

# DIOCESE OF LEEDS



## DIOCESAN BOARD FOR INSPECTIONS

### **CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48**

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION  
ST. CUTHBERT AND THE FIRST MARTYRS' CATHOLIC  
PRIMARY SCHOOL  
Scotchman Road, Bradford BD9 5AT

School URN

107335

Date of Inspection and OE  
grade

9<sup>th</sup>/ 10<sup>th</sup> February 2017  
OE Grade: 1 Outstanding

E-mail address

office@stcuthberts.bradford.sch.uk

Chair of Governors

Clare Bussingham

Headteacher

Daniel Copley (Executive Head)  
Rachel Winnery (Head of School)

RE Subject Leader(s)

Sarah McNulty	RE
Rachel Winnery	Collective Worship

Date and grade of last S48  
inspection

March 2012  
Grade 1: Outstanding

Section 48 Inspector/s

David Gott & Patricia Ainge

# INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

1

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

**OUTCOMES FOR PUPILS**

1

**THE PROVISION FOR CATHOLIC EDUCATION**

1

**LEADERS AND MANAGERS**

1

**Summary of key findings:**

## **This is an Outstanding Catholic Primary School**

- Leaders, governors and managers lead by example. They clearly demonstrate their passionate commitment to the Church's mission in education and engender a culture of vocation within the school.
- The school's Mission Statement is "lived out" in the day-to-day classroom life of the school. There is a strong "family feeling of belonging" at the school.
- The school's Senior Leadership Team (SLT) apply the same academic rigour to the assessment of Religious Education (RE) as to other core curriculum areas. RE monitoring and self-evaluation systems are very accurate.
- A majority of the RE teaching is outstanding but it is never less than consistently good.
- Pupil behaviour is exemplary and firmly rooted in the Gospel values of the Beatitudes.
- Attainment standards and pupil progress in RE are high.
- Collective Worship (CW) is central to the life of the school. It is a key part of every school celebration.
- The school works in very productive partnership with a wide range of other educational institutions and communities.
- Staff and governors at the school have high morale.
- Key issues raised in the previous Section 48 (S48) RE inspection have been successfully addressed.
- The quality of pupils' singing is of a high standard.
- All canonical and statutory responsibilities are fulfilled.

## **What the school needs to do to improve further.**

- Share the existing outstanding creative RE teaching practice more widely throughout the school.
- Share the existing outstanding pupil CW practice more widely throughout the school.

## **Information about this inspection**

The Inspection of St. Cuthbert and The First Martyrs' Catholic Primary School, Bradford was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- The extent to which key issues identified for action in the school's previous S48 RE inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the School.
- How well pupils achieve and enjoy their learning in RE.
- The quality of teaching and how purposeful pupil learning is in RE.
- The extent to which the RE curriculum promotes pupils' learning.
- The quality of CW provided at the school and pupils' active participation, preparation and leadership of it.
- The extent to which the leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan further improvements to outcomes for pupils.
- The accuracy of the school's own self-evaluation system(s).
- The school's partnership activities – including home/school/parish links.

The inspection was carried out by one S48 inspector who was "shadowed" by a trainee S48 inspector for the Diocese of Leeds. The inspection took place over a one and a half day period. All teaching areas were visited. A sample of 5 RE lessons and 4 CW's were observed in full, covering all key stages. One whole school celebration worship led by the executive headteacher; one whole school CW led by KS1 pupils; one staff CW and one whole school "sign to sing" hymn practice were also observed. An after school First Communion preparation class was also visited. Meetings were held with the executive headteacher; head of school; assistant heads; RE subject leaders; chair of governors/RE governor; parish priest; teaching and support staff; parents and pupils. A comprehensive suite of school RE documentation was scrutinised including the School Development Plan (SDP); RE policies; the RE Subject Leader's Monitoring and Evaluation File(s); pupil RE progress and tracking data; governor minutes and pupil RE workbooks. The school's Staff Handbook; Staff Development and Training records; RE displays; website; newsletters and parental satisfaction survey results were also sampled.

## Information about this school

- St. Cuthbert and The First Martyrs' Voluntary Aided Catholic Primary School is an oversubscribed one form entry, smaller than average size primary school, serving the needs of the families of the diverse parish of St. Cuthbert and First Martyrs of Rome.
- The school has a published admission number (PAN) of 30 pupils. Currently there are 225 pupils on roll. Of these, 71% are baptised Catholics.
- Pupils are taught in 7 single age classes.
- The proportion of pupils who speak English as an additional language is above national average. The proportion of pupils who have additional learning needs is above average.
- There are 8 full time equivalent (fte) teachers, and 2 part time teachers along with 19.5 (fte) support staff employed. 8 (fte) teachers are Catholic. 8 teachers teach RE.
- The school employs a Catholic Care Social Worker, a Parental Involvement Worker, an Outreach Worker and a Pastoral Worker.
- The school works in active partnership with the Diocese of Leeds; Bradford Local Authority; Catholic Care and the Catholic Schools Partnership of Bradford and Keighley. The school has close links with Leeds Trinity University, local schools and St. Bede's and St. Joseph's Catholic High School Bradford, to which the majority of Year 6 pupils transfer for their secondary education.
- Since the last S48 RE inspection (2012) a number of significant changes have taken place at the school. An executive headteacher; head of school; assistant heads; new RE subject leaders; new parish priest; a number of new governors; two newly qualified teachers (NQT) have been appointed to the school.
- The school provides a breakfast club before school and a range of activities after school.
- The school recently achieved the National Award of: "School of Sanctuary" (June 2016).

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are Outstanding (1)

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	1
How well pupils respond to and participate in the school's Collective Worship.	1

- The School's Mission Statement: ***"Through the sign of the cross we follow Jesus"***, together with its Vision Statement: ***"Excellence in all we do. Outstanding every day."*** are living realities in the day-to- day classroom life and overall running of this school.
- Pupils lead and take responsibility for shaping activities with a religious character in the school and wider community. They recognise the importance of prayer in their daily lives and willingly plan and lead prayer and worship in various seasonal liturgies held in church and school.

- Pupils take full advantage of the opportunities the school provides for their personal support and development.
- Pupils and staff worked hard to gain the School of Sanctuary Award (the first primary school in Bradford to do so). Pupils engaged with The New Communities and Travellers Team in Bradford; the school's Polish families organised an egg painting session at Easter; Pupils' artwork was displayed in a "One God One World" art exhibition; a member of the Gurdwara visited school to talk about Sikhism; pupils listened to a Romany story teller; a class visited the Yorkshire Dales –which was a new experience for many pupils.
- Pupils are keenly alert to the needs of others and actively seek "fairness for all" within and beyond their school. Pupils actively initiate a wide variety of practical charitable activities in support of those in need locally through the school/parish St. Vincent de Paul (SVP) "Mini Vinnies" RE initiative. Pupils attended a celebratory Mass and a Recommissioning Service at Leeds Cathedral. They very successfully organised a harvest festival collection of tinned food for the Bradford Food Bank. Similarly they organised a Reverse Advent Calendar providing cold packs and items for Christmas dinner for the homeless.
- Pupils also support Catholic Care through a range of activities linked to "The Good Shepherd Fund". At the wider national and international levels, the school supports CAFOD Myanmar project
- The school benefits from being in the Leeds Diocesan "Schools Singing Programme". The choir frequently contributes to school/parish and wider local, civic and diocesan community events. Pupils say they very much enjoy being in the school choir. The standard of hymn singing in school is high.
- The latest Pupils Self Assessment Survey of the school is very positive. Comments include: "Our teachers are some of the best"; "RE helps us a lot in other subjects"; "We are especially good at thinking about things, knowing right from wrong; caring for each other and understanding about different people".
- Pupils and parents are very proud of their school, their parish and their backgrounds. They say that they feel very welcome in the school and that their diverse family heritage is respected and celebrated by the school.
- Grandparents, parents and carers comment positively on the very strong "family feeling of belonging" at the school. They say that they particularly value the "moral compass" that the school provides for their children and trust that it will guide them throughout life.
- Pupils evidence a strong sense of their personal worth. They treat each other with high levels of respect. Their behaviour in class and around the school is exemplary. They value the school's merit system and strive hard to achieve. They also enjoy and celebrate others' successes.
- The parish priest (appointed to the parish in 2015) is a frequent and very welcome visitor in the school. He actively promotes stronger parish, home, school links. A detailed liturgical calendar of events is worked out together with the school. Whole school and class Masses and seasonal liturgies (to which parishioners are always invited) are published on school and parish web sites, regular school newsletters and parish bulletins. Parents and parishioners attend in pleasing numbers and say how much they look forward to attending such services.
- A growing number of pupils are becoming altar servers.

- Standards pupils achieve in RE are high. Children’s RE baseline assessments upon entry into nursery are well below age related expectations. As pupils move through the school, their progress is at least good in each key stage for different groups and is exemplary in some. Attainment indicators for the end of Key Stage 2 (KS2) show accelerated progress.
- Pupils with particular learning needs make good progress in RE, through “inclusive” teacher planning. They are very effectively supported and appropriately challenged in their RE classroom learning and behaviour by experienced teaching and learning support staff who have a strong RE subject knowledge. This ensures that pupils attain to the best of their ability.
- Most pupils concentrate very well in RE lessons and are rarely off task – even in extended RE research periods –without direction from an adult. Pupils say that they enjoy their RE lessons. Inspection observations confirm this. Scrutiny of pupils RE workbooks also evidence that they take a pride in the presentation of their RE work. Pupil progress and attainment in RE are recorded through use of “I can” statements attached to each child’s RE workbook.
- From their earliest years of joining the school, and appropriate to their age and capabilities, pupils regularly help to prepare and lead worship with confidence and enthusiasm and in a variety of settings. The school follows diocesan guidelines on all aspects of CW including the use of pupil CW planning sheets.
- Pupils demonstrate an excellent understanding of the Church’s main liturgical celebrations. They are assisted in this task by a large central RE display in the main school hall featuring the Church’s Liturgical Year with seasonal key “driver words” prominently displayed and referred to in whole school CW.
- During the seasons of Advent and Lent, children and parents take time out of their busy morning schedule and, on a voluntary basis, attend morning prayer time in school before the start of the regular school day. The Sacrament of Reconciliation is also made available at certain times in school for children wishing to receive it. Children in Early Years Foundation Stage and Key Stage 1 (KS1) lead “Saying Sorry” services. Pupils in KS2 lead Penitential services. During the month of October the school runs a “Rosary Club”.
- Pupils are at ease and act with respect when praying with others who have different beliefs and attitudes to spirituality. Parents of differing faiths say how inclusive the school is and how much they value the experience of their children living and working in a praying community. A number of parents commented to the inspector that this was a prime reason for seeking their child’s admission to the school and that their children have made good friends with children from many different backgrounds.

## **The provision for Catholic Education is Outstanding (1)**

The quality of teaching and how purposeful learning is in Religious Education.	<b>1</b>
The extent to which the Religious Education curriculum promotes pupils’ learning.	<b>1</b>
The quality of Collective Worship provided by the school.	<b>1</b>

- A majority of the RE teaching at St. Cuthbert and The First Martyrs' School is outstanding but it is never less than consistently good. Where RE teaching is outstanding it is characterised by the teachers' excellent RE knowledge, enabling their challenging questioning to prompt lively animated class discussions. Such lessons also have a brisk pace and innovative extended learning activities which fully engage pupils' interest and attention.
- Teachers at St. Cuthbert and The First Martyrs' School know their pupils very well. They plan their RE lessons very effectively, taking account of their pupils prior learning and their varying abilities. On a visit to the Early Years Unit, who had just listened to the Bible account of "The Marriage Feast of Cana" in a short CW focused on "Getting to know Jesus", the children were buzzing with excitement as they went about re-enacting aspects of the account. Reception children evidenced their progress in building up their religious literacy. One pupil excitedly told the inspector: "Jesus did a miracle!".
- In an inspirational RE lesson linked to studies of the Mass, a Y6 class reflected on the "Our Father" prayer. Having used a variety of coloured cards to match up the meaning of the words and phrases of the prayer, pupils then variously went on to write a modern version of the prayer or to write a reply to a (supposed) letter, the class had received from the executive headteacher saying that he was thinking of removing the Our Father from the prayers said at school. This provoked pupils to write a number of extremely animated letters –explaining the importance of keeping the Our Father prayer in school. The lesson concluded with a brief CW reflecting upon how Jesus himself instigated the prayer "to help us all to live out our lives as better Christians". The lesson concluded by pupils writing private "post it" notes explaining how they intended to turn the words of the prayer into action in their own personal lives.
- Very good use of "talk partners" was evidenced in RE lessons. In a Y3 lesson on the Sacrament of Reconciliation a pupil said "We all have a thing called a conscience. If we're not sure what to do it helps us to see the good choices and the bad ones".
- In a Year 5 lesson on Saint Bakhita a pupil said: "She was inspirational because after all the bad things that happened to her she still forgave the people who hurt her, because she loved Jesus so much."
- The presence of an executive headteacher has enabled "peer to peer" RE learning to take place between teacher colleagues in each year group gaining from each others' strengths in partnership with nearby St. Francis Catholic Primary School.
- The school uses a Diocese of Leeds approved RE scheme: "The Way, the Truth & the Life" (WTL) and supplements it with additional teaching materials from CAFOD; Catholic Care; "Statements to Live By"; work on "other faiths" and retreat days to the school's parish church and out of school visits to Fountains Abbey, Lindesfarne and Osmotherley.
- The school's Senior Leadership Team (SLT), which includes the RE subject leaders, apply the same academic rigour to the assessment of RE as to other core curriculum areas. The school's assessment manager has developed a very comprehensive RE pupil tracking system. Data is updated on a half termly basis and provides easily accessible monitoring information on individual and groups of pupils' progress and attainment in RE. The school is working with the Catholic Schools Partnership (CSP) on benchmarking such data.
- The school's RE monitoring and self-evaluation systems are very accurate. A particularly attractive feature of the school's RE monitoring and assessment systems are the use of RE "working walls" –which celebrate pupils' RE work on the seasonal WTL RE topics and show progression, progress and attainment in RE from Early Years to Year 6 and/or within a particular key stage.

- Collective Worship is central to the life of this school and is a key part of every school celebration. From an early age, pupils learn how to plan, deliver, participate in and above all to enjoy CW. All teaching areas have been provided with an attractive RE focal point to help facilitate CW. Staff and pupils pray together regularly and in a variety of different settings. The themes chosen by pupils and staff reflect a deep understanding of the Church’s mission and include the opportunity for all pupils to reflect on their own spiritual aspirations whatever their backgrounds. This aspect of CW is particularly evident during periods of silent reflection when pupils demonstrate excellent reverence and respect of others at such prayerful times.

## **The Leadership and Management are Outstanding (1)**

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>1</b>
---	----------

- Leaders, governors and managers are deeply committed to realising the Church’s mission in education in this school. Encouraged and supported by the all-consuming drive of the executive headteacher, they are passionately energised by the task and are a continual source of inspiration for the whole community. Supportive home, school, parish links exist. There is a strong sense of high morale running through the school.
- The spiritual and moral development of pupils and Collective Worship are clearly linked to the School Development Plan (SDP). Through their “faithful stewardship” foundation governors strongly uphold their roles and responsibilities of maintaining the Catholic teaching and Gospel values of the school.
- The governing body is particularly fortunate in having a very experienced Chair of Governors and governors with a very wide skills set. Governors also readily avail themselves of appropriate training and development.
- An effective committee structure is in place and decisions taken are clearly minuted by a very effective clerk to the governors.
- The RAG rated (Red Amber Green) SDP is very easy to follow. RE progress is regularly monitored and reported on at full governors meetings’ by the executive headteacher. RE and Catholic Life are standing agenda items. Link governors visit classes and frequently attend school masses and seasonal liturgies.
- The governing body have approved an Education for Personal Relationships (EPR) Policy and Programme of Study which is in line with Diocese of Leeds guidelines.
- The governing body fulfils its role of “critical friend” in holding the school’s SLT to account. Identified governors are assigned oversight of specific areas of responsibility. The governor with responsibility for RE is a very regular visitor in school and is very
- pro-active in helping to promote the Catholic Life of the school. She also meets with RE subject leaders to review RE standards.
- A staff performance management system is in place which incorporate aspects of the Catholic Life of the School.

- The school's pastoral care is outstanding. The governing body have approved the employment of a Catholic Care Social Worker, a Parental Involvement Worker, Outreach Worker and a Pastoral Worker to provide support for the school's more vulnerable pupils. The pastoral support provided by this "Team Around The Child" is highly effective –especially around the time of pupils' transition to secondary education.
- The governors have approved an RE budget which is in line with other core curriculum areas and ensures that RE, Worship and Catholic Life of the School are adequately resourced. Classroom observations confirm that the RE Programme of Study (WTL) has an adequate quantity of appropriate RE text books for each particular year group. Similarly the First Holy Communion programme has been adequately provided with a sufficient number of pupil workbooks and associated resources to meet the needs of all the children taking part.
- During the inspection, all teaching areas were visited and all featured an attractive RE focal area with adequately resourced religious artefacts, including seasonal worship resources.
- The RE budget also provides funding for pupils to visit Leeds Cathedral. Bibles and other religious artefacts for school leavers are also provided by the school.
- Since the last RE inspection, the governing body have worked closely with the Diocese of Leeds to update and remodel the school building to provide a very attractive learning environment for pupils and staff.
- Governors have ensured that the key issues raised in the previous RE inspection have been successfully addressed. A strong feature of the school is that it is not complacent but is constantly striving for ways to improve still more.
- All canonical and statutory responsibilities are fulfilled.