. The school is committed to ensuring that children understand other religions, and has the Full International Award for the well-established and embedded outward looking culture the school has. At present the school has links with New Zealand, France, Gambia and is currently forging new links with a school in Uganda.

### **Focus for Development**

1. Complete and fully implement the new mission statement.

## **The School as a Catholic Community – Leadership and Management**

### **Grade 1**

### **John 13:14-14**

As a former student of the school, Keyham Barton has, in its Head Teacher, someone who is deeply committed to the on-going progress of the school. As a consequence his leadership is forged by his own deeply rooted care for the school and for all who now form part of the community. This said he does not work alone. The whole leadership team, though small, is united in its shared values and a desire to serve the community at all times. This requires them to have clarity about what is important and the willingness to support those who struggle, whilst having clear expectations about what needs to be done. The leadership team is not afraid to embrace challenge and does so with openness and honesty. As a consequence all staff feel that they are valued and encouraged to grow and develop professionally and personally.

At all levels in the school there is a shared sense of purpose and vision. This is evident in very tangible ways such as effective performance management, the number of staff who have completed the 'Successful Teaching and Learning' programme and the involvement of the Head Teacher in the local community groups which ultimately serve the needs of Keyham Barton but all the other local schools too. A desire to serve the common good is very obvious in all of this engagement. Equally the shared vision is very evident in the pride the adults have in their school environment which speaks of the care everyone has in honouring

the children and what they have achieved. Displays are alive with children's work. The school is beautifully kept and feels like a place of endeavour. This does not happen when leadership teams are not working for the good of all.

Governors are committed to the school and visit regularly. In particular the Parish Priest, who is also the RE governor, visits often, not simply to celebrate a weekly Mass, but to support staff with their teaching and their preparation of Mass or other liturgies. He is a great asset to the staff and highly valued and appreciated by adults and children alike.

With the imminent retirement of the current Head Teacher, the governors now have the responsibility of appointing a new person to take on this important role. It will be important for them in their deliberations to ensure that whoever is appointed will have the qualities to develop further what has already been achieved by this leadership team.

### **Focus for Development**

1. Ensure the successful induction of the new Head Teacher when appointed.
2. Ensure that all governors are clear about and able to articulate the school's priorities.
3. Ensure that challenge and support by leaders impacts on the quality of teaching and learning in RE.

<b>The School as a Teaching and learning Community</b>
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<b>Word</b>
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<b>Grade 2</b>
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<b>John 13:34-35</b>
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Throughout the school classroom and out of classroom displays indicate that RE has a high status in the school. All teachers take it seriously and every effort is made to deliver stimulating and challenging lessons. The school has fully embraced the Diocesan scheme and teachers work hard to apply the theology and help children to a deeper understanding of what it means to be in relationship with God and a follower of Jesus.

Not all teachers find this easy but support in the school is strong and where there are concerns these are being addressed. As a result, and for the most part, the teaching of RE does not let the children down. In the majority of lessons observed children were fully engaged, keen to succeed and applied themselves to their work. Most lessons are planned well and in most lessons children can and do make progress.

Children speak well about RE. They have a very clear understanding of their learning and can speak eloquently about what they have been learning about. They are proud of their learning. A particular asset to this are the Class 'Black Books' which contain a snapshot of what the children learn in each topic. These have had a big impact, not least because teachers and TAs take them seriously and put time and energy into recalling the children's work and honouring it within the book. As each year moves through the school their black book goes with them and take pride of place on the focal table in the classroom. These have been so successful that schools across Plymouth CAST have taken up the idea.

The school has invested considerably in the appointment of teaching assistants. They are almost an unseen army, working tirelessly, effectively and seemingly invisibly with the

children. Their support and the manner in which they have fully engaged with the ethos of the school is a credit to the school.

Relationships between adults and children are very positive. With Christ at the centre of the school it is not surprising that the adults model Christ in all of their interactions. This helps children to feel safe with their learning. They are offered patience, compassion, understanding and appreciation as well as high expectations, challenge and consistency.

RE leadership has just been taken on by the Deputy Head. Her desire is to ensure that all the adults are supported to do the best they can for the children and to inspire them by her own commitment to RE.

### **Focus for Development**

1. To continue to develop an understanding of AT2 and how this enhances understanding and learning through critical analysis.
2. To develop assessment in RE so as to enable teachers to build on prior learning and to move the children forward.
3. To continue to develop questioning skills so that pupils are consistently encouraged to deepen and extend their understanding.

<b>The School as a Celebrating Community Development</b>
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<b>Worship, Spiritual and Moral</b>
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<b>Grade 2</b>
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<b>John 13:34-35</b>
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At Keyham Barton there is genuine desire for prayer to be at the centre of the school's life. A wide range of experiences contribute to the spiritual development of the children to help them come to know Christ and become witnesses with the staff to his message. Observing and talking to children reveals their innate desire to be open to God's presence in their lives and to show this in their daily interactions with one another.

The traditions and practices of the Catholic Church lie at the heart of Keyham Barton's worship life. As a result the children have a context for learning what is right and just. The opportunities they are given enable them to develop their critical conscience which ultimately gives them the freedom to know how to live and what gives them life.

All children participate in Mass on a regular basis and through this are helped to develop their own liturgical skills by reading, serving and engaging with the Gospel sometimes through Drama. During the inspection two classes had the opportunity to experience a 'teaching Mass' where the priest helped them to understand the different parts of the Mass. This also enabled parents who came to the Mass to also receive this catechesis and so offer them the opportunity to fully appreciate what their children were experiencing.

The school's website demonstrates the many other kinds of liturgies which the school celebrates, particularly in Lent and Advent and on other Feast days. Children can clearly be seen enjoying the occasions. On other occasions in the classroom it was clear to see how the children have grown in their capacity to be silent, reflective and respond to prayers.

Children in year 6 demonstrate this particularly well with their quiet and thoughtful responses to the theme of their class prayer time. On this occasion it focused on a thought for the day which they had chosen. The impact of these times of prayer on their relationships with one another is a greater sensitivity to how they act and how they respond when difficulties arise.

Outside of Mass the school is working on developing the quality of non-Eucharistic liturgies. They have identified a need to develop the skills of all staff to deliver such liturgies so that ultimately children can be helped to lead these. This may need some external help for adults to receive the formation necessary to develop their knowledge and understanding of how to prepare and deliver appropriate acts of worship. Given the size of the school hall this might also be best done within the context of Key Stage liturgies.

Finally the school has a desire to involve more parents in the prayer life of the school. Achieving this will be another sign of the deep commitment the school has to furthering the mission of the Church in the world.

### **Focus for Development**

1. To develop all staff to enable them to deliver effective liturgical experiences for all the children.
2. To continue to evaluate current provision and identify opportunities for greater involvement of parents/carers in the prayer life of the school.

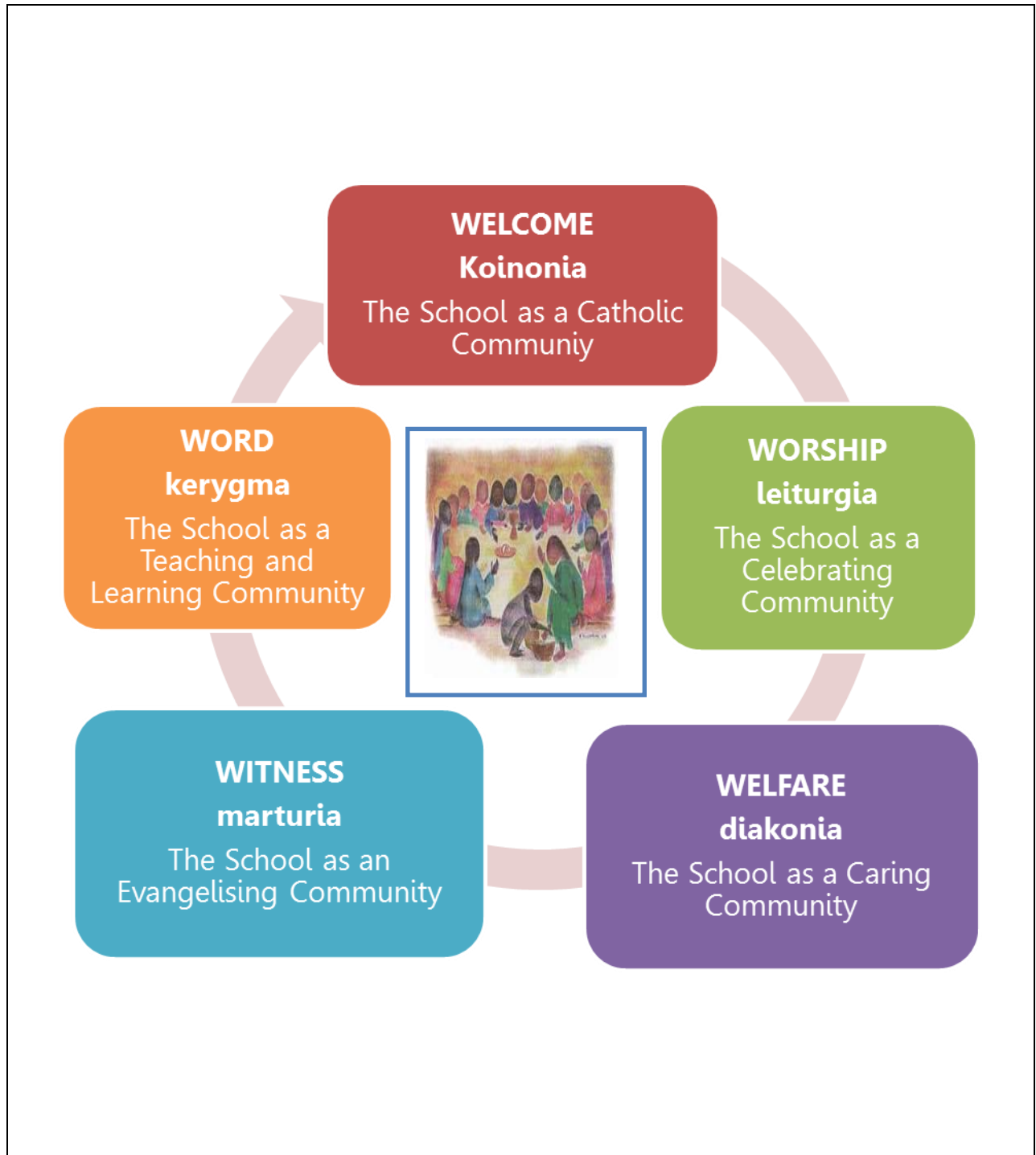
### **Conclusion**

Keyham Barton is a school with many strengths. Of these the desire of the whole community to 'serve and not to count the cost' has been evident in abundance across the two days of this inspection. This is a school which is clearly moving in the right direction. It can be proud of its Catholic witness and joyful that this has also been recognised. The right appointment of a new Head Teacher will be critical to its on-going development but the current Head Teacher will leave a school which is well grounded and fully rooted in the Gospel of Christ.

**Sarah Adams**  
**October 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 word 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**

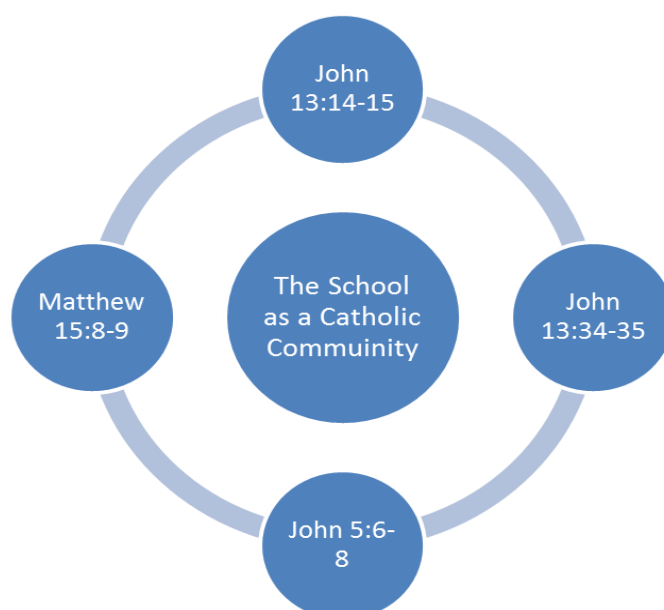
There will be three key areas within which these five elements will be reviewed:

- 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.