



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St. Cuthbert's Catholic Primary School  
Windermere**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:**

**St. Cuthbert's Catholic Primary School**

**Address:**

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Windermere  
Cumbria  
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**School URN:**

**112344**

**Headteacher:**

**Mr Peter Harrison**

**Chair of Governors:**

**Mr Brendan Drury**

**Lead Inspector:**

**Mrs Mia Barlow**

**Team Inspector:**

**Mrs Sheryl Slack**

**Date of Inspection:**

**2nd November 2015**

## INFORMATION ABOUT THE SCHOOL

St. Cuthbert's is considerably smaller than average primary school with 70 pupils on roll. The number of children with English as an additional language is increasing and is currently 63%. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average. The proportion of pupils supported by the pupil premium is below the national average. The pupil premium is additional government funding for those pupils who are known to be disadvantaged and those children that are looked after by the local authority. Pupils are taught in four mixed-age classes: Class 1 - Nursery, Reception and Year 1, Class 2 - Year 2; Class 3 Years 3 and 4; and Class 4 Years 5 and Year 6.

PUPILS	Y Rec	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Total
Number on roll	18	7	17	10	4	5	9	70
Catholics on roll	15	7	13	6	4	3	6	54
Other Christian denomination	2	0	2	3	0	2	2	11
Other faith background	0	0	1	1	0	0	0	2
No religious affiliation	1	0	1	0	0	0	1	3
No of learners from ethnic groups	11	7	10	7	2	1	1	39
Total with Statements of SEN							1	1
Total on SEN Register	1	3	1	0	0	0		5

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	11.97%			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady & St. Herbert's	66
Mater Amabilis	1
Holy Trinity & St. George	3

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2h 10	15.17						
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	6	6	6	6	6	6	6	42.0
% of teaching time	22%	22%	22%	22%	22%	22%	22%	22%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5.5	5.5	5.5	6.25	6.25	6.25	6.25	41.5
% of teaching time	21%	21%	21%	24%	24%	24%	24%	22.7%

<b>STAFFING</b>		<b>ORGANISATION</b>	
Full-time teachers	3	Published admission number	12
Part-time teachers	2	Number of classes	4
Total full-time equivalent (FTE)	4.2	Average class size KS1	21
Classroom Support assistants	2	Average class size KS2	14
Percentage of Catholic teachers FTE	76%		
Number of teachers teaching RE	5		
Number of teachers with CCRS or equivalent	1		
Number of teachers currently undertaking CCRS	1		
Chaplaincy staffing	N/A		

<b>EXPENDITURE (£)</b>	<b>Last financial year 2014/2015</b>	<b>Current financial year 2015/2016</b>	<b>Next financial year 2016/2017</b>
Total expenditure on teaching and learning resources	£5300	£5300	£5500
RE Curriculum allowance from above	£250	£450	£500
English Curriculum allowance from above	£600	£600	£450
Total CPD budget	£2500	£2500	£2500
RE allocation for CPD	£300	£800	£550

#### **How the school has developed since the last inspection**

- Involved pupils in the self-assessment process by setting appropriate learning targets relevant to their personal needs and providing time for self-assessment.
- Further developed marking and feedback by providing opportunities for pupils to respond to teachers' comments.
- Improved the quality of pupil led prayer and liturgy by giving pupils practical suggestions for improvement and involving them in self-evaluation.
- Formalised the monitoring visits of some governors by providing them with a form which identifies the purpose and outcomes of the visit.
- Developed community cohesion into the national and international context.

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**2**

**RELIGIOUS EDUCATION**

**2**

### **OVERALL EFFECTIVENESS**

St. Cuthbert's is a good Catholic school with some outstanding features. Pupils, staff, parents and governors justifiably speak with great pride about their school, describing how everyone is valued and has an important part to play. Pupils speak with great confidence about their 'little community that can achieve big things.' There is a shared sense of pride but also a deep commitment to the continued development of the school and the community.

The Catholic ethos is highly valued by staff, governors and pupils alike. The RE subject leader describes how the Catholic ethos permeates everything across the school and states that the staff 'see joy in all that they do.'

Leaders and managers promote the Catholic life of the school, through the example that they set and their focus on keeping Christ at the centre of everything. Staff report that leaders and managers 'live out the faith in everything they do.' Governors are committed and well-informed; they are involved in many aspects of school life, offering both challenge and support to further develop the Catholic life of the school. Prayer is central to the school and is clearly very important to pupils. Even the youngest children are able to talk about prayer. Pupils in Key Stage 2 describe the importance of prayer as 'a quiet time – a time to be with God.'

Pupils report that they enjoy Religious Education (RE) and they can speak confidently about the importance of faith. They make good progress in the subject, which is demonstrated by the quality of work in their books and their developing levels of religious literacy. Staff are well-supported by senior leaders.

### **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

Continue to improve progress within RE by;

- Tracking the progress of pupils in each area (strands within each attainment target)
- Evaluate this progress to identify areas of strength and areas for development in each attainment strand.

Formalise the vision for further improvement by;

- producing clear improvement plans with clear targets, actions and timescales.

Continue to develop improvements in feedback and marking by:

- sharing existing good practice across the school;
- ensuring that marking develops pupils' skills and knowledge in RE as well as their literacy skills.

Further develop the children's knowledge, understanding and respect for other world religions by:

- collaborating with other schools to share good practice
- committing more curriculum time to this area.

## **CAPACITY FOR SUSTAINED IMPROVEMENT**

1
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The school has an outstanding capacity for sustained improvement due to the vision and passion of the Headteacher and the shared drive for improvement of leaders, managers and staff.

## **PART A: CATHOLIC LIFE**

### **THE CATHOLIC LIFE OF THE SCHOOL**

2
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

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Pupils place very high importance on the Catholic life of the school, describing how as a community, they 'learn to be Christ-like.' They have a very strong sense of belonging and report that they 'all have a voice.' Even the younger pupils in Key Stage 1 and Foundation Stage are able to talk about the school's mission.

Pupils take on responsibilities in school beyond routine lessons and activities. They lead prayer and liturgy and are committed to taking part in activities in the wider community. Examples include: Windermere Food Bank, fundraising for Macmillan Cancer and Boxes of Hope. Pupils also take on responsibilities within school in a variety of ways including: school council, running the tuck shop, buddies and various rotas within school. Pupils are very proud of their school

community especially of its diversity. One pupil reported that 'Every time a child starts at school from a new country – we all learn about that country the next day.'

Pupils show reverence and respect during times of prayer. This begins in the Foundation Stage where children are able to listen, contribute and reflect. Pupils in Key Stage 1, take an increasing responsibility in prayer and liturgy. They appreciate and understand the significance of the candle - that Jesus is with them always. Taking responsibility for the candle is very special to them. Children are aware of the importance of prayer and from Key Stage 1 are able to talk about the prayers they have written.

As pupils progress through Key Stage 2, they become skilled in planning and leading prayer and liturgy. Older pupils work well with younger pupils helping them to take part in planning and leading times of prayer. Pupils describe prayer as a peaceful time to reflect and to share Jesus' love. Prayer is very important to the pupils and they clearly see it as a vital part of their school life. They are developing a good understanding of the religious seasons and feasts and are beginning to develop confidence in using scripture, religious artefacts, hymns and other forms of prayer. Pupils are considerate and sensitive to the needs of others.

Governors and school leaders show a deep commitment to the Church's mission. Staff report that the senior leaders and governors are excellent role models and live out the gospel values in all that they do. Staff speak warmly of the inspiration provided by the Subject Leader's own faith. The Headteacher, who is deeply committed to making a difference in the pupils' lives, speaks with great passion about developing the Catholic life not just within school but also in the community. Based on strong evaluation of the school's strengths and areas for development, the Headteacher has a very clear vision, which is shared with the governors, about how to further develop the Catholic life of the school. This now needs to be formalised and put into a clear action plan with definite targets, actions and timescales. Governors and school leaders ensure that prayer and liturgy are central to the life of the school and are a key part of school celebrations.

Christ is at the centre of the school community, and this is reflected in the way that staff and pupils support each other and in the atmosphere of trust and respect that is so evident. The school focuses on responding to all the needs of the school community: spiritual, intellectual, physical, emotional and social. The staff are living witnesses to the Catholic faith. Parish and community links are an outstanding feature of the school. The parish priest is actively involved in many aspects of school life and speaks with joy about the "happily growing" links between the parish, school and the whole community. The learning environment confirms that the Catholic faith is indeed central to the school. All pupils are assisted and supported in their prayer life. There is richness to the liturgical life of the school. Whole school adult led prayer is deeply spiritual and often inspirational and is placed in a context that all pupils can understand.

A breadth of opportunities is provided for staff and pupils to grow in faith, for

example staff professional development, staff prayer, and a wide variety of opportunities for pupils to take part in and to lead prayer and liturgy. Many opportunities are provided for parents, parishioners and other community members to be part of in the Catholic life of the school.

**PART B: RELIGIOUS EDUCATION**

**THE QUALITY OF RELIGIOUS EDUCATION**

<b>2</b>
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- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

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2

Pupils report that they enjoy RE and this was clearly illustrated during the inspection where pupils were engaged and motivated during RE lessons. One pupil reported that the only thing that could make RE lessons any better would be to “make them longer.” During a lesson observed in In the Foundation Stage the children were led to appreciate the uniqueness of everybody in God’s Family. They reflected on their own individuality, creating an image on a leaf to form part of God’s family tree. As they progress into Key Stage 1 they are encouraged to talk to each other about what they understand a ‘Mystery’ to be. This leads to some deep thought about what the children perceive Heaven to be like. Prayer and the Mission Statement are promoted throughout lessons. As pupils progress through the school, they are able to identify some stories from both the Old and the New Testament. They are able to explain how these stories affect our lives.

A baseline assessment carried out on entry to Foundation Stage shows that children begin school with attainment well below age related expectations in RE. However, they make good progress through the Foundation Stage and enter Key Stage 1 with some attaining in line with expectations. As a result of this good progress which continues through Key Stage 1, pupils begin Key Stage 2 with many pupils in line with expectations but none exceeding them. Progress continues throughout Key Stage 2 and by the end of Year 6, most pupils’ attainment is in line with expectations with some achieving at a higher level. Progress is good for all groups of pupils including those with English as an additional language and those with special educational needs.

Governors and school leaders place great importance on RE and much work has been done to monitor and evaluate aspects of religious education in order to continue to improve. The RE curriculum fully meets the requirements of the Bishops’ Conference. ‘The Way, The Truth and the Life’ is the main RE scheme used in the school and leaders are effectively supplementing this with a range of other teaching and learning activities to add breadth and balance as well as to

engage pupils. The school recognise that the curriculum could be further enhanced by increasing opportunities to teach pupils about other world faiths and plans are in place to do this.

Leaders are aware of strengths and areas for further development, for example there is evidence of improvements being made to the quality of marking and feedback. This could be further enhanced by sharing existing good practice across the school to ensure that marking develops pupils' skills and knowledge in RE as well as their literacy skills. Leadership of RE models excellent practice and is a strength of the school.

Through careful tracking, pupils requiring additional support are identified and targeted and the progress of particular groups of pupils is highlighted. Tracking shows that the progress of all groups, including those with special educational needs, in receipt of pupil premium and pupils with English as an additional language, is generally good and could be further accelerated by tracking attainment in each area and strand to identify areas of strength and areas for development in each. The variety of resources is good and the school place great emphasis on RE as the centre of the school's curriculum.

The RE curriculum provides good opportunities for spiritual and moral development. Teacher's good subject knowledge contributes to the pupils making good progress as learners. Lessons observed in Key Stages 1 and 2 provided opportunities for children to ask questions and to develop their understanding. In the year 3 - 4 class, excellent questioning skills were used by the teacher to challenge and engage pupils and deepen their understanding of some quite difficult concepts. In the year 5 & 6 class, children found scripture references about the Ten Commandments. They were then challenged to think about which commandments they thought were the most important. This led to some depth of thought and valuable comments and questions. Pupils report that they know what they need to do to improve further and are able to explain this during discussion. Every opportunity is taken to ensure that no child misses out on any of the activities provided by the school. Good use of resources is made to maximise learning opportunities including the use of visits and visitors.

Parents speak very highly of the school and are very supportive of the headteacher and the staff. They appreciate how much the children and the whole school community are valued. In the words of one of the pupils "At St. Cuthbert's we are all part of one small community and we progress together as a whole school community".

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>2</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Religious Education</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>