



# St Philip Neri RC Primary School

Ellison Rd, Dunston, Gateshead, NE8 2UQ

School Unique Reference Number: **108394**

**Inspection dates:** 08 – 09 November 2016  
**Lead inspector:** Angela Boyle

<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 Philip Neri RC Primary School is an outstanding Catholic school because:

- St Philip Neri is a welcoming and vibrant Catholic school, where the vision of the headteacher is shared by all. The welcome from pupils, staff and governors is exceptional and an indication of the excellent relationships which are a key strength of the school.
- The quality of Collective Worship is outstanding because it is central to the life of the school. Guided by skilled staff, pupils confidently plan and lead worship and all pupils act with reverence and respect.
- 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.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Philip Neri is a smaller than average sized primary school serving the parishes of St Philip Neri and Immaculate Heart.
- The proportion of pupils known to be eligible for pupil premium is lower than average.
- The proportion of pupils with special educational needs is below average.
- The large majority of pupils are of white British heritage, although the proportion of those from other backgrounds and those with English as an additional language is increasing.

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

- Improve the quality of teaching in Religious Education by:
  - Further embedding the newly implemented marking policy.
  - Ensuring that pupils are given more time to respond to marking and improve their work in all classes.
  - Ensure teachers finely tune differentiation so that tasks are consistently matched to pupils ability
- Improve the quality of Collective Worship by:
  - Developing creative prayer spaces within the school grounds.

## 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 are at the centre of the school's mission and ethos and participate enthusiastically in the many opportunities offered to them to contribute to the Catholic Life of the school. The Mission statement is central to life at St Philip Neri and is fully embraced by all pupils.
- Pupils have a strong sense of belonging to the school family; they strive to promote the strong school ethos within their families and the wider community and are rightly very proud of their school.
- Pupils have an excellent grasp of how their faith impacts upon their lives and the lives of others and can clearly articulate their beliefs. They are reflective and are able to discuss moral and spiritual issues with confidence.
- Pupils willingly and eagerly take on positions of responsibility and leadership within the school including buddies. All talk positively of this provision.
- Pupils are alert to the needs of others, they talk confidently about their charitable work including Cafod, the foodbank and the choir making a CD to raise funds for refugees. The response to these appeals is very good and the school raises significant sums each year.
- Pupils' behaviour is exemplary, they show respect towards one another and have deep respect for those of other faith traditions.

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

- The mission statement is fully embedded and lived out by all in the school community; it is prominently displayed throughout the school and prayed in Collective Worship. The Catholic character is reflected and celebrated in the many vibrant displays and prayer spaces.
- People are at the heart of this family community. Strong relationships and mutual respect between leaders, governors, staff, parents and pupils are a key feature of the school. Catholic values are embedded in the life of the school and adults are excellent role models.
- Pastoral care for pupils is outstanding. Clear policies and procedures are in place which provide the highest levels of pastoral support to pupils and their families. Parents were appreciative of, and gave personal and emotional accounts of support they have received.

- Personal, social and health education is consistently well taught, 'Statements to Live By' contribute to this. The relationships and sex education programme is delivered very effectively at age appropriate levels following the diocesan model.
- The behaviour of pupils in and around the school is exemplary; the highest standards of moral and ethical behaviour are promoted through the school's high expectations and are further challenged by a strong governing body.

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

- The headteacher, Religious Education coordinator and chaplain are outstanding role models; they demonstrate strong witness and deep commitment to the church's mission and provide very clear direction for the Catholic Life of the school.
- School self-evaluation is a reflection of rigorous monitoring, analysis and self-challenge. Leaders, including governors, know their school well and give high priority to the development of Catholic Life.
- Excellent induction procedures ensure that staff new to the school are very well supported and feel valued. The inspector was told that, 'there is a greater sense of community and family than I've experienced in other schools and a compassionate structure that comes from the top down'.
- The school's engagement with parents and carers is excellent. There are clear strategies for working with parents who are highly supportive of the school and its values.
- Governors make a significant contribution to the Catholic Life of the school, they are passionate about the school, are highly visible and actively involved. They have an excellent grasp of the school's strengths and areas for development. They work very effectively with the headteacher and are confident in holding the leadership team to account whilst being committed to supporting the school's mission.

## 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.**

- St Philip Neri is a prayerful community; Collective Worship engages the interest of all pupils and inspires them to reflect and respond with joy.
- From a young age pupils are deeply reverent and respectful during Collective Worship; they are reflective and focused during prayer.
- Pupils take part in, lead and prepare class liturgies and whole school prayer with enthusiasm and confidence. They plan and lead worship for each 'Come and See' topic at an age appropriate level. The school has a wide variety of artefacts and resources which the children use to add to their worship experiences.
- Pupils have a very good understanding of religious seasons and festivals of the liturgical year and describe how they are celebrated in school and the parish. They talk of their contribution to, and involvement in, special devotions such as the Rosary and Stations of the Cross.
- There is a deep sense of respect for beliefs different to their own and pupils are well informed demonstrating a good understanding of other 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, at the heart of every celebration, is inclusive and reflective. Praying together is a natural part of the school day for all staff and pupils.
- Focal points and displays in each classroom and throughout the school are thought provoking, well-resourced and provide very good support for reflection and prayer. Prayer spaces have an interactive element and reflect the liturgical season engaging all pupils.
- Collective Worship observed in year six on the theme of peace, included creative prayer stations. Pupils and adults moved quietly around these and were all engaged and reflective; pupils' response was outstanding.
- Collective Worship planning indicates that pupils are skilfully guided in the preparation and delivery of quality worship in an age appropriate way.
- The chaplain is very experienced and encourages the whole school team to be creative in

their provision of stimulating worship, with themes chosen which reflect a deep understanding of the liturgical year.

- Parents, parishioners and governors regularly take the opportunity to be present in Mass, assemblies, liturgies and acts of worship and comment with enthusiasm on the consistently high quality.

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

- The headteacher, Religious Education leader and chaplain have an excellent understanding and expert knowledge of how to plan and deliver quality acts of Collective Worship and ensure this is cascaded and shared with staff. As a result staff develop great expertise in guiding pupils and giving them the skills to prepare and lead worship.
- Leaders have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols and use a range of artefacts and symbols to deepen pupils' appreciation, knowledge and understanding. Therefore Collective Worship is delivered in a way that is relevant to pupils in a contemporary context using a range of skills and high quality resources.
- Leaders regularly monitor the quality of Collective Worship, it is under constant review. Findings inform future developments and training needs as evidenced in the school improvement plan. They ensure staff receive formation in liturgical and spiritual understanding.
- Leaders regularly seek the views of parents and staff, their responses are highly valued and lead to further development.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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, recognise it as a core subject and are keen to do well. They speak with great enthusiasm about their lessons and what they have learned.
- Pupils enter the school with knowledge and skills that are below what is expected for their age. They make good or better progress throughout early years foundation stage and key stage one, this continues throughout key stage two. Progress is consistent across the school.
- Systems are in place to monitor the progress of different groups. Inspection findings and evidence presented by the school show no noticeable difference between groups of learners.
- Pupils in the lessons observed concentrated well and were almost always on task throughout the lesson. They take pride in their work and aim to do their best. Behaviour for learning is outstanding.
- Pupils identified as having special educational needs make very good progress because of well targeted support from highly skilled staff.
- Religious Education is at the heart of the school curriculum. Across the school pupils acquire knowledge quickly and are developing the ability to reflect upon meaning and make links to their own lives.

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

- Teaching is consistently good with a proportion of outstanding teaching observed during the inspection.
- Teachers have great passion for the subject and a high level of confidence and expertise. They have high expectations, very good subject knowledge and know their pupils well. They plan creative and imaginative lessons which build upon prior learning, and use a good range of high quality resources.
- A wide range of teaching styles, very effective questioning skills and the good pace of lessons engage learners.
- Teaching assistants are used effectively to support individual and group learning ensuring good progress for most pupils.

- Assessments are regular and systematic and both internal and external moderation is accurate.
- Marking and feedback is good. Work is regularly marked, addressing areas of success and an area for improvement. However feedback does not consistently give guidance to pupils on how to improve their work and they are not always given enough time to improve their work.
- There are some good examples of differentiation by task; however there are some inconsistencies across the school so that a small minority of pupils do not experience the best activities for learning.
- Pupils' are involved in self-assessment and this is well embedded across the school.

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

- Leaders are well informed of current developments in Religious Education. Their knowledge of best practice and implementation of diocesan advice ensures staff share their vision for continuous improvement; they provide strong and effective leadership of Religious Education.
- The Religious Education coordinator is passionate about Religious Education as a core subject and provides outstanding support to staff, particularly those new to the school.
- Leaders carry out a wide range of monitoring activities. Work and planning scrutiny, lesson observations and analysis of teaching and learning are regular features of the monitoring cycle. Rigorous and robust tracking systems are in place.
- Together these provide a firm basis for identifying strengths and areas for development. This ensures sound evidence is used to accurately identify priorities for school improvement.
- Governors are regular visitors to the school; they hold leaders to account for performance in Religious Education and are involved in a range of monitoring and evaluation activities. They are supportive and also very confident in their ability to challenge.
- Sacramental preparation is outstanding, led by a team of parish catechists, including governors, it is in line with diocesan guidelines and 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.

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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.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

## SCHOOL DETAILS

<b>School name</b>	St Philip Neri RC Primary School
<b>Unique reference number</b>	108394
<b>Local authority</b>	Gateshead
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Miss Chris Straughan
<b>Head teacher</b>	Mrs Valerie Douglas
<b>Date of previous school inspection</b>	May 2012
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