



# St Cuthbert's RC Primary School

The Green, Walbottle Village, Newcastle Upon Tyne, NE15 8JL

School Unique Reference Number: **108500**

**Inspection dates:** 22 – 23 November 2018

**Lead inspector:** Lisa Stokoe

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Religious Education:</b>		Good	2
<b>Collective Worship:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Cuthbert's RC Primary School is an outstanding Catholic school because:

- The Catholic Life of the school is outstanding because it is an inclusive school where everyone is welcomed and valued. The mission statement and motto are lived out daily in this faith community. The well-being and personal and spiritual development of each pupil is at the heart of the school's vision.
- The quality of Religious Education is good because pupils enjoy their Religious Education lessons, can explain their value and are keen to do well, leading to good progress in most lessons.
- The quality of Collective Worship is outstanding. Worship is central to the life of the school and a key part of all celebrations. Pupils plan and lead prayer and worship. They act with respect and reverence using staff as their role models.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Cuthbert's is a smaller than average sized primary school on the outskirts of Newcastle serving the parish of St Cuthbert's Throckley.
- There are approximately 43% of baptised Catholics in the school, with 14% of pupils from other Christian denominations and approximately 29% of pupils from other world faiths.
- The proportion of pupils with special educational needs is below national average, as is the percentage of those with an Education Health and Care plan.
- The proportion of pupils known to be eligible for support through pupil premium funding is below national average.
- The school extends its services by hosting an external before and after school club providing wrap around care for pupils.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and assessment within Religious Education by:
  - ensuring that marking and feedback procedures are fully embedded across the school.
  - ensuring all staff have a secure knowledge of attainment through the use of 'driver' words and that judgements are secure at all levels.
- Further improve the quality of Collective Worship by:
  - continuing to increase parental involvement in both class based and school based worship throughout the liturgical year.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- 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 extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- The school mission statement and motto, created by pupils, staff and governors are extremely visible around school. All pupils are aware of and highly value both of these statements, particularly the motto 'Love to learn, learn to love'.
- There is a powerful sense of belonging and involvement from the pupils who take on responsibility for many roles such as reception class buddies, head boy and girl, school councillors and Mini Vinnies. Pupils take full advantage of the opportunities offered to them and are happy to take a leading role in activities which promote the school's ethos both within the school and the wider community such as the Advent and Lenten lunches served in the parish.
- Pupils are aware of the needs of others and seek justice. They respond willingly to the needs of those beyond school both locally, through their canned goods collections on 'Canny Fridays' for the Missionaries of Charity, and internationally through Samaritan's Purse shoeboxes and CAFOD among others.
- Pupils are happy, confident and secure in their own stage of spiritual growth, demonstrating exemplary behaviour towards adults and each other. This is supported and encouraged by the school's weekly Good Samaritan Awards linked to the Statements to live by and are often nominated by peers as well as staff.
- Pupils and parents value the faith tradition of their school and are rightly proud of it. Pupils throughout the school are regularly involved with both parish and diocesan celebrations and activities.

#### **The quality of provision for the Catholic Life of the school is outstanding.**

- The provision for the Catholic Life of the school has the highest priority at St Cuthbert's. All staff, pupils, parents and governors are fully committed to developing and delivering the school mission.
- Excellent relationships exist within the school community and all stakeholders are fully committed to ensuring the school is the best it can be. Parents say of the school, 'it develops everything you want your child to learn and be' and, 'it's a wonderful school community where everyone works together to build a family'.

- The vibrant and engaging learning environment clearly reflect its Catholic identity. The wide range of displays and focal points linked to the Church's liturgical year and the prominent Year of Mary display in the entrance, provide opportunities to reflect, pray and celebrate.
- Pastoral programmes involving a variety of external providers ensure that all stakeholders' needs are met. Parents particularly appreciate that the school meets pupils' emotional needs as well as social, spiritual and educational requirements. The relationships and sex education (RSE) programme 'Journey in Love' is to be introduced across the school in the summer term following further consultation with governors and parents.

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

- There is a deep sense of commitment of all leaders to the mission of the Catholic Church. The headteacher and the deputy headteacher lead by example and act as a source of inspiration to the whole community. They are active and visible in school, parish and the wider community ensuring that pupils are given the best possible experience in order to grow in faith and spirituality.
- The school's self-evaluation in this area is given high priority and the leadership team have established a range of monitoring activities, including linking with a cluster of other Catholic schools in Newcastle, to provide clear and accurate evidence which is then used to successfully move the school forward.
- Parents are kept well informed about the Catholic Life of the school through interesting monthly newsletters, which are also displayed within the Parish. Parents all speak very highly of the school; they have a clear understanding of the school's purpose and support this wholeheartedly. A parent said, 'The school gets everyone involved and everyone is included'.
- Governors are regular visitors to the school, they attend Mass and Collective Worship, they talk to staff and observe teaching. Through first hand experiences governors are able to accurately evaluate the provision for the Catholic Life of the school. Governors are proud to be associated with St Cuthbert's and work alongside staff for the common good of all.
- The outstanding leadership of the Catholic Life at St Cuthbert's ensures that all pupils are extremely well nurtured in a caring, safe and supportive community.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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 promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is good.**

- Pupils enjoy and understand the value of Religious Education, demonstrating commitment in their learning. They work hard during lessons and behaviour for learning is excellent. Pupils say that they enjoy lessons most when they include a variety of activities such as drama or role play.
- The majority of pupils are making progress in Religious Education lessons and over time. They are developing well in their knowledge and understanding so overall, outcomes are good. The school's data shows that pupils make good progress over time through early years foundation stage, key stage one and key stage two, although there are some areas of inconsistency.
- Through evidence in pupils' work and in conversations they are able to demonstrate effective use of prior knowledge when making links between religious ideas and using scriptural references accurately. They can link their work to everyday life and articulate that they need to follow in Jesus' footsteps and live like him.
- Historically, attainment is below diocesan averages at the end of key stage one and year four but above by the end of key stage two. The school's current tracking shows these gaps are closing.

#### **The quality of teaching and assessment in Religious Education is good.**

- The teaching in the school is good overall. Teachers demonstrate high expectations of behaviour and engagement and, as a result, pupils concentrate well.
- Relationships between staff and pupils are very positive and are a real strength of the school. Support staff are used well to support and extend pupils of different abilities. Pupils commented that staff make the work easier because they explain it so well.
- Teachers use diocesan plans and guidance to deliver well planned activities through a range of teaching strategies. This helps pupils to develop and extend their knowledge and fosters their motivation to learn and their enthusiasm for the subject.
- Teacher confidence in accurately levelling work needs to be built upon in the future to ensure this area becomes outstanding. Marking and feedback procedures vary across the school and need to be fully embedded to ensure all staff consistently follow the new school marking and feedback policy.
- Pupils consistently use the success criteria shared at the beginning of the lesson to self-assess their work.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.**

- Leaders and governors ensure that the Religious Education curriculum meets the Bishop's conference requirements in every respect and that the required amount of time is given to Religious Education and that it is comparable to other core subjects in each key stage.
- The headteacher and Religious Education coordinator demonstrate and share an ambitious vision for the school and for what every pupil and teacher can achieve. They inspire and support the whole school community.
- All aspects of Religious Education are evaluated through observation, pupil voice, data analysis and questionnaires, with the findings used to plan for improvements. The school has also worked with a small cluster of schools to develop these findings further. Areas for improvement have been clearly identified in the school development plan but they are not yet fully embedded in current practice.
- Good opportunities exist for pupils to experience their own traditions as well as those of other faiths. For example, Muslim pupils helped others learn more about their own faith when studying Islam by being the experts in the class. Parents were also welcomed in to school during this programme of study.
- Sacramental preparation is in line with diocesan guidelines. There are very strong links with the parish community, parents, governors and parishioners. They are extremely supportive in their work with the pupils.
- Governors are regular and frequent visitors to the school and are kept informed of developments in Religious Education within the school. They are extremely supportive but also confident in their ability to challenge and guide where necessary.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- 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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#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- St Cuthbert's is a very prayerful and spiritual community where worship is a regular and meaningful part of each day. There is a warm, welcoming and peaceful ethos which pervades the school and is reflected in the pupils' excellent behaviour and consideration for others.
- From their earliest ages pupils recognise the special nature of liturgical symbols and artefacts and show respect for these. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Pupils are inspired by and enthusiastic in their response to different forms of Collective Worship. They sing with enthusiasm and enter sacred spaces reverently. This is further evidenced in their keen participation in a variety of forms of worship, for example meditation led by both staff and pupils and the prayerful signing of the Hail Mary. As one child said, 'I feel like God is right next to you when we pray here'.
- Pupils across the school can lead worship with confidence. They plan worship from reception class, initially with support, but by key stage two are able to plan and lead worship independently. Pupils enjoy these class worship sessions and say they enjoy talking to God in this way.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is always given a high priority, it is central to the life of the school and a key part of every celebration. The Collective Worship policy is clear and provides an excellent range of strategies to ensure worship is regular and inclusive.
- Collective Worship is carefully planned and resourced using Statements to live by, Year of Mary resources and the liturgical year. Parents, parishioners and governors are invited to share in various acts of worship and many attend events timetabled throughout the year.
- Families are becoming more involved in the pupils' religious development through weekly circulation of the Wednesday Word, travelling cribs through Advent, travelling cross through Lent and currently the Year of Mary bag being shared.
- Focal points with well thought out resources are evident in each class and are currently being developed allowing pupils to be more interactive. High quality displays around the

school promote an ethos of prayer and reflection.

- Staff are highly skilled in helping pupils plan and deliver quality worship. They have an extensive knowledge and understanding of the purpose of Collective Worship and are able to support pupils to use a wide variety of methods and styles of prayer.

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

- The headteacher and deputy headteacher are highly visible leaders of Collective Worship within the school. They are exemplary role models for both staff and pupils and have expert knowledge of how to plan and deliver high quality Collective Worship.
- Leaders have an extensive understanding of the church's liturgical year and traditions which they share with staff and pupils enthusiastically. They are a source of knowledge and inspiration to others.
- Leaders recognise the importance of nurturing staff as well as pupils; consequently all feel valued and included. Diocesan, cluster and in-house training has been accessed by staff to support them in their spiritual and liturgical understanding.
- Collective Worship has been reviewed by leaders and governors as part of the self-evaluation process, with the views of all stakeholders being sought to inform continual improvement and move the school forward.



## 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.

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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

**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.

2

**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.

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## SCHOOL DETAILS

<b>School name</b>	St Cuthbert's RC Primary School
<b>Unique reference number</b>	108500
<b>Local authority</b>	Newcastle
This Inspection Report is produced for the Rt Reverend Seamus Cunningham the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	William Barnes
<b>Heateacher</b>	Colette Barrett
<b>Date of previous school inspection</b>	June 2014
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