



St Cuthbert's RC Primary School

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

School Unique Reference Number: **108500**

Inspection dates: 17 – 18 June 2014

Lead inspector: Angela Boyle

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- St Cuthbert's is a welcoming Catholic community where the mission and ethos of Catholic education is at the heart of all that the school does. The welcome from pupils, staff and governors is exceptional and an indication of the excellent relationships which are a strength of the school.
- The quality of Religious Education is outstanding because pupils enjoy their learning and achieve highly as a result of teaching that is consistently good or better. Leaders and managers ensure that monitoring and evaluation is accurate, timely and embedded in the work of the school.
- The quality of Collective Worship is outstanding because it is central to the life of the school and is given the highest priority. Guided by staff, pupils confidently plan and lead prayer and worship and all pupils act with reverence and respect.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Cuthbert's is a smaller than average sized primary school on the outskirts of Newcastle.
- A below average proportion of pupils are known to be eligible for the pupil premium.
- The proportion of pupils with special educational needs is well below average.
- The large majority of pupils are of white British heritage.
- Sixty three per cent of pupils are baptised Catholic.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of assessment in Religious Education by:
 - Ensuring that marking provides pupils with a detailed understanding of what they need to do to improve their work.
 - Ensuring that pupils are given the time they need to respond to feedback in a systematic and planned way.

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 mission statement 'We live and learn in faith and love, through Jesus' teachings....' is central to the life of St Cuthbert's and is fully embraced by all pupils.
- Pupils have a deep sense of belonging to their school family and promote the school ethos within their own families and the wider community.
- Pupils have a strong voice which enables them to take an active part in shaping activities with a religious character; they demonstrate a very good understanding of the importance of how to live their lives and how to treat others.
- Pupils are alert to and respond willingly to the needs of those beyond the school and talk with great enthusiasm of the numerous charities they regularly support. The response to these appeals is very good and the school raises significant sums each year.
- Pupils willingly and eagerly take on positions of responsibility and leadership within the school including buddies, smile squad and mediators. All pupils talk positively of this provision.
- Pupils are happy, confident and secure in their own stage of spiritual growth. They demonstrate exemplary behaviour towards adults and each another.
- They are regularly involved in parish and diocesan celebrations.

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 possible priority with all staff involved in living out the school's mission statement and being fully committed to implementing it across the whole curriculum.
- There is a very strong team spirit amongst all staff, teaching, breakfast club, support and office staff who are excellent role models for the pupils. Catholic values are embedded in the daily life of the school.
- The parish has worked closely with the headteacher and been proactive in continuing to develop the partnership between the school and parish community.
- The school has strong links with the parish and each is mutually committed to the continued strengthening of this partnership.
- The staff speak highly of and greatly value the link with the parish which impacts upon many aspects of school life. For example the partnership with the parish in delivering the Minnie Vinnies has enabled the pupils to gain an understanding of how they can contribute

to future society.

- Pastoral programmes are well planned and consistently well taught. There is a programme for Relationships and Sex Education in place however this is in need of review in order to reflect best practice in line with diocesan guidelines.
- The school's Catholic character is effectively reflected through display, artefacts and sacred spaces around the school which are of an exceptionally high quality. The small prayer room is often used by pupils who value the time they are able to spend there.

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

- The high quality of the headteacher's leadership together with support from the deputy headteacher, the Religious Education coordinator and governors are instrumental in the continuing development of the Catholic Life of the school. Together they communicate a very strong sense of purpose and deep commitment to the Catholic mission of the school.
- The Catholic Life of the school is monitored by all stakeholders. Accurate and regular self-evaluation is a reflection of comprehensive monitoring, analysis and self-challenge.
- School has very successful strategies for engaging with parents and carers, they are highly supportive of the school's mission and told the inspector they are 'appreciative of the welcoming and inclusive spirit which is lived and not an add-on.'
- Governors make a significant contribution to the Catholic Life of the school. They are extremely knowledgeable and have an excellent grasp of the school's strengths and areas for development. They work very effectively with the headteacher and are confident in holding the leadership team to account whilst being committed to supporting the school's mission.
- High quality whole staff training and induction supports staff commitment to Catholic principles which form part of performance management targets for all staff.

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 prayerful community where pupils' response to and participation in Collective Worship is outstanding.
- Pupils lead and prepare Collective Worship with enthusiasm and confidence. Under the guidance of staff and with welcome support from the parish, they have become increasingly skilled in using a variety of ways of praying, and in using scripture, drama, religious artefacts and hymns in their worship. Pupils throughout the school know what constitutes the various elements of worship.
- Pupils understand there are different forms of liturgies and have a good understanding of the Church's seasons and liturgical year. They are able to prepare for these celebrations in relation to their age and ability.
- The prayer room is recognised as a special place to be, many pupils choose to spend some time there and value the opportunity for independent reflection.
- Respect for different faiths is reflected in the inclusive manner in which pupils prepare for liturgy.
- Pupils plan and lead Collective Worship for each 'Come and See' topic and welcome their parents to these celebrations.
- All of this contributes very positively to their spiritual and moral development which is outstanding.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is a natural part of the school day for all staff and pupils.
- There is a clear policy for Collective Worship and a well-planned programme of Masses, liturgies and other liturgical celebrations. It is given a high priority and is well resourced.
- Families are involved in pupils' religious development through 'Travelling Cribs' and the Easter garden in early years foundation stage.
- Skilled staff enable pupils to confidently plan, prepare and lead Collective Worship. They have a thorough understanding of the purpose of Collective Worship and ensure there is progression of skills from reception to year six. In reception class a liturgy based upon the friends of Jesus and discipleship was well planned and delivered high quality worship engaging all pupils spiritually and prayerfully.
- Parents, parishioners and governors regularly take the opportunity to be present in Mass,

assemblies, liturgies and acts of worship and comment with enthusiasm about the consistently high quality.

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

- Leaders and managers have an excellent knowledge and understanding of how to plan and deliver quality experiences of Collective Worship and have shared this with staff and pupils. They model this in school and their dedication and commitment are instrumental in the drive to provide high quality Collective Worship across the school.
- Leaders have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols and use a range of artefacts and symbols to deepen pupils' appreciation, knowledge and understanding.
- Leaders and managers regularly monitor the quality of Collective Worship. Staff training and a focused drive to enhance Collective Worship has led to enrichment in liturgies. They have a very clear vision for its development, which is shared with and understood by the whole school community.
- Leaders regularly seek the views of parents and staff. Parents commented upon the high quality acts of worship which they described as 'memorable'. Their responses are highly valued and lead to further developments.

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 outstanding.

- Pupils demonstrate passion and commitment in their lessons. They concentrate well and on the very rare occasion that a pupil loses concentration a gentle reminder brings them back on task, therefore behaviour for learning is outstanding.
- Pupils enter early years foundation stage with knowledge and skills which are in line with what is expected for their age, by the end of key stage one standards in Religious Education are above diocesan averages, this continues throughout key stage two. Progress is consistent across the school.
- Systems are in place to monitor the progress of different groups, inspection findings and evidence presented by the school show no notable differences between groups of learners.
- Pupils identified as having special educational needs make outstanding progress because of well-targeted support from highly skilled staff.
- Across the school pupils are developing well in their knowledge and understanding as well as in their ability to reflect on meaning and consider the impact of religious ideas on their daily lives. The efficacy of this work is further strengthened by the daily support the school receives from the parish.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

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

- Teaching is consistently good with a high proportion of outstanding teaching observed during the inspection.
- Teachers have high expectations of all pupils and demonstrate good subject knowledge. They are creative and plan interesting and imaginative lessons which build upon prior learning. A wide range of teaching styles, very good questioning skills and the good pace of lessons make learning exciting and engages and motivates pupils.
- Teaching assistants are effectively deployed and work well in supporting pupils of different abilities.
- Assessments are regular and systematic and both internal and external moderation shows levelling is accurate.
- There are some excellent examples of differentiation by task, however there are some inconsistencies across the school so that a small minority of pupils do not experience the

best activities for learning.

- Marking and feedback is good. Work is regularly marked, comments are positive and support learning often addressing areas of success and in some cases an area for improvement. However feedback does not consistently give guidance to pupils on how to improve their work or inform them of the next steps in their learning.
- Most pupils are not given time to respond to feedback or improve pieces of work. They are involved in self-assessment and this is well embedded across the school.

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

- The headteacher and Religious Education coordinator provide strong and highly effective leadership of Religious Education.
- There is a focus on promoting high standards and a high quality of teaching and learning. The Religious Education coordinator attends all diocesan training and conscientiously ensures that all advice and guidance is disseminated to staff and implemented across the school.
- Leaders carry out regular monitoring and analysis of planning, teaching and learning. Clear steps for ongoing improvement are identified resulting in teaching which is consistently good and often outstanding.
- The school uses its resources very effectively to provide teaching assistant support in each classroom for all subjects, including Religious Education. Curriculum professional development is offered to all staff, within the school and at diocesan level.
- Religious Education has a very high profile in the school. Governors are frequent visitors to the school. The special interest governor is regularly involved in a range of monitoring and evaluation activities, has a wealth of evidence and data and is also a link between the school and parish.
- Sacramental preparation is outstanding, it is in line with diocesan guidelines and fully embedded in the Religious Education curriculum.

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.

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COLLECTIVE WORSHIP:**1**

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

1

The quality of provision for Collective Worship.

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

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RELIGIOUS EDUCATION:**1**

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

1

The quality of teaching and assessment in Religious Education.

2

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

1

SCHOOL DETAILS

School name	St Cuthbert's RC Primary School
Unique reference number	108500
Local authority	Newcastle
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
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