



# St Cuthbert's RC Primary School

Stratford Road, Hartlepool, TS25 5AJ

School Unique Reference Number: **111692**

<b>Inspection dates:</b>	24 – 25 January 2017
<b>Lead inspector:</b>	Angela Boyle
<b>Team inspector:</b>	Elaine White

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Requires Improvement	3

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Cuthbert's RC Primary School is a good Catholic school because:

- St Cuthbert's is a welcoming community where the well-being and personal development of each child is at the heart of its work.
- Catholic Life is good. Pupils have a strong sense of belonging to the school community. They feel cared for and valued as do staff.
- The quality of Collective Worship is good and it is central to the life of the school. It is well planned and pupils confidently use a variety of forms of prayer.
- Religious Education requires improvement. The areas for improvement from the last inspection have not been fully addressed. Attainment at the end of key stage two is below diocesan averages and has been for two years.

It is not yet outstanding because:

- The procedures for evaluating the Catholic Life of the school do not involve all stakeholders and are not yet fully embedded.
- Pupils are not given sufficient opportunities to plan, prepare and lead Collective Worship independently
- Current progress is not consistently good. There are inconsistencies in the accuracy of assessment and in the quality of teaching and marking.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Cuthbert's is a larger than average sized primary school serving the wider parish of the Holy Family in Hartlepool.
- The proportion of disadvantaged pupils supported by the pupil premium is above average.
- The proportion of disabled pupils and those who have special educational needs is average.
- Most pupils are from white British backgrounds, although the school caters for pupils from minority ethnic heritages and those who speak English as an additional language.
- There are an increasing number of pupils who enter the school at different times of the year, across all age groups.

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

- Improve the quality of teaching and pupils' progress so that it is consistently good by:
  - Challenging all pupils, but particularly the more able, so that they make better progress and achieve to the best of their ability.
  - Ensure that expectations of pupils in their written Religious Education work are consistently high and that tasks are closely aligned to pupils' skills and abilities.
  - Further develop assessment systems and ensure leaders analyse the progress of different groups of pupils to target intervention where necessary.
- Further develop Collective Worship by:
  - Providing more opportunities for pupils to improve their skills in planning, preparing and leading Collective Worship
- Improve the Catholic Life of the school by:
  - Involving all stakeholders in planning, monitoring and evaluating the Catholic Life of the school and measure the impact.

## 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 good.**

- Pupils at St Cuthbert's are very proud of their school and appreciate what it means to belong to a Catholic school community
- Pupils have a strong sense of belonging to their school family and are confident in promoting the school in their families and the wider community. Pupils are extremely polite and welcoming, they say they feel valued and secure, with one child stating, 'I like being in school as it's like being at home'.
- Pupils are able to express their own beliefs and have a good grasp of how their faith impacts upon their lives and others.
- Pupils are alert to and respond willingly to the needs of those who are less fortunate than themselves. They talk confidently of their charity work. Throughout the 'Year of Mercy' each class supported a different charity including the Teenage Cancer Trust, Macmillan and Cafod, raising significant sums. They also offered practical support to the local foodbank through their 'Reverse Advent Calendar'.
- Pupils value the Catholic tradition of their school and strong links with the parish. They are often involved in parish and diocesan celebrations; for example the Holy Family parish, year six transition mass, YMT festival and the parish retreat, bringing families together at the Emmaus Village.

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

- The mission statement 'Let the light of Christ shine in us all' is central to school life at St Cuthbert's, is lived out in the school community and is prominently displayed throughout the school. It was recently reviewed and the views of pupils and staff were taken into account ensuring a sense of ownership and commitment to the ethos and values.
- There is an explicit commitment to the most vulnerable and needy. Policies and procedures are in place providing high levels of pastoral support to pupils. The pastoral programmes delivered by the parent support adviser including 'believe and achieve' groups along with 'meet and greet' at the beginning and end of each school day have a significant impact upon the work of the school.
- Relationships are strong. Teachers new to the school feel well supported and they greatly appreciate the good induction and ongoing support they have received.

- Parents are supportive of the Catholic Life of the school and they described the strength of the school saying, 'children are helped through the rough times, and that helps the family'.
- The Catholic character of the school is effectively reflected through the many high quality displays and artefacts in the learning environment and the creation of sacred spaces around the school.

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

- Leaders and managers are clearly committed to the mission of the church and to the continuous improvement of this Catholic school. Their strong promotion of Catholic values is shared by the whole community who demonstrate great pride in their school.
- The headteacher and deputy headteacher, who is also the subject leader, have a clear focus on developing staff. Key priorities for developing Catholic Life are linked to staff appraisal.
- Systems to monitor and evaluate the Catholic Life of the school, some of which are relatively new, are not yet fully embedded or formalised. They have therefore not yet had time to have impact.
- The school has successful strategies for engaging with parents and carers. They have a clear understanding of the school's mission, are supportive of it and the values the school imparts.
- Governors discharge their statutory and canonical duties well. They work effectively with the coordinator and headteacher and are committed to upholding the strong caring ethos that exists.

## 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 good.**

- Pupils demonstrate interest and engagement in Collective Worship in response to age appropriate stimuli; their singing and participation in whole school and class worship is thoughtful and reflective. The pupils are able to articulate extremely well what Collective Worship means to them.
- Pupils throughout the school are able to articulate what being part of a prayerful community means to them and enthusiastically and respectfully talk about other world faiths that they have learned about in their Religious Education lessons.
- Pupils prepare and are beginning to lead the prayer life at St Cuthbert's school. They do so with confidence, enthusiasm and with increasing independence as observed during a whole school liturgy about 'Follow me and I will make you fishers of men'.
- Pupils are becoming more skilled in planning and leading acts of Collective Worship at age appropriate levels. They have a good knowledge of the liturgical year, religious seasons and festivals. Their developing knowledge, understanding and confidence in liturgical themes show that they are able to make links between Gospel messages and daily life. This was observed during a year six class liturgy.
- Pupils are confident and at ease in sharing their prayers with others.

#### **The quality of provision for Collective Worship is good.**

- There is a clear policy for Collective Worship which is central to the life of the school and makes a significant contribution to the moral and spiritual needs of the pupils. Praying together is part of the daily experience for all pupils and staff.
- Focal points are evident in all classrooms providing further encouragement for independent reflection and prayer. The mission statement and 'Shine Book' are proudly displayed and as one child said, 'The Shine book and school mission statement remind me to keep shining and share my love as Jesus did'.
- Acts of worship are well resourced and age appropriate, centred on themes and messages which are easily accessible to pupils. A planned programme of liturgies, Masses and other liturgical celebrations such as the 'Remembrance Liturgy' provide many opportunities for participation from the wider school and parish community.
- Developing the spirituality of all is seen as central in supporting the Catholic ethos of the school and this ensures that the needs of pupils are well met.

- Sacramental preparation is now well embedded and in line with diocesan policy. The school works effectively with the parish and together they are constantly seeking ways to increase family involvement.

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

- The school leaders have a good knowledge of how to plan and deliver quality liturgy and worship. They understand the church's liturgical year and traditions and are good role models to both staff and pupils. They lead the school community to understand and appreciate these by making all forms of worship relevant to the children appropriate to their age, needs, experience and background. A range of artefacts, symbols and Information and Communication Technology (ICT) are used to deepen pupils' knowledge and understanding.
- The recently appointed Religious Education coordinator has ensured that systems and structures are in place, allowing good Collective Worship to take place across the school.
- Together, the headteacher and Religious Education coordinator have a very visible presence in school and a clear understanding of the strengths and areas for development in Collective Worship through informal monitoring. More formal monitoring of Collective Worship has yet to be embedded.
- The views of pupils, staff and parents are sought through informal meetings and questionnaires and leaders and managers respond appropriately.
- The school welcomes families and parishioners to participate in worship. Parents and governors appreciate the opportunities to attend prayer events such as the Christingle service.

## 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 requires improvement.**

- Pupils enjoy Religious Education lessons; they display positive attitudes to learning, demonstrate interest and enthusiasm and want to do their best. Pupils are able to talk with some confidence about their work in Religious Education and most take pride in the presentation of their work. Behaviour for learning is good.
- Pupils enter school with knowledge and skills which are below what is expected for their age. They make some progress in early years foundation stage and key stage one across a range of skills.
- Progress slows in key stage two. Books evidence a good range of written activities. Pupils work effectively when provided with appropriate tasks but progress is hindered as pupils are not sufficiently challenged to achieve higher levels. Differentiation is mainly by outcome based upon attainment level objectives.
- Outcomes require improvement because attainment has been below diocesan averages for the last two years and current progress is not consistently good across the school. Instability of staffing has contributed to variation in progress and some pupils have made slow progress.

#### **The quality of teaching and assessment in Religious Education requires improvement.**

- The quality of teaching is not yet consistently good. In some classes, teaching requires improvement as the progress pupils are making is variable.
- Teachers plan lessons which engage and interest pupils using a variety of teaching strategies. Relationships between pupils and teachers are warm and constructive and contribute to their eagerness to learn. However, planning in some year groups lacks clarity and learning outcomes are not clear. Some lessons are well paced but this is not consistent across the school.
- Expectations of what pupils can achieve are not always high enough and at times tasks are not matched closely enough to pupils' skills and understanding and therefore do not challenge and extend learning for all groups of pupils.
- Anomalies with teacher assessment indicate that not all staff are confident in levelling work accurately.

- Teaching assistants provide a good contribution to pupils' learning. They have positive relationships with pupils and support them well in their learning.
- Marking and feedback are carried out regularly, however the standard is variable. Marking is supportive but in some classes teachers do not provide sufficient improvement prompts and guidance as to the next steps in learning.

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

- Although some improvements have been made since the previous inspection, leaders have not established consistently good teaching and learning in Religious Education across the school.
- The leadership team has brought about some improvements to the quality of teaching and learning. There are now clearly established systems for monitoring, marking and tracking pupils' progress. However, this has not yet embedded and has therefore not had sufficient impact in ensuring that the quality of teaching is consistently good throughout the school.
- Assessment and tracking systems are now in place, however the accuracy of judgements do not appear to be secure and the arrangements for tracking pupil progress are new. These systems are not fully embedded and have not yet had a sustained impact on outcomes.
- The governing body are supportive of the school and are committed and passionate about the road to improvement. They know its strengths and areas for development and have a good grasp of the challenges faced by the school. They have very good relationships with staff, pupils and families are supportive of leaders and confident in challenging them.
- The school has strong links with the parish. Leaders ensure that pupils have very good sacramental preparation in line with diocesan guidelines.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****2****CATHOLIC LIFE:****2**

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

2

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

2

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

2

**COLLECTIVE WORSHIP:****2**

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

2

The quality of provision for Collective Worship.

2

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

2

**RELIGIOUS EDUCATION:****3**

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

3

The quality of teaching and assessment in Religious Education.

3

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

3

**SCHOOL DETAILS**

<b>School name</b>	St Cuthbert's RC Primary School
<b>Unique reference number</b>	111692
<b>Local authority</b>	Hartlepool
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.	
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<b>Head teacher</b>	Mrs Joanne Wilson
<b>Date of previous school inspection</b>	September 2011
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