



St Bernadette's Catholic Primary School

URN: 106508

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

07–08 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- The headteacher is an exceptional Catholic leader who has ensured that the school's mission and Catholic social teaching are lived out every day.
- Relationships are a key priority and show this is a fully inclusive school.
- Pupils' participation in all aspects of school life is exceptional and a joy to behold.
- The Early Years and Foundation Stage are exemplars of best practice, thereby providing a firm basis for religious education.

What the school needs to improve

- Implement the *Religious Education Directory* curriculum within Key Stage One.
- In religious education secure a consistent approach for challenging more able pupils.
- Provide greater involvement of pupils in the evaluation of prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

Pupils know that St Bernadette's is a Catholic school, where their faith is always the core priority. Pupils also know, "They are made in the image and likeness of God and show love for one another." They say, "We do everything in the name of God. Jesus is in the middle of all we do". Pupils are happy and know that they are loved by all staff. The *Live Simply Award* has enabled them to understand Catholic social teaching and its importance in their lives. Pupils also understand the importance of *Laudato Si* and *Fratelli Tutti* and how they can care for our world and all people in it. Consequently, the school has established an *Eco Council*. They have completed a litter collection in the local area and regularly look after the school environment responding to the call to live sustainably. The pupils have a good understanding of solidarity and have completed fundraising for Cafod, Nugent Care, Alder Hey and *The Brick*, a local charity. Pupils show respect for those of other faiths, religions, and none. They have a strong understanding of different cultures and societies. This is a calm and reflective school where behaviour is exemplary. Pupils actively participate in opportunities to develop their understanding of Catholic life and mission. Examples of this are the *Rosary Club* in October, singing of carols and membership of school choirs.

The mission of '*Growing Together in Faith, Love and Learning*' is known and witnessed by all. The daily interactions between staff and pupils shows that staff have fully lived out and are committed to the school's mission statement, across all aspects of school life. As a result, relationships are strong. The community is well known by staff due to a dedication, commitment and sense of pride in putting the pupils and their families first. This frequently involves many selfless acts from the staff. This is a highly inclusive school where everyone is valued and welcomed. Staff are exemplary role models who provide love and care for all. On arrival at St

Bernadette's, its enriching and accepting environment embraces you into the calming and inclusive ethos of the community. In the entrance area, the mission statement artwork completed by pupils illustrates community spirit. The school's provision for relationships, sex and health education meets both statutory and diocesan requirements and is faithful to the teachings of the Church.

Leaders and governors understand and live out the Church's mission to place Christ at the centre of school life. All leaders promote the Archbishop's vision for school to be a part of the Church wherein young people can flourish. Links with the parish are excellent and positively impact on the life and mission of the school. Parishioners value their relationships and interactions with the school especially through sharing in catechesis. The school clearly recognises that parents are the first educators, and it develops this relationship throughout their time in school. It begins with a simple introduction to staff and other families at a play centre during the summer holidays. This is then built upon through their *Growing Together* sessions, parent progress meetings and celebration events. Leaders at all levels are inspirational witnesses to the gospel and have ensured that pupils with special educational needs and disabilities, and others who struggle, receive a quality first education through their adaptive learning strategies. Governors are highly ambitious and are increasingly challenging the headteacher and subject lead. Connections are clear and developing between religious education and other subjects. The school includes its pupils in the evaluation of the Catholic life and mission, together with their increasing involvement in strategies for improvement.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

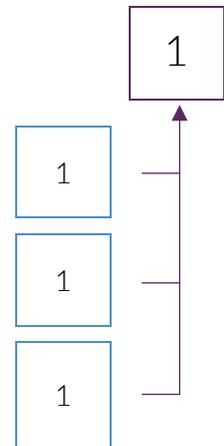
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing an excellent knowledge and understanding of religious education and making strong progress. This is evident in their work and attitude to learning. It is abundantly clear in their interaction with the content the *Religious Education Directory* in the Early Years Foundation Stage. Through use of targeted questioning pupils in all groups are making good progress in religious education. They are religiously literate, and teachers pursue every opportunity to embed understanding. This was evident in Early Years through the pupils correct use of vocabulary in the correct context. Pupils are aware of how to link their learning with life. Pupils thoroughly enjoy their religious education lessons and are enthusiastic to impart their knowledge to others within school and the wider the community. Most pupils take responsibility for their learning and produce work of a high standard. When given the opportunity, they are reflective and active learners. Behaviour in all lessons was outstanding. Through the live marking of their work, pupils are clear on what their next steps are and know how to make progress.

Teachers have a deep commitment and high expectations for all pupils. Their secure subject knowledge ensures that knowledge and understanding of religious education is shared at an age-appropriate level. Teachers know their pupils well and ensure that by using *Flashback Five*, prior knowledge is embedded before moving on to new concepts within the topic. Within a Year 5 lesson, pupils were able to use the strategy of *ABC Questioning*, which involved agreeing, building upon and challenging their own learning, so making them more reflective. Pupils work is celebrated through the awarding of house points and in the weekly celebration assembly when certificates are shared. Staff and pupils make links between religious education and their own spiritual and moral development. Within a specific piece of work a pupil was able to connect the father's unconditional love for his son to God's commandment 'to love one another as I have

loved you.' The school ensures that teachers have access to the highest quality of resources which are used well within lessons.

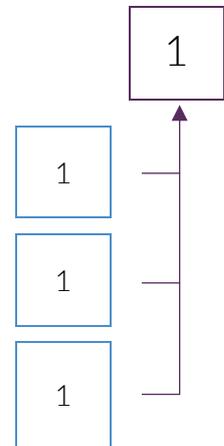
Leaders prioritise the planned religious education curriculum to ensure it is a faithful expression of the *Religious Education Directory*. They ensure parity between religious education and other subjects. Continuous professional development is prioritised and held in the highest regard. Religious education is the first subject that parents read in their termly progress reports and annual written report. The school development plan supports the continued enrichment of religious education and ensures accuracy in the evaluation of progress. The school has a strong link with the parish priest who supports staff with their subject knowledge and spiritual guidance. Subject leadership is exemplary and lived out through faith by sharing expertise with other staff. There is a clear vision for religious education, which includes pro-activity in establishing effective partnerships to enhance standards. Religious education in Early Years includes planning and the formation of content with other cluster schools. Overall, lessons are carefully planned to meet the needs of all learners. The introduction of *floor books* has enabled all pupils to make valid contributions in a creative manner, therefore enabling progress. The school forges excellent links with the wider community to support the pupils' religious education learning and formation. This has recently included visitors from the *Liverpool Reformed Synagogue*.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

<p>Pupil outcomes How well pupils participate in and respond to the school's collective worship</p>	1
<p>Provision The quality of collective worship provided by the school</p>	1
<p>Leadership How well leaders and governors promote, monitor and evaluate the provision for collective worship</p>	1



Pupils are joyful in their prayer and liturgy. They sing with great enthusiasm. Pupils, appropriate to their age and faith, understand that they can experience prayer in a variety of ways. This is evident through the amount of prayer spaces around the school that the pupils can freely access. They fully understand the structure of the liturgical year and how this is expressed in the prayer life of the school. Pupils are confident in their use of the four-part structure for prayer and liturgy. They undertake liturgical ministries with equal confidence. Prayer and liturgy is carefully planned and links are made to other curriculum subjects thereby enabling the pupils to put their faith into action. Throughout each week pupils are given the opportunity to articulate how they have been inspired by the Gospel. The *Go Forth* board is a reminder of what they have learnt during worship and on each Friday, reflection is completed through sharing of actions and responses to *the call*.

Prayer and worship is central to the life and workings of the school. St Bernadette's is a family that prays in times of joy and sorrow. The pupils, staff and school community recognise that praying together is important. One parent commented, "Although my child is not a Catholic, there is enjoyment in taking part in prayer and going to church." Daily prayer is planned to ensure careful progression. Staff have the resources to provide creative experiences for pupils' prayer. Reflections are based on the previous Sunday's gospel and are key to directing prayer and liturgy. These are shared in various ways to enable age-appropriate understanding. Staff model good practice during whole school and class worship. In class, focus tables are of a consistently high standard. Throughout the corridors there are varied prayer stations providing pupils with opportunities for spontaneous, individual prayer. These spaces are well cared for to ensure they remain conducive to prayer. The relationship between parish and school is robust. Parishioners are invited into school to lead and participate in prayer. Year 5 pupils have led prayer linked to

the *World Day of Prayer* in the local church. During a Sunday Mass, the GIFT team shared information about its *Live Simply* journey.

Leaders at all levels have a clear vision of how prayer and liturgy is structured to be part of the daily life of school. Staff are supported by leaders and the parish priest with continuous professional development. The school has utilised the *Stepping Stones* diocesan document to guide the progression of skills and participation of pupils, in an age appropriately way that has also enhanced the leadership skills of the staff. Senior leaders ensure that all pupils make weekly visit to St Bernadette's Church. Members of staff frequently observe each other in their delivery of prayer and worship. There is a process for evaluation which in some areas could use more depth. However, the current process is valued by all staff as they feel it benefits their own development. Prayer and liturgy are well resourced and accessible to all. Despite budgetary constraints, leaders ensure provision is prioritised when allocating resources. As a result, staff are supported in developing consistently rich experiences of prayer and liturgy.

Information about the school

Full name of school	St Bernadette's Catholic Primary School
School unique reference number (URN)	106508
School DfE Number (LAESTAB)	3593413
Full postal address of the school	St Bernadette's Catholic Primary School, Church Lane, Shevington, Wigan, WN6 8BD
School phone number	01257401125
Headteacher	Mrs H Crowder
Chair of Governors	Mrs C Mason
School Website	www.saintbernadettes.wigan.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	7 th February 2017
Previous denominational inspection grade	Outstanding

The inspection team

Sarah-Jane Carroll
Angela Phillips

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement