

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



**S48 Report**  
**St Charles' RC Primary School**  
**Tudhoe**

Durham Road  
Spennymoor  
Co Durham  
DL16 6SL

URN: 114260

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**on**

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

**School:** St Charles' RC Primary School

**Address:** Durham Road  
Spennymoor  
County Durham  
DL16 6SL

**Telephone Number:** 01388 814285

**Email address:** stcharles@durhamlearning.net

**School URN:** 114260

**Headteacher:** Mrs Judith Reeves

**Chair of Governors:** Mr Chris Butler

**Lead Inspector:** Mrs Denise Kendall

**Date of Inspection** 11 - 12 June 2013

## INFORMATION ABOUT THE SCHOOL

St Charles' is an average sized primary school serving the Parishes of St Charles' Tudhoe, All Saints, Ferryhill and Sacred Heart, Chilton. The majority of children are from white heritage with a few from minority ethnic groups. Levels of deprivation are broadly average, however 28% of children come from wards significantly lower than the national average. The proportion of pupils eligible for pupil premium is below the national average. The number of pupils with special educational needs supported at school action, school action plus or with a statement is above average. Pupils enter the school with levels below national expectations.

### Pupil Catchment

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| Number of pupils on roll:                                | 205 |
| Planned Admission Number of Pupils:                      | 30  |
| Percentage of pupils baptised RC:                        | 66% |
| Percentage of pupils from other Christian denominations: | 19% |
| Percentage of pupils from other World Faiths:            | 1%  |
| Percentage of pupils with no religious affiliation:      | 14% |
| Percentage of pupils from ethnic groups:                 | 5%  |
| Percentage of pupils with special needs:                 | 20% |

### Staffing

|                                   |     |
|-----------------------------------|-----|
| Full time teachers:               | 9   |
| Part time teachers:               | 0   |
| Percentage of Catholic teachers:  | 78% |
| Percentage of teachers with CCRS: | 55% |

### 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 Charles', Tudhoe  
All Saints, Ferryhill  
Sacred Heart, Chilton

# INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**1**

**CATHOLIC LIFE**

**1**

**COLLECTIVE WORSHIP**

**1**

**RELIGIOUS EDUCATION**

**2**

## KEY FINDINGS

St Charles' is an outstanding Catholic school. It is an inclusive community where each person is welcomed, affirmed and valued. The Catholic ethos permeates all aspects of school life and this ensures that the Catholic mission of the school is at the centre of all activities. The leadership and management of Catholic Life and Collective Worship is outstanding. The headteacher and senior leaders work well together to ensure that the school is at the heart of the community and that the shared vision and mission of the school is constantly improving and developing. Prayer is important to everyone within the school community and a key part of everyday life. The quality of Religious Education is good. Priorities since the last inspection have been met and there is a continuous drive for improvement.

- The Catholic Life of the school is outstanding because the headteacher, staff and governors have a shared vision relating to the Catholic mission and ethos of the school. They have high expectations and clearly focus on continual improvement. Pupils, parents and parishioners from all the parishes linked with the school contribute to the shaping of the Catholic Life of the school. They participate in a wide range of activities including family learning sessions which clearly ensures the inclusion of all and contributes significantly to the Catholic Life of the school.
- The provision for Collective Worship is outstanding. A range of prayer opportunities are provided enabling the whole school community to participate in prayer at various times and in many different ways. The headteacher and senior leaders are highly skilled in planning quality prayer and reflective experiences for the whole school community and use a range of strategies to ensure that worship is inclusive of all. Pupils' response to Collective Worship is outstanding. They are reverent and respectful and respond positively to the prayer opportunities that are provided.
- The quality of Religious Education is good overall. Teaching and learning is always at least good with evidence of outstanding teaching and learning across the school. All teachers have good subject knowledge. Assessment is used effectively throughout the school in order to track pupil progress, however feedback to pupils is not always focused sufficiently on their progress and achievement in Religious Education and pupils need to be more aware of the targets that are set for them to help them improve.

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

To improve further the school needs to:

- Further raise standards in Religious Education by:
  - Ensuring feedback to pupils is always focused sufficiently on their progress and achievement in Religious Education
  - Ensuring pupils are more aware of the targets that are set for them to help them improve.

# 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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Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. They are proud of their school and take advantage of the many opportunities the school provides for them. They talk enthusiastically about the activities they have been involved in through which they serve others. Of particular note is 'The Virtual Village' project which has engaged the whole school community in raising funds for others. The welcoming and caring ethos together with the support that is given to everyone enables the majority of pupils to contribute to the life of the school and the wider community. As a result they are enthusiastic about the activities which they can contribute to within the school as well as the links they have with all the parishes linked with the school. The pupils clearly understand what it means to live by Gospel values and belong to a Catholic school. This is evident from the way in which they care for each other, speak to one another and play together. 'Statements to Live By' are well used within the school. Pupils are clear about how these are used each week and how they help them live in 'the way Jesus wants us to live'. Pupils contribute to the monitoring and evaluation of the school through the strong pupils' forum and the family group sessions through which the children are encouraged to work towards finding ways of improving many aspects of school including the Catholic Life.

The quality of provision for the Catholic Life of the school is outstanding. Leaders and managers including governors continually look to further improve and develop this. They have high expectations and a shared vision with a clear focus on the school's Catholic mission and ethos. There is a strong sense of community and parents and parishioners clearly contribute to the Catholic Life of the school through their participation in prayer and worship and involvement in charitable fundraising activities. The Catholic character of the school is clearly evidenced through the many different activities which children, parents and parishioners share together. An excellent example of this is the 'Family Learning' events during which the children work in family groups. During these events the whole school community experience the joy of participating in activities which focus on developing spirituality and deepening faith. There is a clear commitment to the pastoral care of all pupils, particularly those most in need, resulting in a happy, caring and welcoming community where witness to Jesus Christ is at the heart of the school.

The headteacher together with senior leaders and governors promotes, monitors and evaluates the Catholic Life of the school very well. The Catholic ethos underpins all aspects of school life. Self-evaluation reflects effective monitoring. The views of pupils, parents, the parish communities and governors are taken into account regularly. The recently formed Chaplaincy Team is instrumental in further developing the opportunities for the whole school community to participate actively in the Catholic Life and mission of the school. School leaders and governors demonstrate an excellent understanding of the school's role in the mission of the Church and ensure that Catholic values and principles are given high priority. Governors are fully informed of the school's strengths and areas for development. This results in targeted planning and actions which ensure continuous improvement in all aspects of the Catholic Life of the school.

# 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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Pupils' response to and participation in Collective Worship is outstanding. There is a range and variety of prayer opportunities provided, thus ensuring that prayer is central to the life of the school. From a young age pupils are able to lead and respond to prayer in different ways. They are reflective and focused during prayer and Collective Worship. They enjoy singing and use musical instruments to accompany their singing with great enthusiasm. Pupils speak highly of the different ways they pray in school including the use of class prayer journals and through participation in prayer, dance and song they demonstrate their understanding of the Gospel message. The pupils have a good understanding of religious seasons and festivals and of the Church's liturgical year and are able to apply their knowledge and understanding to class discussions and Religious Education lessons.

The quality of provision for Collective Worship is outstanding and ensures that the spiritual needs of all pupils are met. Prayer is at the heart of the school community and is inclusive and reflective. It is evident that from the beginning of their school life pupils are encouraged to have a special relationship with God through prayer. Many members of staff are skilled in planning different opportunities to ensure that pupils are able to participate in prayer in different ways. A variety of good liturgical and prayer opportunities enable parents and the parish communities to join the pupils in worship and prayer. A good example of this is the 'Family Learning' events which conclude with Collective Worship to which everyone has contributed. Collective Worship has a significant impact on the spiritual and moral development of pupils.

The promotion, monitoring and evaluation of the provision for Collective Worship by leaders and managers is outstanding. In different ways all staff follow the excellent example of the headteacher in modelling best practice when leading Collective Worship ensuring that this has a good impact on all pupils. They clearly demonstrate an understanding of the Liturgical year and ensure that there are many opportunities for pupils to share in this. As a consequence pupils respond well to all that is provided for them. The headteacher and senior leaders have a clear vision for the further development of Collective Worship. Opportunities are provided for staff to pray and participate in reflective retreats together and the response to this is excellent. Sacramental preparation is delivered in accordance with Diocesan policy. Very good strategies are in place to monitor many aspects of school life including Collective Worship and as a result the quality of Collective Worship continues to further develop and improve.

# 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 monitor and evaluate the provision for Religious Education

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Pupils enjoy their Religious Education lessons. They show good understanding and their knowledge and skills are developing well according to their age and ability. They want to do their very best and have good attitudes to learning. Pupils are able to talk about their work in Religious Education. There are no notable differences between groups of learners. Inspection findings showed little difference between the progress of boys and girls, Catholic pupils and those other than Catholic. Pupils with special educational needs make at least expected progress and arrangements are in place to ensure that whenever necessary, pupils are supported in order to make progress according to their needs and capabilities. Pupils enter school with starting points well below the national average. Pupils make expected progress and achieve well in the foundation stage. Pupils continue to make good progress through key stage one (KS1) and pupils' attainment is broadly in line with expectations by the end of this key stage. Assessment data indicates that 80.0% of pupils achieve level two or above which is broadly in line with the Diocesan average. Standards of attainment for key stage two (KS2) are above the Diocesan average as 86.67% of pupils attain level four and above by the end of this key stage. Progress is well above the Diocesan average as 96.67% of pupils make two levels of progress between KS1 and KS2. Overall this represents good progress given their starting points.

The quality of teaching and learning in Religious Education is good with many outstanding features throughout the school. Teachers in all key stages have high expectations and demonstrate good subject knowledge. They have excellent support from a dedicated Religious Education subject leader who works tirelessly to ensure that teachers are able to access any advice or resources they may need. Differentiation by task is evident across the school and this clearly enriches the learning of all pupils. All teachers use their knowledge and assessment of pupils to plan activities based on prior learning. A good range of teaching and learning styles are used and this together with good questioning and quality resources results in good learning taking place. Assessment provides accurate information about achievement and progress for all groups of learners. Assessments are regular and systematic and moderated work shows levelling is accurate. There are some good examples of focused marking however this needs to be further developed so that it is consistent throughout the school. When marking is focused there are good examples of pupils being made aware of how to improve their work. In these examples children clearly understand their targets for improvement, however not all children are benefitting from this good practice as its application is inconsistent across the school.

The monitoring and evaluation of the provision for Religious Education is outstanding. The headteacher together with the staff team ensures that good monitoring systems are in place and this together with well written action plans clearly identify planned improvements in outcomes for pupils. Assessment is well developed and is an integral part of the planning process. Assessments are accurate and clearly demonstrate progress and attainment. Pupils' work is moderated within the school as well as jointly with another school in the local Catholic cluster of schools and also annually as part of the diocesan process. Progress is tracked termly and this ensures that different groups of pupils achieve all that they are capable of.

## 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 |   |
|---------------------|----------------|-----------|---------------------------|---|
| Catholic Life       | 1              | 1         | 1                         | 1 |
| Collective Worship  | 1              | 1         | 1                         | 1 |
| Religious Education | 2              | 2         | 1                         | 2 |
|                     | 1              | 1         | 1                         | 1 |