



Catholic Schools Inspectorate inspection report for
**St Cuthbert And The First Martyrs Catholic
Primary**

URN: 147923

Carried out on behalf of the **Right Rev. Marcus Stock**, Bishop of Leeds on:

Date: 17 and 18 May 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The vibrant and engaging environment that celebrates the Catholic life of the school;
- The strong links with the parish and community. The school is outward facing and provides service to those around them;
- The inclusivity of the school; all stakeholders are made to feel welcome and part of the school community, regardless of their faith backgrounds;
- Some of the teaching is of a very high standard; lessons are creative and engaging resulting in high outcomes;
- Children are proud to be part of the school family; they feel happy, confident and secure.

What the school needs to improve:

- Develop rigorous monitoring of religious education in order to improve the standard of practice.
- For leaders, staff and pupils to be more involved in evaluation of collective worship;
- Ensure pupils have greater opportunities for quiet reflection and spontaneous prayer.

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

2



Catholic life and mission at St Cuthbert and The First Martyrs Catholic Primary is outstanding.

Pupils understand the distinctive Catholic identity, charism and mission of the school and actively participate in the Catholic life of the school. Children express that they are valued and cared for and know that there is always an adult in school who they can speak to and will support them. They are happy, confident and have a clear understanding that the school community is committed to the teaching and example of Jesus. For example, pupils in Years 5 and 6 are friendship ambassadors for younger pupils, modelling positive relationships and behaviour. Pupils demonstrate a deep sense of respect for other faiths and consider all in school as being 'part of our St Cuthbert's family'. Pupils respond readily to the demands of Catholic Social Teaching through their support of a variety of local, national and global charities. Pupils initiate fundraising ideas. Charity events supporting the Turkey/Syria earthquake, a local Downs' Syndrome group and awareness of climate change were all suggested by pupils in the school. Pupils value groups such as the Mini Vinnies and willingly take leadership roles within them.

The mission statement is a clear expression of the school's particular charism. There is an embedded culture of welcoming and inclusivity at St Cuthbert and The First Martyrs. The lived sense of community is evident in the quality of relationships and strong culture of welcome. Staff are exemplary role models and the children say that one of the reasons they love the school is that the teachers are 'so friendly and kind'. The pastoral work of the school, including the excellent outreach team, has very effective strategies for engaging parents and carers. Bespoke support is offered through the outreach service. As a result, parents and carers feel supported and have a good understanding of the school's mission.

The school environment effectively witnesses its Catholic identity and mission. Talented members of staff have created beautiful murals that depict Bible scenes and scripture quotes. The mission statement is displayed proudly around school, and in each classroom prayer table focuses are displayed prominently. The provision for relationship and health education meets statutory and diocesan requirements. The school has adopted the 'Journey in Love' scheme of work and staff have received relevant training.

The school's headteacher, religious education subject lead and Catholic life lead are dedicated and ambitious in providing the best Catholic education possible. They are determined to continue to improve the school and are valued by all stakeholders. The school is highly regarded by parents and families. Parents describe being part of the school as being 'part of a big family'. Leaders demonstrate respect for the dignity of workers and are committed to the physical and mental wellbeing of all staff. As a member of the Blessed Christopher Wharton Trust senior leaders are able to draw on and share expertise and knowledge with colleagues in other trust schools. The support for staff is enhanced by the excellent work of the parish priest who sensitively and creatively enables opportunities for staff to develop their knowledge and understanding of the Catholic faith. However, support for staff members who are new to working in a Catholic school is under-developed at present. Governors are deeply committed and actively involved in the Catholic life of the school. They have a good understanding of the strengths and areas of development for the school. They offer strong challenge and support and are regular visitors to the school. More formal evaluation of the Catholic life of the school which is extended to include staff and pupils is not yet in place.

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

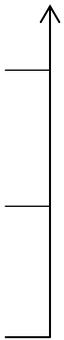
The quality of teaching, learning, and assessment in religious education.....

2

Leadership

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

2



Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the *Religious Education Curriculum Directory (2012)*. They make good progress in knowing more, remembering more and doing more relative to their age and capacity. Some lessons begin with a recap of prior learning and how it links to the current lesson. Children can speak with confidence about what they have learnt. In an observed reception class lesson, children could link their learning about Mary with previous learning about when the Angel Gabriel visited her. Year 2 children were also able to link previous learning about Pentecost with their current learning about the Holy Spirit. Work produced in books is generally presented well and of a good quality, including examples of individuality and creativity. Resources and the learning environment across school are a particular strength. In most cases, classroom support for pupils with special educational needs or disabilities is extremely effective. Teaching is adapted well to ensure that all learners can achieve. Pupils achieve above average attainment compared to other core subjects and this figure has risen over the last three years

Teachers have good subject knowledge and have high expectations from religious education. In most cases, teachers use effective questioning within lessons enabling them to have good knowledge of pupils' understanding. This is not consistent in all classes though, and it is important that stronger practice is shared effectively to develop teaching throughout the school. For creative lessons, books show photographic evidence including lesson captions to explain the learning which has taken place. In stronger lessons, pupils are actively engaged in lessons. In an observed Year 1 lesson, children were completely absorbed as the class teacher took a phone call from Peter describing the events following Jesus' death. Teachers give verbal feedback regularly to pupils during lessons, although at times pupils struggle to make the links to their own experiences of the world. A clear assessment system enables children to see how well they are achieving and the areas

they need to work on. Older children are being increasingly involved in contributing to this. The school is very well resourced to support the teaching of religious education. This is clearly a priority of the school with bibles, role play resources, and items related to other faiths being made readily available to support the pupils' learning.

The school curriculum fully meets the requirements of the *Religious Education Curriculum Directory* and has full parity with other core subjects. Leaders plan an appropriate sequential curriculum and ensure that religious education is given the highest priority. Monitoring of religious education teaching is not rigorous enough to ensure that all teaching is at least good and leads to improvements in teaching practice. The subject leader has good knowledge and understanding of what actions need to be taken to secure outstanding teaching in religious education but currently monitoring is not rigorous enough to be fully effective. Opportunities to share the best practice across school are not yet regularly in place. Very good links are forged with other agencies in the community to enrich pupils' experiences. These include the St Vincent de Paul Society, Mark 10 Mission and visitors from other faiths. The parish priest is a regular visitor and supporter of the school. He greatly impacts the teaching and learning of religious education by enhancing a number of the school's identified topics. The governing body are committed and passionate about the school and are determined to support its continued development.

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

2

Provision

The quality of collective worship provided by the school

1

Leadership

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

2



Pupils participate well in a variety of liturgical gatherings. They understand the purpose of collective worship and show respect and reverence. During teacher-led liturgical prayer, the pupils are attentive and engaged. However, they have fewer opportunities for reflective silence and spontaneous prayer to develop their individual relationships with God. Pupils express that they enjoy collective worship. One said, 'It makes me feel peaceful and calm'. Pupils lead liturgical prayer confidently for their age and ability. They follow a progression document that outlines increased independence as they progress through school. This is not yet followed consistently in each class. Pupils regularly have the opportunity to lead acts of worship and can describe the planning process and the different parts of the liturgical prayer, but are less involved in self and peer evaluation of acts of worship. The Catholic virtues are celebrated and illustrated in the weekly gatherings. Pupils are confident in their understanding of these virtues and can articulate how they translate into action.

Prayer and liturgy are central to the daily life of St Cuthbert and The First Martyrs. The school responds to significant moments of joy and sorrow in the locality and globally by providing its community with numerous opportunities to gather and pray together. There are regular class Masses and plans are in place to develop this further with special family Masses in church on Sundays. Daily staff prayers take place before school, and this is valued and appreciated by staff. School offers a wide range of prayerful liturgical experiences. The school's half-termly liturgy planner, created by leaders in school and the parish priest, provides support and structure to the school's provision for prayer. Staff are highly skilled when helping the pupils plan and lead liturgical prayer, and they have a good understanding of both their nature and purpose. The school makes good use of the space available to provide dedicated areas for prayer. The prayer garden is used regularly and plans are in place to further develop this area. The school involves families and the

parish in the liturgical life of the school very well. Parents and parishioners appreciate the opportunities to come into school and for children to visit church. Leaders in school have thoughtfully planned how to work with all families, regardless of their faith backgrounds, to include them in the prayer life of the school and support the development of the prayer life of all pupils.

School leaders and governors are proactive in promoting and supporting the prayer life of the school. The policy for collective worship provides strong guidance that helps support leaders, teachers and pupils in their planning and delivery. A clear progression of which prayers are learnt at different ages has not yet been established. Leaders understand the different levels and skills of participation that are reflective of the age and capacity of pupils. Regular staff meetings, workshops and attendance at diocesan training events have developed staff knowledge and understanding of prayer and liturgy. Staff report that all leaders in school are approachable and are readily available to support. Leaders ensure that all holy days of obligation, and other significant days, are prioritised and celebrated in school. The Sacrament of Reconciliation is also offered in school at key times, such as Lent and Advent. Resourcing for prayer and liturgy is excellent, demonstrating that leaders and governors give great priority to this. School leaders are well-supported by the governing body and members of the Blessed Christopher Wharton Catholic Academy Trust.

Information about the school

Full name of school	St Cuthbert and The First Martyrs Catholic Primary
School unique reference number (URN)	147923
Full postal address of the school	Scotchman Road, Bradford, BD9 5AT
School phone number	01274 543445
Name of head teacher or principal	Head of School – Sarah Walsh
Chair of governing board	Michael Moriarty
School Website	www.stcuthberts.bradford.sch.uk
Multi-academy trust or company (if applicable)	Blessed Christopher Wharton Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Diocese of Leeds
Gender of pupils	Mixed
Date of last denominational inspection	9 th and 10 th February 2017
Previous denominational inspection grade	Outstanding

The inspection team

Christopher Power

Lead inspector

Anne Gilpin

Team 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