



St Oswald's RC Primary School

Easington Avenue, Wrekenton, Gateshead Tyne & Wear. NE9 7LH

URN: 108384

Inspection dates: 23 - 24 September 2013
Lead inspector: Denise Kendall

OVERALL EFFECTIVENESS	PREVIOUS INSPECTION:	Outstanding	1
	THIS INSPECTION:	Outstanding	1
	CATHOLIC LIFE:	Outstanding	1
	COLLECTIVE WORSHIP:	Outstanding	1
	RELIGIOUS EDUCATION:	Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Oswald's RC Primary school is Outstanding

- The quality of the Catholic Life of the school is outstanding because there is a strong family ethos which is welcoming and caring and this enables both children and adults to flourish in a nurturing community where each person is valued as a member of God's family.
- The quality of Collective Worship is outstanding because from a young age pupils are deeply reverent and respectful during prayer and Collective Worship.
- The quality of Religious Education is outstanding because pupils enjoy their learning and show tremendous commitment during Religious Education lessons. They want to do their very best and have excellent attitudes to their work and learning. The behaviour for learning in the majority of lessons is outstanding.

FULL REPORT

INFORMATION ABOUT THIS SCHOOL

- St Oswald's RC School is an average size primary school. It is situated in Wrekenton, an area of high social and economic disadvantage.
- Most pupils are of white British heritage with a small number from ethnic minority groups.
- An above average number of pupils are eligible for support from pupil premium.
- The school has an above average number of pupils on the special needs register.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

To improve further the school needs to:

- Raise standards in Religious Education by:
 - Ensuring that effective marking is more consistent throughout the school and that it is sufficiently focused on pupil progress and achievement in Religious Education
 - Ensuring marking clearly identifies to pupils how to improve their work and the next steps in their learning.
- Ensure the needs of all pupils are met by:
 - Making sure that the best examples of differentiating work by task, which can be seen in high quality lessons, is developed consistently throughout the school in order that all pupils are able to experience high quality activities for learning.

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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- Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it.
- They take great advantage of the many opportunities the school provides and talk enthusiastically about these including fundraising events which support the school project in Peru. They are also very supportive of projects linked to providing support for the homeless.
- The behaviour of pupils is excellent. They show great care and respect for one another. It is clearly evident that they understand what it means to live by Gospel values and belong to a Catholic school by the way in which they speak and play together.
- The pupils demonstrate both in the classroom and the playground that they are fully aware of the needs of others and quietly support one another thus enabling each child to benefit from the warm and nurturing environment.
- Pupils contribute regularly to the monitoring and evaluation of the school through the school council and pupil questionnaires. They genuinely feel they are listened to and that they can suggest ways of changing and improving their school.
- The pupils are proud of their school and understand what it means to belong to a Catholic school. They are delighted to be part of the parish community and are regularly involved in parish and diocesan celebrations.
- The quality of provision for the Catholic Life of the school is outstanding.
- There is a strong family ethos which is welcoming and caring and this enables both children and adults to flourish in a nurturing community where each person is valued as a member of God's family.
- The outstanding pastoral support that is given to both pupils and staff ensures the needs of all are met resulting in a happy nurturing community where witness to Jesus Christ is at the heart of the school.
- The school chaplain contributes significantly to the work of the school. She is highly visible to all (pupils, staff and parents) and inspires the pupils particularly to live life to the full and to work together for the common good.
- The school's behaviour policy reflects Gospel values. It is clear that pupils are supported

well in making right choices and that they understand personal responsibility

- The school mission statement is clear and displayed throughout the school ensuring that it is an integral part of daily life.
- 'Statements to Live By' are displayed throughout the school and these are clearly used to help pupils to understand how to live in the way Jesus wants them to.
- Displays throughout the school contribute to the stimulating learning environment which reflects the schools mission and Catholic character.
- The leadership and management of the Catholic Life of the school is outstanding.
- The headteacher together with the management team has a very clear understanding and vision of Catholic education and of the role of the Catholic school in the mission of the church.
- School self-evaluation is rigorous ensuring that the Catholic mission of the school has the highest priority. This leads to well-targeted planned improvements and developments such as the appointment of an outstanding school chaplain who contributes significantly to the Catholic Life of the school.
- The governing body is fully involved in the life of the school and they are fully committed to ensuring that the Catholic ethos underpins all aspects of school life.
- The leadership and management team including the governing body have the highest expectations for the promotion and continuing development of the Catholic Life of the school.
- Governors are fully informed of the school's strengths and areas for development. This results in targeted planning and actions which ensure continuous improvement in all aspects of the Catholic Life of the school.
- Parents are fully supportive of the school and value the impact that the Catholic Life of the school has on their pupils.

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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- Pupils' response to and participation in the school's Collective Worship is outstanding.
- There is a range and variety of prayer opportunities provided, thus ensuring that prayer is at the heart of the school community.
- Pupils' involvement in Collective Worship is a central part of their experience from their earliest years. Pupils are skilled in using a variety of methods to support their prayer.
- From a young age pupils are deeply reverent and respectful during Collective Worship. They are reflective and focused during prayer and know how to lead and contribute appropriately from their earliest days in school.
- All pupils sing joyfully and with enthusiasm during Collective Worship and this contributes significantly to the prayerful experience of everyone.
- Pupils speak highly of the different ways they pray in school and are able to outline the ways in which they plan Collective Worship and prayer together in their different class groups.
- Pupils have a good understanding of religious seasons and festivals and of the Church's liturgical year and are able to apply their knowledge and understanding to class discussions and Religious Education lessons.
- The experience of being part of a praying community has enabled all pupils to be thoughtful and reflective irrespective of their faith background.
- The quality of provision for Collective Worship is outstanding and ensures that the spiritual needs of all pupils are met.
- Prayer is at the heart of the school community and is inclusive and reflective.
- It is evident that from the beginning of their school life pupils are encouraged to have a special relationship with God through prayer.
- Opportunities for prayer and Collective Worship are very well planned and resourced. Excellent examples of child led planning are evident particularly in upper key stage two (KS2).
- It is clear that pupils are encouraged in a delightful manner from their earliest years in school to lead prayer in the classroom in a very special way.

- Focal points are evident in each class with well thought out resources. These all contribute to the quality of prayer and provide good support and stimulus for reflection.
- All staff clearly demonstrate an understanding of the liturgical year and ensure that there are many opportunities for pupils to share in this. As a consequence pupils respond well to all that is provided for them.
- Collective Worship has a significant impact on the spiritual and moral development of pupils.
- The promotion, monitoring and evaluation by leaders and managers of the provision for Collective Worship is outstanding.
- All staff model best practice when leading and supporting pupils in Collective Worship thus ensuring that this has a good impact.
- The headteacher and senior leaders have a clear vision for the further development of Collective Worship.
- Professional development in leading and supporting pupils in the planning of prayer and liturgy is given high priority and as a result the confidence and reflectiveness of both adults and pupils is outstanding.
- Opportunities are provided for the staff to pray and reflect together and the response to this is excellent.
- Very good strategies are in place to monitor many aspects of school life including Collective Worship and as a result the quality of Collective Worship continues to improve and enrich the school community.
- The views of parents and the parish are regularly sought. The results of these are highly valued by both the leadership team and the governing body and together they ensure that the views contribute to the further development of the prayer life of the school.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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 monitor and evaluate the provision for Religious Education

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- Pupils enjoy their learning and show tremendous commitment during Religious Education lessons. They want to do their very best and have excellent attitudes.
- Behaviour for learning is outstanding. Pupils apply themselves diligently to their learning and constantly strive to extend and improve their learning in many different ways.
- There are no notable differences between groups of learners. Inspection findings showed little difference between the progress of boys and girls, Catholic pupils and those other than Catholic.
- Pupils with special educational needs make at least expected progress and arrangements are in place to ensure that whenever necessary, pupils are supported in order to make progress according to their needs and capabilities.
- Pupils enter school with starting points well below the national average. Pupils make expected progress and achieve very well in all key stages.
- Creative lessons, where pupils are challenged to think deeply and extend their knowledge and understanding, result in the vast majority of pupils achieving extremely well by the end of KS2. This is particularly evident in upper KS2 where pupils were able to use information to discuss in depth the affect one person's views had on the lives of others and how this could be linked to the Gospels.
- 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 in Religious Education is outstanding and ensures that many pupils make at least good and in some cases outstanding progress.
- Teachers in all key stages have high expectations and plan challenging and focused learning activities. They ensure that a range of teaching and learning styles are used and this together with quality resources results in very good learning.
- There are some excellent examples of differentiating work by task in high quality lessons, however this is not consistent throughout the school such that not all pupils are able to experience the very best activities for learning.

- Teachers ensure that they check pupils learning throughout lessons and are able to adapt their teaching when appropriate ensuring that all pupils have the best opportunities to learn and make progress.
- Teachers use praise effectively to provide encouragement and support for all pupils throughout the school.
- Regular and accurate assessment takes place and the school ensures that very good moderation strategies are in place both within and beyond the school.
- The school has an accurate picture of pupils' achievement and there are some excellent examples of focused marking however this is not consistent throughout the school.
Pupils are involved in evaluating their learning however insufficient direction is given in helping them to know how to improve their work and what the next steps are in their learning.
- The monitoring and evaluation of Religious Education is outstanding. The headteacher together with staff team ensures that excellent monitoring systems are in place and this together with well written action plans clearly identify planned improvements in outcomes for pupils.
- The new Religious Education subject leader is very well supported by the leadership team and together they inspire confidence and are clearly focused on ensuring all pupils achieve at the highest standards.
- Curriculum planning is imaginative and stimulating and ensures that all pupils are able to access their learning.
- Religious Education is very well resourced and it fully meets the requirements of the Bishops' Conference.
- Sacramental preparation is given high priority by the headteacher and governors and follows diocesan guidance and policy.
- Assessment is well developed and an integral part of the planning process.
- Pupils work is moderated within the school and also annually as part of the diocesan process cluster.
- The school has an excellent partnership with their local feeder high school. The headteacher ensures that all pupils benefit significantly from the opportunities that are made available to them through this partnership.
- Focused marking is in place in some classes however not all pupils benefit from this and so some pupils do not have the opportunity to reflect upon the advice given and respond to it.

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.

1

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.

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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

SCHOOL DETAILS

Unique reference number	108384
Local authority	Gatehead

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.

Type of school	Primary
Chair of governors	Mrs Mary Gibson
Head teacher	Mrs Christine Wallace
Date of previous school inspection	20 - 21 May 2008
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