

DIOCESE OF **Hexham & Newcastle**
DEPARTMENT FOR EDUCATION



S48 Report

**St Cuthbert's RC Primary School
Parkfield Road
Stockton on Tees
Cleveland
TS18 3SY**

URN 111683

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School: St Cuthbert's RC Primary School

Address: Parkfield Road
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School URN: 111683

Headteacher: Mrs Julia Douglass

Chair of Governors: Mrs Mary Dowson

Lead Inspector: Miss Maria Elliott

Date of Inspection 12 - 13 February 2013

INFORMATION ABOUT THE SCHOOL

St Cuthbert's is a smaller than average-sized primary school and nursery situated in the centre of Stockton, serving three parishes in both Stockton and Yarm. The catchment area of the school has a higher than average level of deprivation. The proportion of pupils known to be eligible for free school meals is above average and has increased in recent years. The proportion of pupils supported at school action is below average; however the proportion of pupils supported by school action plus or with a statement of special educational needs has recently risen and is above average. The proportion of pupils from minority ethnic groups is above average and the proportion who speak English as an additional language is increasing; with significant minority groups from travelling/Roma backgrounds and pupils from the Philippines and eastern Europe. An above average number of children join the school later than the usual starting point or leave before the end of year six. The school has many awards including the Eco Green Flag award, Fair Trade status and the Silver Inclusion Mark.

Pupil Catchment

Number of pupils on roll:	177
Planned Admission Number of Pupils:	23
Percentage of pupils baptised RC:	49%
Percentage of pupils from other Christian denominations:	25%
Percentage of pupils from other World Faiths:	4%
Percentage of pupils with no religious affiliation:	22%
Percentage of pupils from ethnic groups:	31%
Percentage of pupils with special needs:	13%

Staffing

Full time teachers:	9
Part time teachers:	1
Percentage of Catholic teachers:	70%

Percentage of learning time given to Religious Education

FS	10%
Year 1	10%
Year 2	10%
Year 3	10%
Year 4	10%
Year 5	10%
Year 6	10%

Parishes served by the school

St Cuthbert's, Stockton

St Mary's, Stockton

Our Lady & St Romauld, Yarm

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

- St Cuthbert's is an outstanding Catholic school. It is a fully inclusive school where everyone is welcomed, valued and affirmed with prayer and worship at the heart of the life of the school. St Cuthbert's is a school that the children, staff, parents, governors and parishioners are proud of and together they 'Delight in the Good' and strive to provide the children with a firm foundation for the future. This drive underpins and permeates all that the school does and is instrumental in ensuring that the mission and ethos of Catholic education is lived out daily by staff and pupils alike. The headteacher and deputy head teacher, supported by a very dedicated staff and very committed governing body – led by an inspirational Chair of Governors – ensure that the pupils reach their full potential. The school is held in high regard by the pupils and parents. All areas from the last inspection have been addressed and the school continues to ensure that the Catholic Life of the school is given high priority. The spiritual, moral, social and cultural development of pupils is outstanding.
- The quality of the Catholic Life of the school is outstanding. It has the highest possible priority. Pupils are very keen to participate in the varied opportunities provided to contribute to the Catholic Life of the school and benefit greatly from them. Effective monitoring and evaluation systems are in place and result in continuing improvement to outcomes for pupils.
- The quality of Collective Worship is outstanding. Pupils response to and participation in Collective Worship is outstanding. From an early age pupils are encouraged and supported in their ability to plan and lead worship. Leaders and managers are continually seeking ways to further develop, promote, monitor and evaluate Collective Worship.
- The quality of Religious Education is good. Learning and progress are at least good in each key stage and outstanding in some parts of the school. Teaching and assessment are good. The quality of Religious Education is not yet outstanding as there are inconsistencies in practice across the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Improve the quality of Religious Education by:
 - ensuring there is a more consistent approach to marking and feedback, differentiation, target setting and assessment for learning across the school.
 - ensuring that ‘best practice’ teaching that uses a wide range of innovative and imaginative resources and teaching strategies to stimulate pupils’ active participation in their learning is followed consistently throughout the school.

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The quality of Catholic Life within St Cuthbert's is outstanding. Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. The pupils have a deep experience of belonging and are at the centre of shaping the school's mission and ethos and work tirelessly to promote this both within school and in both the local and global community. As a result they take a leading role in activities which promote the school's ethos, and speak with great enthusiasm and pride about the areas in which they have been involved; for example, gaining Fairtrade school status, the 'Go-givers' club who work within the local community on issues such as parking and neighbourhood watch and the work they are doing related to UNICEF's Rights Respecting School award. Pupils' behaviour is very good and they treat others with a high level of respect. The oldest pupils are very clear in their responsibilities and see themselves as role models for the younger pupils. They are proud of their own religious identity and beliefs and have a strong sense of personal worth. Older pupils are very articulate when discussing the religious identity of their school, they deeply respect the Catholic traditions of the school and its links with the parish community and diocese, however at the same time they both respect and appreciate those who come from other faith communities.

The quality of provision for the Catholic Life of the school is outstanding and has the highest possible priority. The school's mission statement is a clear expression of the educational mission of the church. All staff and governors have high expectations and a shared vision with regard to the Catholic mission and ethos of the school; they are fully involved in nurturing and living out the school's mission statement and together they 'Delight in the Good'. There is a genuine sense of community at all levels as evidenced by the excellent relationships that exist among and between staff, pupils, governors and parents. The school is a vibrant, cheerful and prayerful community and its Catholic character is effectively reflected through displays and artefacts in the learning environment and the creation of many prayer areas around the school. Clear policies and procedures are in place which provide the highest levels of pastoral support to all pupils and staff, as well as a dedicated and well respected Parent Support Adviser who gives invaluable support to both pupils and their parents/carers. High standards of moral and ethical behaviour are promoted through the schools' expectations. Behaviour policies are rooted in Gospel values and the teaching of the Catholic Church. These values are interwoven into daily worship and are embodied through the importance of personal responsibility; for example year six children have the privilege of SPOT cards (Student Put On Trust) which engenders the schools mission to 'Delight in the Good'.

Leaders and managers are outstanding in promoting provision for the Catholic Life and mission of the school. The school's leadership team and governors alike are deeply committed to the church's mission in education and highly ambitious for the Catholic Life of the school. The headteacher provides a very clear direction for the Catholic Life of the school and she is seen as a role model by all and a source of inspiration in her development and sustenance of an authentic Catholic ethos. There is unequivocal and explicit evidence that the Catholic mission of the school is the highest priority along with spiritual and moral development of pupils. This is reflected in the schools selfevaluation, which is a coherent reflection of monitoring and evaluation; clearly and explicitly focused on the Catholic Life of the school. This leads to well-targeted planned improvement. As a result staff and pupils' understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it. Consequently, pupils are able to articulate the distinctive mission of the school very well. The school has successful strategies for engaging with parents and carers. Parents have a good understanding of the school's mission and are highly supportive of it. The work of the governors, led by a chair – who not only has a very high profile in school, but is also both very passionate and proactive – make a highly significant contribution to the Catholic Life of the school. The link governor for Religious Education – who is also the parish priest – along with other governors, are regular visitors to the school and are actively involved in its evaluation and are ready to challenge as well as support where necessary.

COLLECTIVE WORSHIP

HOW EFFECTIVE LEADERS AND MANAGERS ARE IN DEVELOPING THE CATHOLIC LIFE OF THE SCHOOL

1

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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The quality of Collective Worship is outstanding. St Cuthbert's is a genuinely prayerful community where pupils response to and participation in Collective Worship is outstanding. Acts of worship engage all pupils' interest, offering them time for reflection and inspire in them deep thought and heartfelt response. Collective Worship is enthusiastically embraced by all pupils and this is reflected in the quality of communal singing, the quality of prayerful silence and the great reverence, respect and participation shown when school celebrated Ash Wednesday Mass with the parish community. They understand that there are different forms of liturgies, such as Mass and non-sacramental liturgies; for example class liturgies, as well as different types of prayer, both formal and informal. As pupils move through school they are well supported and encouraged in their ability to lead worship, so that by year six, pupils take great pride in the contribution they make to leading school worship. All pupils have a very good understanding of the Church's liturgical celebrations. They have confidence and ease in their use of scripture, religious artefacts, liturgical music and other forms of prayer, in line with their age and ability. Pupils have participated actively and with enthusiasm in the school's sacramental preparation programme and this has had a profound effect on their continuing development, enabling them to take greater responsibility for their own spiritual development.

The quality of provision for Collective Worship is outstanding. St Cuthbert's is a prayerful and joyful community. Worship, is central to the life of the school, given high priority and dedicated time within the busy school day. Prayer opportunities for staff and pupils are well planned. Parents, parishioners and governors are invited to share in various acts of Collective Worship, and they greatly appreciate the opportunity to attend and comment with enthusiasm. Through focused Continuing Professional Development staff are confident and skilled in planning worship and pupils lead with increasing confidence, skill and enthusiasm. They have a thorough understanding of the purpose of Collective Worship and the wide variety of forms it can take. From the earliest years, pupils are involved in planning liturgy; whether it be choosing artefacts for the worship table, prayers or bible stories in foundation stage or year six pupils planning a liturgy to commemorate the anniversary of the death of one of their family members. The themes chosen by pupils and staff reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils.

Leaders and managers' promotion, monitoring and evaluation of the provision for Collective Worship is outstanding. Leaders have a very clear vision for its development, and have a thorough understanding of the Church's liturgical year; its seasons, rites and symbols, and use a range of artefacts, music, and Information and

Communications Technology (ICT) very effectively to deepen pupils' appreciation, knowledge and understanding. They have expert knowledge of how to plan and deliver quality experiences of Collective Worship and are highly visible in leading Collective Worship and are models of outstanding practice for staff and pupils. They provide opportunities for staff to worship together and ensure staff training in liturgical formation and spiritual development. Leaders and managers place the highest priority on the development of quality experiences of Collective Worship in their reviews of school performance. Opportunities to seek the views of pupils, staff and parents regarding the quality and significance of Collective Worship in school are developing and the on-going informal monitoring and evaluation systems provide accurate information that feeds into the school development plan. Leaders are highly committed to ensuring that pupils have access to the best possible sacramental preparation in accordance with diocesan policy and are actively involved in the parish programme.

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching and assessment in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education

2

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1

The quality of Religious Education is good. Most pupils enjoy Religious Education and are becoming more confident in explaining its value. They are keen to do well, generally apply themselves diligently in lessons and work at a good pace. They generally seek to produce their best work and are often interested and enthusiastic about their learning, however inconsistencies in practice resulted in some lessons where pupils lack concentration and were at times off task. From below average starting points, pupils make rapid and sustained progress in the early year's foundation stage. Good progress continues in key stage one (KS1), and at the end of year two most pupils achieve the expected standard of attainment. Good progress continues across key stage two (KS2) and by the end of year six most pupils are attaining the expected standard of attainment. By the end of both KS1 and KS2 pupils are above the diocesan averages. As a result of effective support staff, pupils with special educational needs and disabilities are well supported and achieve well according to their age and capacity. In general pupils acquire knowledge quickly and are secure in their understanding (AT1). They develop and apply a range of skills well, and are becoming more skilled in their ability to engage with religious ideas and integrate them into their lives (AT2).

As a result of teaching that is mainly good, with examples of outstanding teaching, most pupils are achieving well over time. Most teachers have a clear understanding of the value of Religious Education which they communicate effectively to pupils. Generally teachers have a sound subject knowledge, which they use in planning and teaching Religious Education, providing, in the majority of lessons, learning activities that are well matched to the needs of pupils. Most teachers use a wide range of resources, thought provoking questioning and teaching strategies – which are often very imaginative and engaging – to promote good learning. However in some instances teaching can have an over-reliance on text books. Generally teachers have high expectations of pupils and as a result of sharing learning objectives and success criteria, pupils are beginning to understand how well they are doing, but are not always sufficiently guided to know what is expected of them in order to improve their work. Effective assessment procedures are evident but as yet have not been fully embedded into the teaching practice of all across school. Marking and feedback are performed regularly and accurately by most teachers. In some classes pupils are becoming more involved in evaluating how well they achieve which gives them greater confidence in making improvements. However, inconsistencies in practice across school mean that pupils do not always have a smooth learning journey as they progress through school.

Monitoring and evaluation of the provision of Religious Education by leaders and managers is outstanding. Religious Education is recognised by all leaders, including governors, as the core subject of the school and they relentlessly pursue a vision for excellence. Leaders are well informed by current developments in Religious Education and ensure it is given a priority status. The self-evaluation of Religious Education is a coherent reflection of a rigorous monitoring programme and searching analysis. This results in well targeted planning and strategic action taken by the school. The subject leader for Religious Education is outstanding in her ability to provide an inspiration for the whole community, both within and outside school, she contributes significantly to the moral and spiritual development of the pupils, for example supporting the Sacramental preparation, and developing prayer groups. Her leadership of Religious Education is informed by a high level of expertise and vision which focuses relentlessly on improving teaching and learning in Religious Education; she inspires confidence and the whole-hearted commitment of pupils and colleagues and is a great source of support and guidance for those teachers who are not of the Catholic faith. As a consequence, Religious Education has a very high profile in the life of the school and is having a profound impact on the moral and spiritual development of pupils. Ensuring that the Religious Education curriculum is imaginative and stimulating has led the school to adopt a variety of schemes; at present 'Come & See' and 'The Way, The Truth and The Life' is used in different classes. The Religious Education curriculum is being skilfully re-evaluated in order to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning. Excellent links are forged with other agencies, the wider community and the parish, to provide an excellent range of enrichment activities to promote pupils' learning and engagement. Religious Education is well resourced, and it meets the requirements of the Bishops' Conference fully.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION.

1

CATHOLIC LIFE

1

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

1

The quality of provision for the Catholic Life of the school

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP

1

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION

2

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

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

1

	Pupil Outcomes	Provision	Leadership and Management	
Religious Education	2	2	1	2
Catholic Life	1	1	1	1
Collective Worship	1	1	1	1
	1	1	1	1