



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. CUTHBERT'S CATHOLIC PRIMARY SCHOOL

WIGAN

Inspection Date 23rd May 2019

Inspectors Mrs. Denise Hegarty,
Mrs. Angela Williams, Mr. John Riley, Fr. Anthony Kelly

Unique Reference Number 131228

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 397

Chair of Governors Ruth Fisher

Headteacher John Rushton

School address Thorburn Road,
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Date of last inspection 2nd October 2013

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Team and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Cuthbert's School is a larger than average sized Catholic primary school situated in the Wigan area of the Archdiocese, serving the parish of St. Edward the Confessor, Wigan.
- There are 397 children on roll of whom 155 are baptised Catholic, 80 come from other Christian denominations and 152 have no religious affiliation. There are 10 pupils from another faith or religious tradition at the school.
- There are 21 teachers at the school, 14 of whom are baptised Catholic. Fifteen teachers teach Religious Education. Five teachers have a suitable qualification in Religious Education and 6 others are undertaking the Catholic Certificate in Religious Studies.
- Since the last inspection, a new Headteacher has been appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

St. Cuthbert's is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- At the start of this school year, pupils played a key role in reviewing and renewing the school's Mission Statement, aims and core values and were part of planning improvements to it.
- Consequently, pupils appreciate, value and actively participate in the Catholic Life and mission of the school. At interview, a Year 6 pupil said, "Our values make our school special. We follow Jesus' footsteps." Pupils enjoy receiving rewards for being recognised as living the core values out.
- Pupils show a respect for themselves and others as made in the image and likeness of God. They appreciate that following the school's values enables them to flourish. As a child told an inspector, "Our school moulds me into a better person."
- The behaviour and attitude of most pupils is exemplary. They show an understanding of the need to forgive, be forgiven and have a very good understanding of right and wrong. They take an increasingly active role in restorative approaches within the school's positive behaviour policy and actively encourage each other to behave and achieve.
- Pupils listen to each other, co-operate well and develop strong relationships. The way they treat each other with consideration and respect, regardless of ability or background, as they follow their school values is a real strength of the school.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. They are aware of the needs of others and seek justice for others within and beyond the school community. This is evidenced in the way they support and raise awareness of a variety of charitable causes including Fur Klemt, CAFOD, The Brick homeless project and Shelter. Their understanding and ability to recognise links between scripture, the social teaching of the church, their life experiences and the charitable work they undertake is outstanding. At interview a child commented, "We can't feed five thousand, but we can share more."
- Pupils participate in opportunities provided by the school, such as visits, residential holidays and retreats. Year six pupils, for example, have taken part in a retreat day at Lowe House.
- Pupils respond well to the opportunities the school provides for their personal support and development. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have a very good understanding of loving relationships within the context of a Christian understanding.
- Pupils embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. The Mini Vinnies are an example of this. Members of this group visit the local care home to talk to residents, help younger children in school, fundraise, and often lead collective worship.
- Pupils are encouraged to take on roles and responsibilities in the school e.g. as school councillors and eco councillors and they embrace the demands that this entails.

- Pupils value and respect the Catholic tradition of the school and its links with the local high school irrespective of their own faith commitments. They contribute to and enjoy several excellent enrichment activities e.g. a collaborative music day with CJM.
- Pupils benefit from residential experiences provided by the school to the Lake District.
- Pupils feel able to express a pride in their own religious and cultural identities and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school's new Mission Statement clearly expresses the educational mission of the Church. Representatives from the school community including staff members, governors and parents/carers contributed to the renewal and review of the statement and to the development of the school's core values.
- Staff are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as staff prayer, putting policies into practice and in Continuous Professional Development on Catholic Life.
- The mission and core values are known and owned by all and are embedded throughout the school as they become central to the whole of school life. They are communicated effectively through assemblies, worship, activities and displays throughout the school.
- The whole school environment reflects its mission and identity through obvious signs of its Catholic character.
- There is a clear sense of community at all levels, evident in the quality and strength of relationships and of the centrality of prayer to the whole community.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils. The school has developed a positive behaviour policy, based on values from the Gospel, which staff members follow and are helping to embed. This includes the introduction of restorative practices to promote reconciliation.
- There is a strong commitment within the school to the promotion of Catholic Social Teaching principles, to care for our common home and to the dignity of every human person.
- The school provides many opportunities for the spiritual, moral, social, emotional and cultural development of pupils. Pupils are encouraged to be living examples of values from the gospel and to foster a respect and understanding of other faiths and beliefs.
- Many experiences are provided for pupils to widen their horizons and raise their aspirations. Various visitors have been commissioned to enrich pupils' learning. These include assemblies and workshops for CAFOD, Anti-racism, Other Faiths and Cultures and Gender and Respect.
- Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles.
- Policies and structures are in place, which provide outstanding pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice. A highly effective pastoral team work closely with disadvantaged and vulnerable children and their families providing care and support.
- The school has a regard for the well-being and pastoral needs of staff. All members' needs are understood and well-catered for.
- The parish priest supports and promotes the Catholic Life of the school.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.

- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The promotion of the Catholic Life of the school is important for leaders who share the school's values and mission with the school community in a variety of ways including meetings, coffee mornings, newsletters and the school website.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's outstanding self-evaluation which involves rigorous monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and the Mission Statement. There is no room for complacency. The Catholic Life is monitored well through, for example, pupil voice and parental questionnaires.
- This leads to planned improvements to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is excellent. Staff members are involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have an excellent understanding of the school's mission and are very supportive of it.
- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Two governors hold particular responsibility for monitoring and promoting the Catholic Life of the school. Along with the rest of the governing body, they make a significant contribution to the Catholic Life of the school. All are highly committed to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary.
- There are close links with wider networks. The school works well with their local cluster group and high school.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school. Leaders and staff members support the parish *With You Always* programme for sacramental preparation.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their limited starting points, make very good progress in each key stage, with many achieving outstanding progress. As part of their commitment to inclusion, the school gives all pupils, especially those with additional needs, the opportunity to learn and achieve. These pupils are also making similar progress to their peers.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively to reflect spiritually, and to think ethically and theologically. As a consequence, pupils are fully aware of the demands of religious commitment in everyday life.
- They are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.

- Pupils concentrate exceptionally well and are very rarely off task at any time. They have clear understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress.
- Pupils approach their lessons with great interest and enthusiasm. They think deeply and discuss their own and others' experiences with sensitivity and understanding according to their age and capacity. They enjoy challenging activities and respond well to opportunities which extend their learning.
- Behaviour in lessons is excellent because pupils enjoy Religious Education and disruptions in lessons are unusual. They enjoy working together in groups and collaborate well with each other.
- Pupils' attainment, as indicated by teacher assessment is very good. Pupils achieve at least average attainment with many exceeding, and this is an improving trend.
- The quality of pupils' current work, both in class and in written work, is excellent. They take great pride in their work and present it very well. They express their views and opinions openly and confidently.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers consistently plan lessons linked to pupils' current assessment so that pupils learn well. They know their pupils well and plan to meet their individual needs through differentiated activities and guided support. As a result of this, teaching is mainly very good to outstanding and all children are enabled to access the curriculum with confidence and enthusiasm.
- Teachers are confident in their subject expertise and have a very good understanding of how pupils learn and have high expectations of those they teach. Consequently, the vast majority of pupils respond positively, apply themselves really well and make at least very good progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including role play, discussion, music, art etc. Pupils are, therefore, highly motivated and concentrate hard in lessons.
- Teachers ensure pupils are praised for good work and are involved in evaluating how well they are achieving. This contributes to very good progress and increases their confidence in making further improvements.
- Teachers manage time well to secure learning in lessons and across sequences of lessons.
- Teachers use observation and probing questioning during lessons in order to adapt tasks and explanations. This improves learning for pupils and enables them to think more deeply and to make links across topics.
- High quality resources, including other adults are used effectively to optimise learning for pupils. Additional adults in the classroom are a huge asset. They have good subject knowledge, ask challenging questions and encourage children to talk about what they are doing. This enhances learning and increases pupils' religious vocabulary.
- High quality oral feedback and supportive and encouraging marking leads to the engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to reflect on their learning and this assimilates their knowledge and improves their understanding of what they need to do to improve.
- Assessment procedures are well in place. Ongoing informal assessment takes place using a holistic approach and always informs future planning. Formal assessment is undertaken in line with Archdiocesan expectations. Teachers are gaining confidence in using the new draft *Standards of Attainment in Religious Education*.

- Achievement and effort are frequently celebrated leading to high levels of motivation from pupils. Interactive displays and working walls celebrate the pride and enjoyment the children have in their work.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum fully meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors also ensure that at least the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a true reflection of frequent assessment, tracking, rigorous monitoring, searching analysis and self-challenge which is informed by current best practice in Religious Education.
- There is a thorough monitoring and evaluation schedule in place which includes classroom observations, scrutiny of work, learning walks and pupil interviews. These are undertaken in a positive, supportive manner and ensure that the focus is always on development and improvement. This all results in strategic action being taken by the school which leads to at least very good outcomes in Religious Education.
- Part of the school's performance management procedures involve all teachers having a Religious Education objective. There are continuing professional development opportunities provided for all staff including newly qualified members to improve their knowledge, understanding and skills.
- The subject is led by a team of highly skilled practitioners who display inspirational leadership. They are highly dedicated, very effective and enthusiastic in their approach. They have a clear vision for teaching and learning and a high level of expertise in securing this vision. These are used to improve teaching and learning in Religious Education, resulting in teaching that is likely to be at least consistently very good to outstanding.
- The team has a secure overview of standards of Religious Education through their effective assessment and tracking procedures. These are regularly moderated within the school and the local cluster group. They shared with governors as appropriate.
- Leaders have produced an excellent handbook to guide and direct staff in the subject. They demand quality time at staff meetings to impart information, give advice and share any new initiatives.
- A generous budget has been provided in line with other core subjects and, following an audit, new resources have been purchased to enhance learning.
- Parents and carers are informed each term of what the children are learning in the *Come and See* programme and are thus enabled to support their children's learning.
- Leaders and governors ensure that Religious Education is well-planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases. They are involved in evaluating Religious Education through their own monitoring visits. Named governors are responsible for overseeing the development of the subject.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- They act with utmost reverence and are keen to actively participate in Collective Worship. Pupils sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils regularly take the initiative in preparing and leading worship and do so with confidence, enthusiasm and a degree of independence. They are very thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Twenty-eight pupils from Years Five and Six are committed Mini Vinnies. One third of these pupils decide on themes each half term and deliver Collective Worship to each year group in an age appropriate manner, sharing the message from scripture both respectfully and creatively. Examples of these sessions are posted on the school website for parents and carers to view.
- Pupils have a great knowledge and understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. They expertly choose appropriate liturgical colours for worship tables.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging, and all members of the community speak positively about these opportunities.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- The community gathers at the start of each week for a welcome assembly where the focus is on one of the school's core values. This time is much enjoyed and appreciated by staff members and pupils alike. A pupil proudly commented, "Our headteacher welcomes us every Monday with a Collective Worship and shows us how to be kind to others."
- Collective Worship has a clear purpose, message and direction. The themes carefully selected for worship reflect an excellent understanding of the liturgical seasons and the Catholic character of the school.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils celebrate with positive experiences of the Church's liturgical life.
- Each class has an area devoted to Collective Worship and a box of relevant resources. Each teacher maintains a file of Collective Worship plans, photographs and evaluations. These are regularly monitored by leaders to ensure quality experiences are provided for pupils.
- Collective Worship is delivered in a variety of settings ranging from the classroom, the hall and the school's spiritual garden.
- Staff are highly skilled in helping pupils to plan and deliver quality worship when appropriate. They have a thorough understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.

- All staff and governor meetings begin with prayer asking for God's guidance.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is improving. The recently introduced 'Stay and Pray' sessions are proving to be a positive experience for all who participate.
- The parish priest says Mass twice a term and older pupils attend and participate by serving, reading, singing and responding.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders have developed an excellent, comprehensive policy and further guidelines to inform the planning and delivery of quality Collective Worship. These have been reviewed and approved by governors.
- Collective Worship is timetabled appropriately across the school and timings are suitable for the age and stage of pupils.
- They have an excellent understanding of the Church's liturgical year, seasons and feasts and make these accessible to the pupils in a contemporary context e.g. during Easter and Advent reflections.
- Leaders are very visible as leaders of Collective Worship within the school are appropriate models of excellent practice for staff and pupils. Their worship is well-prepared, well-resourced and always reflects the correct liturgical season.
- Leaders have high expectations for the quality of Collective Worship and ensure that staff members have access to continuing professional development to keep their skills up to date. They make this a priority and provide advice and support as required.
- A generous budget is provided for in-service and to purchase resources that enhance provision.
- Leaders and governors actively and extensively promote pupils' planning and leading Collective Worship.
- Leaders and governors regularly appraise Collective Worship as part of their self-evaluation processes with systematic reviews of school performance. Worship has a high priority in the School Development Plan.
- Governors regularly partake in Collective Worship, assemblies and school Masses as they visit the school. They receive termly updates from the co-ordinators and from the children leading the MiniVinnies.

What the school needs to do to improve further

- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.
- Further develop the quality of teaching and purposeful learning in Religious Education by:
 - improving the plenary sessions in lessons to move learning forward.
- Further develop the work being undertaken in the Catholic Life of the school by:
 - clearly identifying the objectives that show how the aims from the school's Mission Statement are lived out;
 - continuing to promote the *Catholic Certificate in Religious Studies* for all.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

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 governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate