

St Bernadette's Catholic Primary School

URN: 401661

Catholic Schools Inspectorate report on behalf of the Archbishop of Cardiff

14–16 March 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

1

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

Yes

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

Yes

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

Fully

2

What the school does well

- St Bernadette's Catholic School is a warm and welcoming Catholic learning community.
- The school mission statement being 'a Christ centred community, reaching out to others. We learn, grow and celebrate together. We bring our faith to life' is evident and is celebrated daily.
- Staff are positive role models for pupils, showing love and care, bearing witness to the school's Catholic life and mission. Good relations are a strength of the school leading to a strong sense of community. Pupils are proud and happy to be part of this community and feel safe, nurtured and valued.
- Leaders, governors and staff are committed to the mission of the Church and work for its success and are fully dedicated.
- Pupil behaviour is exemplary. Pupils are religiously literate and show enjoyment and positive attitudes and confidence in religious education.

What the school needs to improve

- Leaders need to continue to facilitate planning, implementation and monitoring of the introduction of the new Religious Education Directory and establish effective assessment procedures for it.
- Teachers need to enable pupils to have regular opportunities to reflect during lesson time.
- Focus on further developing the creative approach to teaching on the basis of what is in place already, to allow for greater scope for independent learning to further pupils' skills.

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

Pupil outcomes

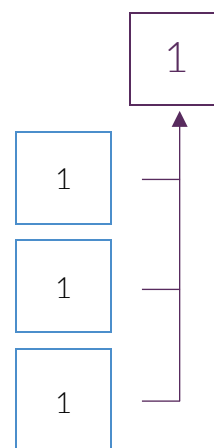
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils actively engage and participate in the Catholic life and mission of the school. Staff and pupils value being part of the family of St Bernadette's, living out their school mission statement. Pupils are polite, respectful and feel valued. The behaviour in lessons, assemblies and around the school is exemplary. Pupils have a clear understanding that the school community is committed to following the teaching and examples of Jesus in the Gospels. Pupils have a deep respect for their faith, for example Mini-Vinnies have created digital prayer books that have been shared with each class. The elected Mini-Vinnies take a leading role in responding to the demands of Catholic social teaching and are pro-active locally and nationally. They have organised food collections for the local food bank, raising money in a creative way during Advent and taking part in the Big Lent Walk for Cafod. Pupils can articulate clearly the reason behind their actions and have produced an action plan presented to governing body and regularly reviewed this with them.

The school is a very welcoming, inclusive community with all staff supporting the wellbeing of pupils. Policies illustrate the importance the school puts on the pupils' wellbeing. The school's Catholic identity is clear in the generous hospitality to all, including those who are most vulnerable. Each class has a prayer area, reviewed by the Mini-Vinnies, with actions completed such as setting up a separate Virtue area. This has been shared in staff training and acted upon. Hall displays based on biblical parables and the entrance display on St Bernadette are effective signs of the school's Catholic character, as are mosaics and outside areas for prayer. There is a close link with the local parish with the school participating in Mass and attending family Masses. The chaplaincy provision is strong and has well-planned programmes that provide creative, high-quality opportunities. The recent 'Stay and Pray' is an example of this involving pupils, parents

and chaplaincy at the school. The parish deacon visits regularly to support staff in the teaching of the new Directory. Provisions for relationships, sex and health education programmes are well established and meet statutory requirements.

Leaders and governors are deeply committed to the Church's mission in education and to the Catholic life of the school. They embrace the values of the Gospel working with the diocese to actively promote the archbishop's vision for education. Governors include past members of staff and pupils and are joyful and determined in the pursuit of their role as guardians of the Catholic life and mission of St Bernadette's. Staff commented that Catholic life and mission is lived out every day and can be seen throughout the school. Staff are proud to be part of the pupil's faith journey and the St Bernadette's family. Parents commented on links with school and church stating that 'Catholic life isn't just taught as a lesson but underpins all aspects of school. It is lived and breathed.' Catholic social teaching as evidenced in the head teacher's whole school assembly on 'Participation' is shared supporting the school's mission. The curriculum lead for religious education regularly holds staff training and meetings which focus on teaching and learning and is an active member of working parties for the archdiocese.

Governors are highly committed and ambitious for the school as a Catholic community. They are regular visitors. The link governor for religion is involved with school leaders, monitoring and evaluating Catholic life and mission and makes a highly significant contribution to the life and mission of the school. The self-evaluation document is concise, however on occasions it does not always focus clearly on evaluating the impact of the actions taken.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

2

Provision

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

2

Leadership

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

1

2

Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the *Religious Education Directory*. Teachers are creative in planning lessons that are interesting for pupils and are sequential in their learning. Pupils make good progress and this progress over time is strongly evident in their books. Pupils, relative to their age, are becoming religiously literate. For example, Foundation Stage pupils could retell the Easter message through a range of engaging activities. Pupils can speak fluently and confidently. The Year 5 class were able to articulate what conscience meant to them. This was illustrated in role play activities where pupils were given opportunities to create different scenarios, making decisions utilising good oracy and thinking skills. They used previous knowledge of the ten commandments and Beatitudes for this task. In the best practice, teachers give pupils time for reflection in lessons and this could be further developed to enhance learning across the school. Observation of lessons showed that pupils could work independently, and their religious skills would develop even more if they were given opportunities to respond more individually to tasks set. In the Foundation stage opportunities in the enhanced provision were planned but pupils were not given opportunities to select their own materials and express their ideas. Greater scope for independence would allow them to think more for themselves and enable more notably independent responses, ensuring pupils become even more challenged, curious and interested learners.

Pupils have incredibly positive attitudes; behaviour in classes is excellent and pupils work well in religious education lessons applying themselves to the tasks with enthusiasm and commitment. In the lessons observed, pupils concentrated well, responded appropriately to questions and focused on tasks, clearly showing enjoyment of religious education. Overall, there is a committed and creative approach to the planning of religious education with the adoption of the Directory

across the school. A scrutiny of pupils' books showed that pupils respond appropriately to teachers' comments and suggestions for further explanation. The marking policy is adhered to and codes are used effectively to allow pupils to know how well they are doing and what they need to improve. Tracking and assessment systems for the new Directory are in their early stages and will benefit from further development when working with the cluster of schools. Teachers are confident in their subject knowledge and show commitment to the value of religious education. Teachers used effective questioning during lessons but more adaptation of tasks would maximise learning for all pupils. There are good quality resources, including other adults, being used effectively to optimise learning for most pupils. Resources such as the telephone to Jesus ensures younger pupils are being actively engaged.

Leaders and governors ensure that the school curriculum for religious education meets the requirements of the Bishops' Conference in every aspect. Leaders and governors are committed to ensuring the Directory is being developed across the school with high-quality professional development for all staff, including working with the diocese. The head teacher and subject leader are deeply committed to their roles and work well together to plan effectively, and monitor and evaluate the quality of religious education. The link governor for religious education works closely with the head teacher and subject leader to monitor and evaluate the progress of religious education. Governors have a good knowledge of strengths and areas for development and have a well targeted strategic plan for the adoption of the Directory which will lead to good outcomes. Self-evaluation is accurate; however, more examples of evaluative evidence would illustrate the impact priorities have made. Religious education has parity with other core curriculum subjects in relation to resourcing, staffing and professional development.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Collective Worship is an integral part of the Catholic life and mission of the school. Pupils actively participate in class worship and assemblies, and whole school assemblies. Year 5 pupils planned and led a class assembly on 'the way to live'. Pupils act with reverence during assembly and worship time. Pupils respond quietly during prayer time and are attentive and responsive to others. Mini-Vinnies explained how they had worked with their buddies in reception class when saying the rosary.

All pupils in each class work collaboratively to prepare creative and well-constructed experiences of prayer and liturgy. This was evidenced in Year 6 when pupils led a class worship on forgiveness. Each class participates in Christian Meditation and the Examen after lunch and pupils were attentive and considerate to others during this time. Pupils in the school confidently articulate ways in which experiences have led to actions. Mini-Vinnies explained their pledge to make a difference to the world and how they were going to do this; such as using the outdoor space for reflection and prayer.

Prayer and liturgy are at the heart of St Bernadette's; they are integral to the life of the school. 'Pray and Stay' at the end of the day in the reception class illustrated how pupils are familiar with traditional prayers and can pray spontaneously. Lenten promises displayed on class prayer foci were appropriate to the liturgical year. Pupils access a range and variety of artefacts to support their prayer life. In class worship pupils were able to use pebbles, water and a cross to focus their attention.

There is a clear policy for collective worship which is adhered to by all. Collective worship at St Bernadette's is a central part of school life, and prayer and liturgy is included in all school celebrations.

Staff are highly skilled in guiding pupils to confidently plan and lead prayer and liturgy. High quality music and other art forms are integrated into prayer and liturgy, such as the use of images and music used in the class worship in Year 6. The implementation of KETT at St Bernadette's enhances the worship experiences of pupils' such as the outdoor activity for Year 1 focusing on spring and new life.

St Bernadette's use of space is imaginative and creative, and time and attention has been given to ensure that these spaces are used appropriately. Prayer areas are well-cared for and conducive to prayer. The school is actively working with the parish to engage families in their children's prayer life. The parish deacon is a regular visitor and supports families in their spiritual journey.

The prayer and liturgy policy has been carefully formulated and reviewed and is fit for purpose. The school calendar has been timetabled carefully and ensures that there are opportunities to celebrate the Eucharist for the whole school year, including holy days of obligation and celebrating the school feast day of St Bernadette.

Planning of prayer and liturgy is consistently of a high quality. Leaders and governors monitor the effectiveness of collective worship and use the findings to plan future training for staff. Governors recognise the importance of prayer and liturgy when setting budgets and allocating resources. Together with staff and pupils they speak confidently of the Catholic life and mission of the school, they are all very proud to be part of the family of St Bernadette's School. The curriculum lead attends governors' meetings to ensure progress in this area.

Information about the school

Full name of school	St Bernadette's Catholic Primary School
School unique reference number (URN)	401661
School DfE Number (LAESTAB)	6813370
Full postal address of the school	St Bernadette's Catholic Primary School, Bryn Heulog, off Pentwyn Drive, Pentwyn, Cardiff, CF23 7JB
School phone number	02920733443
Headteacher	Suzanne Williams
Chair of Governors	Paul Newbury
School Website	www.stbernadettesprm.cardiff.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	November 2013
Previous denominational inspection grade	Excellent

The inspection team

Juliet Stack
Elizabeth Richards

Lead
Team

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