



St Cuthbert's Catholic Primary School

Balmain Road, North Kenton, Newcastle upon Tyne, NE3 3QR

School Unique Reference Number: **108506**

Inspection dates: 11 – 12 June 2014

Lead inspector: Jill Burgess

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 Cuthbert's Catholic Primary School is an outstanding Catholic school because:

- The quality of Catholic Life is outstanding because all members of the school community are fully committed to implementing the mission statement which is central to the life of the school.
- The quality of Collective Worship is outstanding. There is a range of opportunities provided to inspire and engage pupils.
- The quality of Religious Education is outstanding. Pupils enjoy their lessons and demonstrate outstanding behaviour for learning.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- This is an average sized primary school.
- The proportion of pupils supported by the pupil premium is below average.
- The majority of pupils are from a White British background. The proportion of pupils from minority ethnic backgrounds has increased over recent years.
- The proportion of pupils who speak English as an additional language is well below average. The proportion of non-English speaking children has increased over recent years.
- The proportion of pupils identified as having an additional special educational need or with a statement of special educational needs is below average.
- The school has a 52 place nursery.
- The present headteacher took up post in September 2013.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Develop the quality of teaching and learning by:
 - Sharing best practice amongst all staff to ensure pupils are consistently given adequate time to respond to teacher feedback.
- Extend the opportunities for Collective Worship by:
 - Allowing children to routinely lead whole school worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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.

1

1

1

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

- Pupils are rightly proud of their school and have a deep sense of belonging to their school family. They flourish in an atmosphere where everyone is valued and is expected to achieve.
- Pupils are fully involved in decision making processes and enjoy many varied opportunities to support others within, and beyond, their school and local community. The student council talk with great enthusiasm of their visit to the People's Kitchen and the range of fundraising events in which they participate throughout the year.
- The behaviour of pupils is exemplary at all times. They are alert to the needs of others and are ready to support each other whenever necessary. At all times, children are encouraged to listen, give thanks and appreciate the need for reconciliation. One year four pupil commented, "When we say sorry it's like a weight is lifted from your shoulders". As a result, positive relationships are very evident as children work and play.
- The school provides many opportunities for personal development and growth and pupils take full advantage of experiences offered, including parish and diocesan celebrations, as well as residential visits for year groups within key stage two.

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

- The school's mission statement, '...To be the best we can, showing Christ's love in all we do', is reinforced in all aspects of school life. High expectations are shared by staff, governors and pupils.
- St Cuthbert's is a school which is attentive to the needs of all members of its community evident in the excellent relationships which exist between staff, governors, parents and pupils. The school is a supportive and happy place to work and learn.
- The highest level of pastoral care is offered to pupils. The deployment of support staff is used to excellent effect for the benefit of all pupils whatever their level of need. The school has devised its own programme of Personal, Social and Health Education (PSHE) across the school and has adopted the diocesan scheme 'Journey in Love' to support the delivery of Relationships and Sex Education (RSE).
- Gospel values are referred to frequently to motivate pupils and have a positive effect on pupil behaviour.

- Vibrant displays and the many prayerful spaces in school contribute to a stimulating learning environment which reflects the school's mission and Catholic character.

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

- School leaders are deeply committed to the Church's mission in education. Maintaining an authentic Catholic ethos is given the highest priority. The headteacher ensures that 'aspirations of excellence' are shared at all levels between staff and pupils.
- Self-evaluation is thorough and gives an accurate picture of the strengths and areas to be further developed. School improvement planning is comprehensive, reflecting a desire and capacity for continual improvement.
- Governors are fully involved in reviewing and shaping the Catholic Life of the school, they are highly ambitious and fully recognise how this area underpins all aspects of school life. They emphasise that 'this school is about people, where empathy and compassion are at the heart of all we do'.
- Parents are very supportive and value the long term impact the Catholic Life of the school has on their children.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- 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.

1

1

1

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

- Collective Worship at St Cuthbert's is a highly engaging experience and children maintain interest at an exceptional level from an early age.
- They respond enthusiastically, in a range of prayerful gatherings, which is reflected in the quality of communal singing, prayerful silence and in their thoughtful, honest responses. Pupils are able to skilfully create an atmosphere conducive to prayer and worship is a moving experience for all involved as highlighted in the 'Footsteps in Faith' prayer meeting.
- Pupils show confidence using a variety of approaches to prayer, such as scripture, liturgical dance, religious imagery and artefacts. Parents recognise how this encourages 'increased participation'.
- Pupils benefit greatly from opportunities to plan, prepare and lead elements of worship. They take their responsibilities seriously. As yet, pupils do not have sufficient opportunities to plan, prepare and lead whole school worship.
- Pupils demonstrate a clear understanding of the Church's liturgical year, its seasons and feasts and can talk freely about how this is reflected in school celebration.
- Other faiths are respected and celebrated and children show a deep level of respect when praying with others who do not share their beliefs.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is an essential aspect of every school gathering. Praying together is part of the daily experience for all pupils and staff.
- Staff lead by example and encourage children to reflect on prayerful experiences through careful planning and appropriate questioning.
- Each Collective Worship has clear purpose and direction ensuring themes are easily accessible to pupils. This is evident in whole school gatherings which creatively explore Gospel values at an appropriate level.
- In class liturgies, such as 'Reconciliation' and 'Searching for God', children's concentration never wavered and they demonstrated excellent understanding.
- The wider school community respond positively to opportunities to join in school celebrations, liturgies and school Masses which are all well attended.

- Teaching staff are highly skilled in modelling for pupils the skills required to plan and deliver Collective Worship.
- The school chapel is a wonderful resource, utilised and enjoyed by pupils and parishioners. Additional focal points are evident throughout the school and within every classroom. They contribute to the quality of prayer providing quiet spaces for reflection.

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

- Leaders and managers demonstrate an excellent understanding of how to plan and deliver quality experiences of Collective Worship. They are role models of outstanding practice for colleagues and pupils.
- With a thorough understanding of the Church's liturgical year, its rites and symbols, leaders and managers wholeheartedly embrace opportunities to explore these traditions with pupils. Children's attention is held through use of Information and Communications Technology (ICT), a range of resources and an interesting mix of hymns and contemporary music.
- Liturgical and spiritual development of staff is viewed as a priority and opportunities are provided for a staff retreat. This is greatly valued by all.
- Effective strategies are in place to monitor the impact of Collective Worship and how it is viewed by stakeholders. Leaders and managers are quick to respond to feedback ensuring high quality experiences enrich the whole school community.

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 promote, monitor and evaluate the provision for Religious Education.

1

1

1

How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Pupils talk of their enjoyment of Religious Education lessons. They understand how their Religious Education has an impact on all aspects of school life. As a result, behaviour is outstanding throughout the school.
- Children concentrate well and remain on task throughout lessons to produce work of high quality. Across the school, they work with maturity and contribute thoughtfully during lessons.
- Almost all pupils, including those with special educational needs, make sustained and rapid progress in Religious Education over time, given their starting points. This is due to the targeted support offered through teachers and skilled teaching assistants.
- Children acquire a wide range of skills which they apply effectively, learning about religion and learning from religion.
- Due to the state of transition in level expectations across all of the 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 either attainment or progress.

The quality of teaching and assessment in Religious Education is outstanding.

- Teaching is never less than consistently good with much outstanding practice evident. This ensures high expectations in quality and presentation of work.
- Teachers use a range of resources and strategies to ensure pupils remain engaged and ready to learn. Opportunities for talk partner work provides peer support and helps pupils formulate ideas clearly.
- The particular needs of pupils are met by experienced and skilled support assistants who work closely with different groups. They ensure everyone is able to access activities and successfully meet the learning objective for each lesson.
- Teachers and other adults plan challenging and focused learning activities. Individual books contain targets which are annotated by staff and pupils. Marking is regular and detailed and constructive feedback is given. However, time given for pupils to adequately respond to teacher comments is not consistent throughout school.
- Children are praised well for their efforts and, as a result, are keen to do their very best.

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

- The monitoring of Religious Education by senior leaders and managers is regular and rigorous. This results in well targeted strategic planning with clear targets for improvement.
- Leaders and managers demonstrate a high level of expertise in Religious Education. The Religious Education coordinator, although new to her role, is ambitious with a clear view of how she will move the school forward.
- School governors readily accept their role as critical friend and are keen to challenge as well as support, with a view to ensuring the school “never stands still”.
- The Religious Education curriculum is taught using ‘Come and See’ and training opportunities are offered as is the sharing of good practice amongst staff. This area is seen as underpinning all others and, as such, is well resourced.
- Leaders also ensure children have the best possible sacramental preparation which is fully compliant with diocesan policy. The parish priest works effectively with catechists, parents and pupils to ensure all sessions are well supported.

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 schools' 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.

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.

1

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

1

SCHOOL DETAILS

School name	St Cuthbert's Catholic Primary School
Unique reference number	108506
Local authority	Newcastle
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.	
Chair of governors	Mr David Hastie
Head teacher	Mrs Anne Bullerwell
Date of previous school inspection	April 2009
Telephone number	0191 2860129
Email address	admin@stcuthbertsk.newcastle.sch.uk