



# St Bernadette's RC Primary School

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

School Unique Reference Number: **108624**

<b>Inspection dates:</b>	12 – 13 November 2013
<b>Lead inspector:</b>	Angela Boyle
<b>Team inspector:</b>	Vicky Lindsay

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</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 the mission and ethos of Catholic education underpins all that the school does. The well-being and personal development of all pupils and staff is at the heart of this faith community.
- The quality of Religious Education is outstanding because all pupils enjoy their learning and achieve highly due to the progress they make from below average starting points. Behaviour for learning is outstanding.
- 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 and all pupils act with the deepest reverence and respect.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Bernadette's RC Primary School is a larger than average-sized primary school.
- A below average proportion of pupils are known to be eligible for the pupil premium.
- The proportion of pupils with special educational needs who are supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The large majority of pupils are of white British heritage.
- The school provides a specialist additional resource unit for pupils with severe social, emotional and behavioural needs.

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

- Improve the quality of teaching and assessment in Religious Education by:
  - Ensuring that marking consistently provides information to pupils about how to improve their work.
  - Ensuring that pupils are consistently given the time they need to respond to feedback in order to move their learning on.
  - Ensuring that best practice in pupil self-assessment is implemented across the school in a consistent 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.**

- Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it.
- Pupils have an exceptionally strong voice in the decision making process; they say they are valued and confidently express their views and feelings. Pupils have their own section in the school development plan, putting ideas before the school council and ensuring they contribute to the Catholic Life of the school in a systematic way.
- Pupils take on many roles of responsibility and take full advantage of many opportunities available to them. They respond well to, for example, the 'Rainbows' pastoral programme.
- Pupils confidently talk about charity work that they support including Operation Christmas Child, harvest bags to neighbours and Children in Need. There is a willingness to play a central role in regular acts of charity within school.
- Pupils are proud of their school and the part they play in their community. They are reflective and are able to consider and discuss moral and spiritual issues including aspects of other faiths and cultures.
- The pupils are at the heart of school celebrations, and events such as the 'Bernie Awards' celebrate the achievements of pupils in an exceptional way.
- Pupils' exemplary behaviours towards one another enable them to celebrate life fully in this cohesive community.

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

- At St Bernadette's there is a tangible sense of community where everyone is valued and unique talents explored- 'where all can learn and grow in God's love'.
- Excellent relationships exist between all staff, governors, parents and pupils. Everyone is mutually supportive and goes about their work joyfully. All stakeholders are encouraged to be fully involved in school life and are well informed via the weekly 'Bernadette's Blog'.
- The fully committed school family is happy, vibrant and prayer focused. The Catholic character is reflected in the many prayer focal areas and creative displays throughout the school.
- The mission statement underpins the curriculum, pastoral care, policies and procedures

that are carefully planned to reflect the Catholic Life of school, for both pupils and staff.

- Personal Social and Health Education is consistently well taught through 'Statements to Live By' and class discussion. The Relationships and Sex Education programme is delivered very effectively at age appropriate levels following the diocesan model.
- The clear behaviour policies are rooted in the teaching of the Catholic Church. The St Bernadette's Behaviour Book shared with all pupils is an example of outstanding and exemplary practice.

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

- The leadership and management of the Catholic Life of school is outstanding. The school's leadership demonstrate strong witness and deep commitment to the church's mission both within St Bernadette's school and beyond. This is core to the school's business.
- All leaders and managers promote high quality learning experiences enriching the curriculum for all.
- The school's self-evaluation has clear links to school development plans that are focused on the Catholic Life of school that target improvements for pupil outcomes.
- High quality performance management and support systems, as well as well-matched continuing professional development opportunities, are provided. These include, for example, involvement in initial teacher training, Investors in People and the annual retreat for staff and governors. Senior managers have made it mandatory for all new staff to undertake the Catholic Certificate in Religious Studies ensuring that good subject knowledge is a priority for all.
- Governors are confident in holding the leadership team to account whilst being actively involved in supporting it in its mission.
- Families and the wider community are successfully involved in school life. St Bernadette's is well supported and is held in high regard for all it contributes to the local community and beyond.

## 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.**

- Collective Worship engages all pupils' interest and inspires them to reflect and respond reverently and with joy.
- Pupils take part in, lead and prepare class liturgies and whole school prayer with enthusiasm and confidence. They plan and lead Collective Worship for each 'Come and See' topic at an age appropriate level. The school has invested wisely in a variety of artefacts and resources which the children use to add to their worship experiences.
- The well-established liturgy teams know what is expected of them, and the part they have to play in preparing worship for their peers.
- Pupils have an excellent understanding of the church's liturgical year, seasons and festivals and a love for special devotions such as the Rosary and Stations of the Cross which they contribute to and celebrate with staff.
- There is a deep sense of respect for different faiths. As a result of excellent international links and the use of high quality artefacts pupils are well informed about world faiths.
- All of these contribute very positively to their spiritual and moral development which is outstanding.

**The quality of provision for Collective Worship is outstanding.**

- Collective Worship is at the heart of every school celebration, is inclusive and reflective. Praying together is a natural part of the school day for all staff and pupils.
- From the beginning of their school life in nursery, pupils are encouraged to have a special relationship with God through prayer.
- Opportunities for worship, Masses, liturgies and other liturgical celebrations are well planned and resourced. The headteacher has extensive experience of leading worship, he confidently and regularly leads staff prayer and retreat experiences. The skilled leadership team are creative in their provision of stimulating worship, with themes chosen which reflect a deep understanding of the liturgical year.
- Families are involved in pupils' religious development through 'Travelling Cribs' and 'Journey with Jesus' a resource developed by St Bernadette's and now widely used within the diocese. Both are well embedded in practice throughout the school.

- The 'Outside Nativity' presented at a number of local venues, fields and farms, presents a further opportunity for the whole community, parents, parishioners, governors and local residents to share in the spiritual life of the school, and sees the pupils lead the whole community in a re-enactment of the First Christmas.
- Each child has their own prayer journal which helps them grow in understanding of their Catholic identity, acts of worship often conclude with prayer cards which the children take home and share with their families.

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

- Leaders and managers have an excellent understanding and expert knowledge of how to plan and deliver high quality experiences of Collective Worship.
- Leaders have a deeply rooted understanding of the church's liturgical year, its seasons, rites and symbols. A range of artefacts, symbols and Information and Communications Technology (ICT) are used to deepen pupils' knowledge and understanding.
- Leaders and managers regularly monitor the quality of Collective Worship, it is under constant review. Findings inform future developments and training needs.
- All staff have attended and benefitted greatly from worship and prayer training. Their enthusiasm and focused drive for improvement has led to enrichment in liturgies and worship.
- Leaders regularly seek the views of parents and staff. The responses are highly valued and lead to further developments.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

- 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 enjoy and understand the value of Religious Education and are keen to do well, they have very positive attitudes and speak enthusiastically about their learning
- Pupils in all lessons observed across the school concentrate exceptionally well and are rarely off task, therefore behaviour for learning is outstanding.
- Pupils enter school with knowledge and skills that are below what is expected for their age. They make good or better progress through early years foundation stage and key stage one. This continues throughout key stage two.
- Inspection findings and evidence presented by the school show no notable differences between groups of learners.
- Pupils identified as having special educational needs make very good 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.
- 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 attainment or progress.

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

- Teaching and assessment is outstanding overall.
- The majority of teaching is outstanding and never less than consistently good.
- Teachers demonstrate high expectations and all have good subject knowledge. They are creative and plan interesting and imaginative lessons and use a good range of high quality resources.
- The 'Come and See' programme is being used imaginatively and effectively across all age groups.
- Lessons observed during the inspection showed good pace.
- Teaching assistants are effectively deployed and work exceptionally well in supporting pupils of different abilities.

- Assessments are regular and systematic and both internal and external moderation shows levelling is accurate.
- Marking and feedback is good, often addressing areas of success and an area for improvement. However feedback does not consistently give guidance to pupils on how to improve their work.
- Most pupils are not given enough time to respond to feedback or improve pieces of work.
- There are some excellent examples of differentiation by task however there are inconsistencies across the school so that a small minority of pupils do not experience the best activities for learning.
- Inspectors saw much evidence of pupils being involved in self-assessment but the school now needs to come to a consensus and agree a coherent approach across the school to impact fully on learning.

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

- The commitment and leadership of the very experienced Religious Education coordinator has had a significant impact on the raising of standards in the school. She has worked tirelessly to implement all advice and guidance from the diocese
- Leaders carry out regular monitoring and analysis of teaching and learning and clear steps for ongoing improvement are identified in the school improvement plan.
- All staff are kept very well informed about priorities in Religious Education and the commitment of leaders inspires and supports the rest of the staff.
- The Religious Education curriculum is taught using innovative and imaginative teaching strategies which stimulates pupil interest and effectively ensures continuity and progression.
- Governors are regular visitors to the school, they are involved in a range of monitoring and evaluation activities, they are extremely supportive but also confident in their ability to challenge.
- Robust systems and record keeping are in place and there is a wealth of evidence and data within school. However school should evaluate the strengths and weaknesses of current systems and streamline current practice.
- Sacramental preparation is outstanding, it is in line with diocesan guidelines, has a high priority and is 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.

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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:****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**

## 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 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.	
<b>Chair of governors</b>	Jackie Colclough
<b>Choose School Leadership Type</b>	Alan Egdell
<b>Date of previous school inspection</b>	April 2009
<b>Telephone number</b>	0191 2007363
<b>Email address</b>	stbernadettes.primary@northtyneside.gov.uk