



# St Bernadette's RC Primary School

Rising Sun Cottages, Wallsend, Tyne & wear, NE28 9JW

School Unique Reference Number: **108624**

<b>Inspection dates:</b>	05 – 06 June 2019
<b>Lead inspector:</b>	Lisa Stokoe
<b>Team inspector:</b>	Dominic Curran

<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>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- The Catholic Life of the school is outstanding because there is a clear mission understood and lived by all in the school community. As a result, the well-being, personal and spiritual development of every member of the community is at the heart of all they do.
- The quality of Religious Education is outstanding because pupils' enjoyment and achievement within their Religious Education lessons enables them to fully understand and apply the Gospel Values to their everyday lives.
- The quality of Collective Worship is outstanding. Worship is central to the daily life of the school and a key part of school celebrations. Pupils plan and lead prayer and worship and act with reverence and respect, from the youngest ages upwards, using staff as their role models.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Bernadette's RC Primary School is a larger than average primary school serving the parish of St Bernadette's in Wallsend.
- The proportion of pupils known to be eligible for pupil premium is in line with national average.
- The proportion of pupils with special educational needs is below national average as is those with an educational health care plan.
- The large majority of pupils are of white British heritage.
- Attendance is high at 96%.

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

- Improve the quality of Religious Education by:
  - ensuring pupils have opportunities to evaluate their learning so they can act on guidance to improve and explain it to others.
  - further embedding the approach to assessment to effectively monitor and evaluate impact.

## 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.**

- St Bernadette's mission statement, 'Live the Gospel and when necessary use words', is central to the life of the school and is understood and embraced by all pupils in their daily life in school.
- Pupil voice is a very strong feature of the school. The work of the junior leadership team and Mini Vinnies ensures that the children contribute to the evaluation process and mission of the school.
- Behaviour is exemplary and pupils express clearly how they want to, 'follow in Jesus' footsteps.' They are keen to give recognition to those who they have seen 'living the Gospel' by nominating children for the school's own Jelly Bean award.
- Pupils have a strong sense of social justice and concern for others. They are very proud of the contribution they have made to the local and wider communities, in particular the wide reaching 'Hope Bracelet' and 'Prayer Pods' Advent projects.
- Pupils are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its strong links to the parish community. They are regularly involved with parish and Diocesan celebrations and take full advantage of a retreat to Holy Island and the year 6 Diocesan Festival at Emmaus Village.

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

- By having a clear and inspiring vision statement, visible and understood by all, the school are focused on ensuring the mission of the Church permeates school life. All staff and pupils are fully committed to its implementation and enthusiastically participate in activities which reflect this.
- The school's values curriculum is deeply rooted in Catholic social teaching and is an outstanding example of practice in developing the spiritual and moral character of pupils and staff.
- Excellent relationships are evident within the school, the wider parish and community. There is a strong 'family' ethos where pupils are supported by a range of pastoral opportunities while staff support and encourage each other both personally and professionally.

- The learning environment at St Bernadette's reflects the school's vision and mission statement and Catholic character. Focal areas in class and themed prayer stations across school create an atmosphere that encourages pupils to take time to reflect and pray. Parents appreciate the information they receive about the Catholic Life of the school and feel that it is a very inclusive community.
- School have recently engaged in the 'Open the Book' project, delivered by a range of local ministers and catechists from a variety of Christian faith backgrounds. This provides opportunities for pupils to engage with Bible stories in a highly creative and engaging manner.

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

- The school's leadership is deeply committed to the Church's mission and have a compelling vision and strategic focus for the school. By working alongside a partner school, they have implemented a whole school curriculum driven by Gospel values and they are relentless in ensuring this continues to be the heartbeat of the school.
- School self-evaluation and monitoring procedures are rigorous with all stakeholders having an opportunity to contribute their views. This results in clear and challenging targets for continuous improvement.
- The professional and spiritual development of all staff is given a high priority by leaders with regular, high quality opportunities offered through individual and whole school in service training. As a result, all staff have a clear understanding of the school's mission and are highly supportive of it.
- Governors make a significant contribution to the Catholic Life of the school, are passionate about the school's vision and actively support and challenge the leadership team to ensure it remains a high priority in school improvement.
- Parents regularly visit the school and take the opportunity to be involved in the Catholic Life of the school through liturgies and celebrations. They appreciate the effort the school makes in involving them in the development of the school's mission and as a result they are very supportive of it.

## 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 at St Bernadette's display very positive attitudes to their learning with the majority demonstrating high levels of concentration. Behaviour in lessons is outstanding.
- The school's curriculum which is centred on Gospel Values ensures that pupils throughout the school become religiously literate, enhancing their learning and understanding and thus allowing them to apply their knowledge to their everyday lives.
- Outcomes for pupils are good overall. From average starting points in early years foundation stage pupils make good or better progress through key stage one. This continues throughout key stage two. Pupils' books evidence a good standard of work across all year groups.
- Current whole school data shows that almost all pupils attain expected or higher than expected levels within the new Age Related Standards framework.
- Pupils say that they enjoy lessons most when they include a variety of creative activities such as art, drama and the use of technology such as iPads.
- Pupils have clear ideas of how well they are doing in lessons but need to further develop their understanding of how to improve their work.
- Pupils identified as having special educational needs are well supported by highly skilled teaching assistants as evidenced throughout the learning walk completed from nursery to year six.

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

- Teaching is consistently good with much that is outstanding. The introduction of collaborative planning has ensured that teachers are highly effective in delivering high quality lessons linked to pupils' individual needs and knowledge.
- Teachers use a range of teaching strategies, and highly skilled teaching assistants are also used very effectively to support children across all abilities, from the very youngest in the school to the oldest. Examples of this could be seen in early years, where the wind of the Holy Spirit at Pentecost was shown by using bubbles and in key stage 1 where a role play with puppets supported the pupils learning about the story of Zacchaeus.
- Teacher's knowledge and subject expertise is shown by the variety of teaching methods used. All staff, including non-Catholic staff, have worked hard to enhance their

understanding of the Religious Education curriculum through appropriately planned professional development.

- The investment of the school in high quality resources enhances and increases pupils' engagement in the curriculum.
- Staff follow the school's feedback policy in Religious Education, which considers verbal teacher interaction, as the most vital form of feedback. Assessment strategies, teacher intervention, pupil questioning, adapting tasks and providing additional support are the main forms of feedback. However pupils need to be consistently provided with opportunities to evaluate their learning in order to promote a clearer understanding of what they need to do to improve.
- Staff take many opportunities to demonstrate to pupils how highly they value their efforts and successes and recognition is given in a variety of ways.

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

- Leaders and governors ensure that the Religious Education curriculum meets the Bishops' Conference requirements in every respect and that the required amount of time is given to Religious Education across the school.
- The senior leadership team and governors 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 by the senior leadership team and governors. This includes lesson observations, book scrutinies, data analysis, pupil voice interviews and questionnaires, with the findings being used to inform the school development plan, highlighting areas for improvement.
- The strategic action taken by the school results in a high quality of teaching, assessment, outcomes and progress in each year group. Although a pilot school for the new Age Related Standards framework, the approaches to tracking need to be developed further to allow rigorous monitoring and evaluation of progress and attainment.
- School leaders are relentless in their pursuit to ensure that Religious Education has full parity with all other core subjects.
- Governors are regular and frequent visitors and are kept fully 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.**

- Pupils within the school are engaged in Collective Worship at a deep level. This is demonstrated by their willingness to volunteer spontaneous and relevant prayers from a chosen prayer stem in a variety of contexts.
- Prayer punctuates the daily lives of pupils in a variety of ways, both traditional such as the signed Hail Mary and contemporary through the Creative Prayer session offered within the classroom setting. These sessions included meditations, bubble prayers and the use of more adventurous artefacts to aid prayer such as fire, salt and pebbles. As one pupil said, 'I like meditations; it feels like everything else is blocked off and it's just you and God in the conversation.'
- St Bernadette's is a very spiritual community where worship is a regular feature throughout the school. There is a peaceful ethos which pervades the school and is reflected in the pupils' excellent behaviour and their consideration for others.
- From their earliest ages pupils recognise the special natures of liturgical symbols and artefacts and show great respect for these. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Pupils across the school lead and participate in prayer with confidence. They plan worship from Nursery, initially with support, but this develops through the phases with upper key stage two pupils being able to do this independently. Pupils say it makes them feel happy to talk to God, so they can learn to be more like Jesus.

#### **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 whole school liturgy on a Monday morning sets the tone for the week providing scripture to be reflected on by all. 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. Parents, parishioners and governors are invited to share in various acts of worship and many attend events timetabled throughout the year.

- Focal points are evident in each class with well thought out resources. High quality displays and interactive prayer stations around the school promote an ethos of prayer and provide good support for reflection. As one pupil said, 'I like it because I can pray quietly on my own.'
- Staff have undertaken comprehensive training, and this has ensured that they are highly skilled in helping pupils plan and deliver high quality Creative 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. Staff prayer is also an integral part of school activity.

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

- The senior leadership team are highly visible leaders of Collective Worship in the school. They are excellent 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 knowledge of the church's liturgical year and traditions which are shared with both pupils and staff enthusiastically. They are a source of knowledge and inspiration to others.
- Leaders recognise the importance of developing staff as well as pupils; all feel included and valued. Staff have accessed Diocesan, local family of schools, outside agency and in-house training in this area and this has had a positive impact on their spiritual and liturgical understanding and development.
- Collective Worship has been reviewed by leaders and governors as part of the school's 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.

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

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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.

1

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

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.

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## SCHOOL DETAILS

<b>School name</b>	St Bernadette's RC Primary School
<b>Unique reference number</b>	108624
<b>Local authority</b>	North Tyneside
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.	
<b>Chair of governors</b>	Kath Mullen
<b>Headteacher</b>	Laura Fallon
<b>Date of previous school inspection</b>	November 2013
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