



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St. Bernadette's Catholic Primary  
School,  
Blackpool**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

<b>School:</b>	St. Bernadette's Catholic Primary School
<b>Address:</b>	Devonshire Road Bispham Blackpool FY2 0AJ
<b>Telephone Number:</b>	01253 353641
<b>Email Address:</b>	admin@st-bernadette.blackpool.sch.uk
<b>School URN:</b>	119691
<b>Head teacher:</b>	Mrs Michelle Holden
<b>Chair of Governors:</b>	Mr Warren Dale
<b>Lead Inspector:</b>	Mrs Mia Barlow
<b>Team Inspector:</b>	Mrs Rachel Ballard
<b>Date of Inspection:</b>	4 <sup>th</sup> May 2016

## INFORMATION ABOUT THE SCHOOL

St Bernadette's is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. The school mainly serves the parishes of St Bernadette and St Teresa. It is a smaller than average sized primary school with 207 pupils currently on role of whom 78% are baptised Catholic. Pupils' attainment on entry into school is generally below average. Most pupils are from White British backgrounds and 10% are from minority ethnic groups.

There are no pupils who are supported by educational statements and the proportion of pupils on SEN register is below average. At the end of Year 6, most pupils transfer to St. Mary's Academy or Cardinal Allen, High School, Fleetwood.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	30	30	30	28	30	29	30	207
Catholics on roll	19	23	25	22	22	25	27	163
Other Christian denomination	5	2	1	2	5	3	2	20
Other faith background	0	1	1	1	1	0	1	5
No religious affiliation	6	4	3	3	2	1	0	19
No of learners from ethnic groups	1	6	3	5	3	2	2	22
Total on SEN Register	1	5	1	0	5	1	2	15
Total with Statements of SEN	0	0	0	0	0	0	0	0

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Bernadette's Bispham	180
St Teresa's Cleveleys	47

Exclusions in last academic year	Permanent	0	Fixed term	2
Index of multiple deprivation	??			

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.33	2.33	2.33	2.5	2.5	2.5	2.5	17
% of teaching time	10	10	10	10	10	10	10	10%

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	6	6	6	6	6	6	6	42
% of teaching time	26	26	26	26	26	26	26	26%

TEACHING TIME FOR MATHS	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	21	21	21	21	21	21	21	21

<b>STAFFING</b>	
Full-time teachers	9
Part-time teachers	2
Total full-time equivalent (FTE)	10.55
Classroom Support assistants	10
Percentage of Catholic teachers FTE	88%
Number of teachers teaching RE	11
Number of teachers with CCRS or equivalent	9
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	0

<b>ORGANISATION</b>	
Published admission number	30
Number of classes	7
Average class size KS1	30
Average class size KS2	30

<b>EXPENDITURE (£)</b>	<b>Last financial year 2014/15</b>	<b>Current financial year 2015/16</b>	<b>Next financial year 2016/17</b>
Total expenditure on teaching and learning resources	£5300	£5300	£5500
RE Curriculum allowance from above	£250	£450	£500
English Curriculum allowance from above	£600	£600	£450
Total CPD budget	£2500	£2500	£2500
RE allocation for CPD	£300	£800	£550

<b>How the school has developed since the last inspection</b>
<ul style="list-style-type: none"> <li>• Developed further opportunities for pupils to celebrate the cultural diversity within the school and to understand the faith and cultural backgrounds of other communities.</li> <li>• Ensured that more able pupils are planned for so that they are challenged in Religious Education lessons.</li> <li>• Further developed the RE curriculum and developed strong assessment links within the curriculum.</li> </ul>

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

1

### CATHOLIC LIFE

1

### RELIGIOUS EDUCATION

1

### KEY FINDINGS

St. Bernadette's is an outstanding Catholic school. Pupils, staff, parents and governors justifiably speak with great pride about the school describing it as "a happy place where the school mission is lived daily." One pupil reported that St. Bernadette's is "just a wonderful Catholic school." A sense of pride and joy shared by all is very evident throughout the school. There is also a deep commitment to the continued development of the school.

The Catholic ethos is treasured by staff, governors and pupils alike. Governors report that it would be impossible to separate the Catholic life of the school from everything else as it is central to all that they do. Pupils are hugely involved in this and are keen to share how they support others through responsibilities in school and in the wider community. This is also enhanced by the excellent links with the parishes and the local community. Pupils are learning about the Year of Mercy and are able to explain that mercy involves "forgiveness and compassion." They are able to relate this to real life, for example; feeding the hungry through food bank collections.

Leaders and managers promote the Catholic life of the school through the example that they set. Staff report that they are role models and describe the headteacher as a "leading light". Governors are well informed, and show their commitment through their dedication to the school, providing both support and challenge.

Prayer is central to the life of the school and is very important to the pupils. Some pupils reported that they were very proud of the fact that there was always time for prayer.

Pupils report that they enjoy Religious Education (RE) and can speak confidently about their learning. They make very good progress in RE which is demonstrated by the high quality of work in their books and in discussions where it is clear that pupils are developing a high level of religious literacy. Leaders and managers have effective monitoring systems in place. Staff are well supported by each other and by leaders and managers and this, together with a wealth of professional development opportunities, is a great strength of the school.

## **CAPACITY FOR SUSTAINED IMPROVEMENT**

The school has an outstanding capacity to improve due to:

- Inspirational leadership from the headteacher and governors.
- Excellent parish links.
- A dedicated and supportive staff team.
- Pupils who take great pride in their school.

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- Further develop the detailed and comprehensive tracking system to include the progress of pupils in each area for example (strands within each attainment target).
- Continue to develop pupils' skill and confidence in leading prayer and liturgy to build on the good practice already in place by including more time for reflection.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

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Pupils speak with great pride about the Catholic life of the school and clearly place great importance on this aspect of their school. They describe how they are “one whole family learning together where everyone is treated the same”. Pupils have a very strong sense of belonging and enjoy taking responsibilities for developing the Catholic life of the school. They have many responsibilities including leading prayer at break times, involvement in a school council, and eco, and anti-bullying teams. There is a head boy and a head girl. Pupils report that they have a duty to make the right choices and to “love one another as Jesus loves us.” Pupils are able to describe in great detail what makes their school a good Catholic school.

Children from the Foundation Stage take part in prayer through choosing religious artefacts for the prayer area, saying simple prayers and responding to Scripture. As pupils move into Key Stage 1 their contributions begin to increase; they prepare the prayer area, read prayers together and take part in moments of stillness as well as responding to teacher-led readings and questions. Pupils in Key Stage 2 take on increasing responsibility within prayer and liturgy creating an ethos of respect and reverence. During a teacher-led liturgy in Year 4 one pupil described how they should “show mercy even to their worst enemy.” In years 5 and 6 pupils prepare and lead worship independently. Year 5 pupils made a significant contribution to their class Mass during the inspection, with their readings, poems, singing and signing of hymns, altar serving and various responses within the Mass. Year 6 pupils also prepare and lead prayer at break times for younger children within the school. Prayer is a great strength of the school, which could be further enhanced by including more time for reflection and silence in pupil-led liturgy.

Pupils have an excellent knowledge of a wide variety of prayers. They have a good understanding of the religious seasons and feasts and are developing confidence in using scripture, religious artefact, hymns and other forms of prayer. They are considerate and sensitive to the needs of others.

The commitment of governors and school leaders to the Church's mission is outstanding. Staff report that the senior leaders are excellent role models. The headteacher, who is deeply committed to making a difference in the pupils' lives, speaks with great passion about providing the children with the best gift they can, creating a place where pupils learn Catholic values and are happy learners. She describes how "Faith is not something that we label ourselves with but something that is lived out every day." Governors play an important role in holding the school to account for its Catholic life and are both well informed and highly involved within this. The Parish priest, who is also RE Governor, plays a very important part in inspiring staff and pupils as well as monitoring the Catholic Life of the school.

Governors and school leaders ensure that prayer and liturgy are central to the life of the school and are a key part of school celebrations. Pupils are given every opportunity to achieve and to grow in faith. Priorities are set through rigorous self – evaluation, where governors hold the school to account for its Catholic life. Based on strong evaluation of the school's strengths and areas for development, governors and school leaders have a very clear vision which is shared with staff about how to develop further the Catholic life of the school.

Pupils have a very clear understanding of the school's mission and feel that they too have a responsibility to develop this. They are able to speak confidently about how their beliefs are reflected in their actions. Christ is at the centre of the school community, and this is seen in the way that staff and pupils support each other and in the atmosphere of trust and respect that is so evident. The spiritual learning environment and religious displays confirm that the Catholic faith is central to the school. .

A wealth of opportunities is provided for staff to grow in faith and knowledge, for example undertaking the CCRS (Catholic Certificate of Religious Studies), training for teachers new to the profession or new to Catholic schools, shared training with local schools and training provided by the headteacher and the Parish Priest.

Many opportunities are provided for parents, parishioners and other community members to be involved in the Catholic life of the school and this is also one of its great strengths.



## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

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Pupils report that they enjoy RE and observations confirmed that they are highly engaged and motivated during RE lessons. Pupils state that there is “Nothing that can be done to improve RE lessons – they love them just as they are!” Lessons observed during the inspection in Key Stage 1 showed high standards and expectations and that they are differentiated for all groups of learners. Lessons in Key Stage 2 showed great creativity, excellent use of resources and challenge provided for all pupils. High expectations were also evident in these lessons. A strength across the school is the good use of questioning by teaching staff to develop pupils’ thinking.

Children in the Foundation Stage speak confidently about their work in RE and are able to talk about some Bible stories. As pupils progress through the school, they are able to identify stories from both the Old and the New Testament. Pupils in year 3 are able to respond confidently to challenging questions in the light of religious beliefs. Older pupils become very skilled using Scripture and are able to explain how beliefs and values inspire and influence them and others.

Children enter the Foundation Stage with attainment below age-related expectations in RE. They make good progress throughout the Foundation Stage and enter Key Stage 1 with many of them achieving almost in line with national expectations with some pupils in line with expectations. As a result of good progress in Key Stage 1, they enter Key Stage 2 with most pupils attaining in line with expectations. This progress continues throughout Key Stage 2 and by the end of Year 6, pupils attainment is in line with expectations with some achieving beyond age-related expectations. Progress is good for all groups of pupils including children with English as an additional language and those with special educational needs.

Governors and school leaders place high importance on RE and much work has taken place monitoring and evaluating aspects of the subject. The RE curriculum meets the requirements of both the Curriculum Directory and the Bishops’ Conference directive. A great deal of excellent work has recently taken place on curriculum planning: this has had a great impact on the quality of teaching and assessment. School leaders plan the curriculum using a wide range of teaching and learning activities to add breadth, balance and to engage pupils.

Leaders are aware of strengths and areas for further development and this is incorporated into the development plan for RE. The head teacher who is also the RE subject leader has excellent strategies in place to monitor the impact of teaching and learning. These include lesson observations, book scrutinies, pupil progress meetings and talking to the pupils about their learning in RE.

Through very detailed and careful tracking of pupil progress, those requiring additional support are identified and targeted. The progress of particular groups of pupils is highlighted and this Tracking shows that the progress of all groups, including those with special educational needs, pupils in receipt of pupil premium, pupils with English as an additional language and pupils of different abilities is good. Information about pupil progress is shared with governors, who have a good knowledge of standards in RE. This tracking could be further extended to include by tracking attainment in each area (strands within each attainment target) and evaluating the progress to identify areas of strength and areas for development in each attainment strand.

The RE curriculum provides good opportunities for spiritual and moral development. Teachers' excellent subject knowledge contributes to the pupils making good progress as learners. Imaginative and creative teaching is effective in enthusing pupils and in ensuring that they learn well. There is evidence of high quality marking and feedback that develops children's skills and knowledge in RE as well as their literacy skills. Pupils report that teachers' marking helps them to improve. Pupils speak highly of the amount of effort and care provided by teachers in RE lessons. When asked what they were most proud of at St. Bernadette's, many children commented on the care and effort provided by teachers and the headteacher. Through RE provision children are taught about other faiths and cultures – this is something the pupils value and appreciate.

Parents speak highly of the school and parental and community involvement is high. Parish links are a great strength of the school and there are many links with other schools in the area. Staff and pupils are also involved with many charities including local food banks, Cafod, MacMillan, Brian House and Mary's Meals. Pupils speak with great sincerity about the importance of their responsibility to help others. There are many occasions where they have independently raised money to support others.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>1</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>1</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>1</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>