



St Oswald's RC Primary School

Easington Avenue, Wrekenton, Gateshead Tyne and Wear, NE9 7LH

School Unique Reference Number: **108384**

Inspection dates:	10 – 11 July 2019
Lead inspector:	Dominic Curran

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- St Oswald's is a nurturing environment where the wellbeing and personal and spiritual development of the staff, pupils and their families is at the heart of all the school does.
- The quality of Religious Education is good because dedicated staff are keen to ensure the best outcomes for children and are striving to give them the best opportunities available.
- The Catholic Life is outstanding because the mission and ethos of the school is evident in every aspect of school life and is lived by the members of the community.
- The quality of Collective Worship is outstanding because it is central to the life of the school. Staff and pupils plan and lead high quality acts of worship which are genuinely appreciated by all members of the school community.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Oswald's is an average sized primary school situated in Wrekenton, an area of high social and economic disadvantage.
- Most pupils are white British heritage.
- The proportion of pupils supported by pupil premium funding is above the national average.
- There are currently 59% of pupils baptised Catholic

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Catholic Life by:
 - enhancing the spiritual development of the staff and their prayer leadership
- Improve the quality of Religious Education by:
 - continuing to ensure that teachers develop their subject knowledge and expertise to enable them to deliver improved outcomes for the children.
 - enhancing the children's opportunities for analysis and evaluation of scripture.

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 Catholicity of St Oswald's is evident upon entering the school. The environment is very welcoming and there is a deep sense of community amongst staff, parents and pupils.
- The behaviour of the pupils is exemplary and they show a deep respect for all. They are inclusive of all their peers regardless of need, ability or background. They are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its links with the parish community. Pupils express their own beliefs with confidence and have a very good understanding of how their faith impacts upon their own lives and others.
- Pupils are enthusiastic about the chaplaincy and pastoral provision and willingly put their faith into action by going into the local community and supporting refugees. They also raise money and awareness of national organisations such as CAFOD.
- Excellent relationships are evident amongst all members of staff and pupils. There is a tangible sense of family amongst all members of the school and they all do their best to promote and sustain the strong ethos within the school and the wider community.
- The pupils can articulate the need to respect each other and the importance of living out Gospel Values and how St Oswald's is helping them become better citizens. They proudly celebrate achievements in a loving and forgiving culture where everyone knows they can learn from their mistakes.

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

- The mission statement is a visible expression of the inclusive and nurturing environment which pervades the school. It is understood and embraced by all pupils in their daily life in school.
- Although there have been a number of new staff recently employed, they have been welcomed fully into the school community and are fully supportive of the school's drive to ensure the best outcomes for children academically, spiritually and socially. Leaders acknowledge there is a need to further develop the spirituality of all staff to enable them to improve their own leadership of prayerful experiences in class.
- The school is committed to helping the most vulnerable pupils. Clear policies and procedures are in place providing the highest levels of pastoral care to all pupils which ensure that the needs of all children and families are understood and catered for.

- The relationships and sex education programme is well established and delivered effectively at age appropriate levels following the diocesan model.
- The highest standards of moral and ethical behaviour are promoted through the clear and consistent communication of the school's expectations.

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

- The headteacher is passionate about the pastoral needs of the children and is dedicated to ensuring that the school is a safe and happy place where they can thrive. She has a very clear understanding of Catholic education, the role of the Catholic school and is inspirational about how she communicates this with others.
- Parents appreciate the excellent channels of communication which inform them of liturgical events and feel warmly welcomed and fully supported. As a result, they understand the school's mission and are highly supportive of it.
- Parents appreciate the sense of community at St Oswald's and feel the school provides outstanding support to vulnerable families when they are most in need.
- The governing body is highly ambitious for the Catholic Life of the school. They are active participants, making a highly significant contribution to the development of faith for children and families alike. They are kept up to date with all aspects of Catholic Life attending liturgies, Collective Worship, school masses and fundraising activities. They are passionate about the school's mission and are actively involved in its evaluation and committed to its delivery.
- The provision for Catholic Life is given the highest priority by all school leaders. The self-evaluation of the Catholic Life of the school is an accurate evaluation of the school's many strengths and shows that leaders remain ambitious for the future development of the school and its role in the spiritual and moral development of pupils.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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.

- Overall outcomes are good. Pupils enter the school with skills and knowledge that are below what is expected for their age and staff work hard to ensure that the children make progress from their starting points.
- Pupils enjoy their learning in Religious Education. Behaviour for learning is excellent with the majority of children engaged and able to demonstrate their understanding of the learning required. They concentrate well and display positive attitudes in class.
- There is evidence in books that pupils are developing skills, knowledge and understanding across the school. Much of the work demonstrates that pupils are making good progress in religious literacy with increasing numbers of children able to access the relevant scripture.
- The children can articulate the use of targets, success criteria and learning objectives so they know how well they are doing and what they need to do to move their learning forward.
- Pupils identified as having a special educational need make good progress because they are supported by skilled teaching assistants.

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

- Teaching is consistently good. Teachers have high expectations of pupils' work and behaviour and effectively plan a range of activities to engage the children. They have a clear understanding of the value of Religious Education and there is a willingness to share good practice.
- Teachers have good subject knowledge and have been well supported by the Religious Education coordinator. As a result, they are more willing to use a range of imaginative resources and teaching strategies to ensure that pupils are successful in their learning. The school needs to continue the professional development of staff to improve subject knowledge in order to deliver sustained increases in the attainment of the children.
- Teachers' marking and feedback given to pupils is supportive and positive. Work is differentiated for pupils of all abilities and appropriate guidance is provided so that pupils can make good progress.
- The school have enthusiastically embraced the opportunity to undertake the diocesan pilot scheme for assessment and their commitment to the process has resulted in staff being able to speak with confidence about the progress and attainment of their children. As a

result, assessment of pupil's work is becoming more accurate as teachers become more confident with the use of age-related expectations for attainment in Religious Education. These systems need to be further embedded to ensure the children experience a greater depth of learning in the subject.

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

- Leaders demonstrate rigorous monitoring and evaluation of Religious Education. This, together with searching analysis, has resulted in leaders being able to plan effectively. It ensures that the staff are confident in understanding how to improve the depth of learning the children experience.
- Leaders are clear in the understanding that improving teaching leads to improved outcomes for children. They have dedicated themselves to recruiting and developing skilled staff and tailoring professional development programmes to meet this need.
- The Religious Education coordinator is enthusiastic and very supportive of her colleagues which ensures all staff feel comfortable asking for advice and support where necessary and have therefore, made significant and rapid improvements in their teaching of Religious Education.
- The Religious Education curriculum meets the requirements of the Bishops' Conference and contributes very effectively to the pupils' spiritual and moral development.
- Sacramental preparation is delivered very well and in accordance with diocesan policy.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- 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.

- Collective Worship is central to the life of the school. The children spoke enthusiastically about gathering several times a day to pray together and enjoy the regular, planned opportunities for whole school liturgy and mass that are available throughout the week.
- Pupils are very keen to take the initiative in planning and leading their class liturgies and have a clear understanding of the liturgical year. They take time to prepare sacred spaces in their classrooms, carefully choosing religious artefacts and passages of scripture. As a result, acts of worship inspire thoughtful response.
- Whole school Collective Worship is an inspiring and prayerful experience which the children clearly enjoy. From a young age they are reverent and respectful during Collective Worship. Adults provide good role models for the children and contribute significantly to their spiritual and moral development.
- The quality of singing and spontaneous prayer is evident and a reflection of their engagement. One child remarked, 'It puts me in touch with my emotions and I'm relieved that God is watching us.'
- There is a deep sense of respect for other faith traditions at St Oswald's. Pupils enjoy the opportunities to learn about other beliefs and are confident enough to celebrate difference within the community.

The quality of provision for Collective Worship is outstanding.

- Leaders are excellent role models and offer purposeful, clear messages to the children during Collective Worship which are accessible to all the children regardless of age or ability.
- Opportunities to take part in Collective Worship are carefully planned by teachers and leaders to ensure that worship is linked to the liturgical year and relevant scripture.
- Pupils are prayerful and respectful and use a range of resources and artefacts to engage their peers. They enjoy the various prayer spaces on offer, both inside and outside, and say they make them feel, calm and peaceful.

- Parents are offered many opportunities to attend school worship and appreciate the spiritual development offered to the children and themselves. Parents described how much they value the opportunities to pray together with their children in school and are always impressed by the respect, prayerfulness and knowledge of the children. One parent remarked, 'They sang and read beautifully. Well done, a very special Mass.'
- The parish priest is a regular visitor to the school, spending time with the children and staff encouraging the spiritual development of all in the school community.

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

- Leaders and governors have expert knowledge in planning and delivering high quality Collective Worship which has had a demonstrable impact on the spiritual development of children and adults alike. Governors are therefore well placed to have an accurate understanding of the strengths and areas for further development in Collective Worship.
- Senior staff have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols and are able to lead the school in a deepening appreciation of these traditions in a way that is relevant to pupils in a contemporary context.
- High priority is given to investing in the highest quality of resources as well as the professional development of staff. Those who are not Catholic and those new to Catholic education really value the guidance they receive from leaders to support their delivery of Collective Worship.
- Robust monitoring of Collective Worship takes place through a range of evaluative activities such as observations and questionnaires. Leaders regularly seek the views of parents regarding the significance of Collective Worship in school and any areas for development are acted upon in a timely manner.

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

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.

1

SCHOOL DETAILS

School name	St Oswald's RC Primary School
Unique reference number	108384
Local authority	Gateshead
This Inspection Report is produced for the Rt Reverend Robert Byrne 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.	
Chair of governors	Mrs Mary Gibson
Headteacher	Mrs Tracy Musgrove
Date of previous school inspection	September 2013
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