



# St Oswald's Catholic Primary School

Hartford Road, Gosforth, Newcastle upon Tyne, NE3 5LE

School Unique Reference Number: 108497

**Inspection dates:** 06 – 07 May 2014

**Lead inspector:** Mary Tate

<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 Oswald's Catholic Primary School is an outstanding Catholic school because:

- It is a very welcoming family community, helping pupils to develop their faith. Caring relationships and the principles of Catholic education underpin the school's work as a community of faith and learning.
- The Catholic Life of St Oswald's is outstanding. Governors, senior leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. Pupils make an outstanding contribution to the Catholic Life of the school taking a lead role in activities which promote the school's ethos within school, parish and wider community.
- The quality of Collective Worship is outstanding, is central to the life of the school and is a key part of every school celebration. Staff and pupils plan and lead high quality acts of worship and all pupils act with the deepest reverence and respect.
- Religious Education at St Oswald's is outstanding, enabling highly motivated pupils to make very good progress.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Oswald's is an average-sized primary school serving the parish of Sacred Heart, Wideopen.
- The large majority of pupils are of white British heritage.
- The proportion of pupils known to be eligible for the pupil premium is below average as is the proportion of pupils supported at school action.

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

- Improve the quality of teaching and assessment in Religious Education by:
  - Ensuring that pupils are consistently given the time they need to respond to feedback in order to move their learning on.
  - Ensuring that best practice in pupil self-assessment is shared across the school.

## 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 make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. They are at the centre of shaping the school's mission and are able to interpret what the mission statement means to them.
- Pupils take on many roles of responsibility and take full advantage of many opportunities available to them such as Mini-Vinnies, School Council, Eco Council and Special Friends.
- Pupils demonstrate a good understanding of the liturgical year and its key celebrations.
- They are proud of their school and speak confidently of their Catholic identity and what this means. They are well aware of the needs of others, both locally and globally, seeking to support others through awareness campaigns and fundraising activities.
- Pupils have a strong voice in the decision making process; they say they are valued and confidently express their views and feelings. One pupil described a strength of the school as being that, 'pupils had a voice and that voice is heard'.
- An effective programme for Relationships and Sex Education (RSE) allows pupils to develop and foster understanding appropriate to their age.
- Pupils' behaviour is exemplary and they feel safe and cared for.

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

- At St Oswald's there is a tangible sense of community at all levels, which is evident in the quality of relationships between staff, pupils, parents and governors.
- The mission statement 'living, learning and loving together with Christ', underpins the curriculum, pastoral care, policies and procedures that are carefully planned to reflect the Catholic Life of school, for both pupils and staff.
- The fully committed school family is happy, vibrant and prayer focused. The Catholic character is reflected in the many prayer focal areas and creative displays throughout the school.
- There is a real commitment to care for all pupils. Pastoral materials such as Social and Emotional Aspects of Learning (SEAL), complement the diocesan resources, 'Statements to Live By' and 'Journey in Love' (Relationships and Sex Education programme), and are used effectively to promote Catholic teaching and principles.
- 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.

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

- The school's leadership team is deeply committed to the Church's mission in education and lead by example. Leaders at all levels have a shared vision and high expectations for the promotion and continuing development of the Catholic Life of the school.
- Leaders conduct a range of robust monitoring activities and therefore self-evaluation of the Catholic Life of the school is accurate providing a clear and effective framework for school improvement.
- The joint Religious Education subject leaders guide and support the Catholic Life of the school, by continually seeking out new and exciting ways to challenge, and guide pupils along their faith journey.
- The school engages very well with parents and carers to the great benefit of all its pupils and families. Parents have a good understanding of the school's mission and are very supportive of it.

## 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.**

- Pupils prepare and lead class worship, from reception class upwards, with confidence and independence, appropriate to their age and development.
- The Pupil Council lead weekly, whole school worship with confidence themed on the 'Statements to Live By'.
- Opportunities for worship, Masses, liturgies and other liturgical celebrations are well planned and resourced and include opportunities for pupils' own spontaneous prayers.
- Families are involved in pupils' religious development through home/school prayer journals, the travelling cribs and Easter Mystery. All are well embedded in practice throughout the school.
- Pupils have a good understanding of religious seasons and festivals and of the Church's liturgical year.
- Adults provide good role models for the children and contribute significantly to the spiritual and moral development of the pupils. Pupils show respect for different faiths and are aware that religious beliefs are important.

**The quality of provision for Collective Worship is outstanding.**

- Collective Worship is at the heart of every school celebration and is inclusive and reflective. Praying together is a natural part of the school day for all staff and pupils.
- There is a rich variety of different forms of worship, which are enthusiastically embraced by the whole school community. Pupils are given many opportunities to take responsibility for leading worship in the school in a variety of ways.
- Pupils, governors and parents commented on how much they value the school's Collective Worship, in all its forms, which include class based worship led by pupils, key stage based worship, led in turn by staff, whole school assemblies and Masses.
- Focal points are evident in each class with well thought out resources. High quality displays around the school promote an ethos of prayer and provide good support for reflection.
- Each child has their own prayer journal which helps them grow in understanding of their Catholic identity. Acts of worship often conclude with spontaneous prayer which children happily volunteer to say.

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

- Leaders have excellent knowledge of how to plan and deliver high quality Collective Worship and model outstanding practice to help develop the skills of their colleagues. They continually support staff in their spiritual and liturgical understanding.
- 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.
- The views of parents and governors are regularly sought. The responses are highly valued and lead to further developments.
- Sacramental preparation is well embedded and in line with diocesan policy.

## 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.**

- The quality of learning and progress in Religious Education is outstanding. Pupils have positive attitudes and work well in lessons.
- Behaviour for learning is outstanding. Pupils enjoy their learning, apply themselves diligently and constantly strive to extend and improve their learning in many different ways.
- Pupils enter school with knowledge and skills that are typically expected for their age. They make good or better progress through key stage one which continues throughout key stage two. Pupils are religiously literate and very articulate and reflective in their oral responses.
- 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 key stage two.
- Pupils with special educational needs and disabilities are well supported and are achieving well. Inspection findings show no notable differences between groups of learners.
- 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 either attainment or progress.

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

- The quality of teaching in Religious Education is outstanding and ensures that many pupils make good and in some cases outstanding progress.
- Teachers demonstrate high expectations and all have good subject knowledge. They are creative and plan interesting and imaginative lessons and use a good range of high quality resources.
- 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.
- Marking and feedback is good, often addressing areas of success and an area for improvement. However, some pupils are not given enough time to respond to feedback or improve pieces of work.

- Regular and accurate assessment takes place and the school ensures that very good moderation strategies are in place. The Religious Education coordinator is involved in cross moderation of standards between year six and year seven with the partner secondary school.
- There are some good examples of pupils assessing their own work but this is not yet embedded in all classes.

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

- The monitoring and evaluation of Religious Education is outstanding. The headteacher together with the joint Religious Education subject leaders ensure that excellent monitoring systems are in place. This together with well written action plans, clearly identify planned improvements in outcomes for pupils.
- The Religious Education curriculum is taught using creative and imaginative teaching strategies which stimulates pupil interest and effectively ensures continuity and progression.
- 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 Religious Education curriculum meets the requirements of the Bishops' Conference and is given a high profile throughout the school contributing very effectively to the pupils' spiritual and moral development.
- The governing body discharge their statutory and canonical duties well. They are well informed and knowledgeable about the school's strengths and further areas for development. Governors are regular visitors into school and provide appropriate challenge to the headteacher and senior leadership team.



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.

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The quality of provision for Collective Worship.

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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

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## SCHOOL DETAILS

<b>School name</b>	St Oswald's Catholic Primary School
<b>Unique reference number</b>	108497
<b>Local authority</b>	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.	
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<b>Head teacher</b>	Karen Holmes
<b>Date of previous school inspection</b>	January 2009
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