



St Oswald's RC Primary

Nash Avenue, South Shields, NE34 8NS

School Unique Reference Number: **108718**

Inspection dates:	28 – 29 November 2017
Lead inspector:	Karen Holmes

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Oswald's RC Primary is an outstanding Catholic school because:

- It is a warm and welcoming school with a tangible sense of community, helping pupils to develop their faith.
- The Catholic Life of the school is outstanding because the mission statement is central to the school and evidenced daily in the relationships between staff, pupils, parents and governors. There is a strong sense of everyone growing in faith together.
- Collective Worship is outstanding. It is central to the life of the school on a daily basis and a key part of school celebrations.
- The quality of Religious Education is good. Learning and progress are good in each key stage. Pupils enjoy their learning and can explain how it impacts on their lives.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Oswald's is an average-sized primary school serving Sacred Heart Parish, Boldon Colliery and St Oswald's, South Shields.
- The proportion of pupils known to be eligible for pupil premium funding (which is provided to support the learning of pupils who are entitled to free school meals, in the care of the local authority or the children of members of the armed forces) is above the national average.
- The proportion of pupils supported through Special Educational Need or Disability (SEND) support is slightly higher than the national average.
- Most pupils are white British. A significantly lower than average proportion of pupils is from minority ethnic groups.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further develop the quality of the teaching and learning process by:
 - Ensuring that learning tasks allow more able pupils to access higher levels which consistently build on, and extend, their learning.
 - Ensuring that marking and feedback consistently provides information to pupils about how to move forward in their learning.
 - Ensuring that school self-evaluation is fully understood and evaluated by all leaders and managers.

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.

- The mission statement, 'We walk in the footsteps of Jesus so that we may have life in all its fullness' is an important part of everyday life at St Oswald's where the uniqueness of each person is celebrated. As one pupil commented, 'We act out our beliefs in everyday life'.
- Staff, parents and pupils benefit from the Catholic ethos which permeates the school. Pupils feel valued and are keen to share their ideas on improving the Catholic Life of the school through response sheets and in school council discussions.
- Pupils work well together demonstrating very positive and enthusiastic attitudes to all aspects of school life. They appreciate the school community to which they belong and willingly take on positions of responsibility within the school, such as buddies and leading the weekly prayer group, making an effective contribution to the Catholic Life of the school.
- Pupils are well supported by all staff in their personal development as future citizens. Pupils commented that the school encourages them to be a better person, to do good acts and to think about their community.
- Behaviour management is very effective; pupils are polite and considerate of others demonstrating very good emotional awareness. Pupils' behaviour throughout the inspection was exemplary; pupils are proud of their school family and have a secure sense of belonging.
- Pupils value the Catholic tradition of their school and are proud of it. They demonstrate a good understanding of key liturgical celebrations throughout the year. They also show interest in, and are developing knowledge of, the religious life of others.

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

- The provision for the Catholic Life of the school is a high priority where the mission of the school is understood and embraced by all staff and pupils.
- There is a very tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exists between stakeholders. There is increasing support from, and for, parents who say, 'The school staff support and look after you'.

- St Oswald's is a prayerful community, committed to Catholic tradition and ethos. The Catholic character is well reflected in the environment through the beautiful displays, prayer stations and artefacts in classrooms and around the school, which are all well used.
- Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders. Clear policies and procedures are in place, which are rooted in Gospel values. They provide high levels of support for pupils, staff and the wider community. There is regular fundraising for a number of charitable organisations with an emphasis on helping the most vulnerable and needy.
- The positive behaviour policy emphasises personal responsibility. It is rooted in a culture of respect, praise, rewards and choices, whilst encouraging reconciliation. All pupils are familiar with it and leaders at all levels, for example the head boy and head girl, are effective models of good practice.
- The pastoral policies are a good reflection of Catholic teaching and principles in action for the good of all pupils and staff.

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

- Leaders and managers are clearly committed to the mission of the church. They share a clear vision for the mission of the church in school. Senior leaders in school embrace the task and provide inspiration within the school community.
- The parish priest, who is a regular visitor to the school, works closely and effectively with the headteacher. They are both regarded as good models of Catholic leadership by parents, staff and pupils.
- The school's self-evaluation is a reflection of planned monitoring, analysis and self-challenge. Senior leaders share the responsibility for the development of Catholic Life very effectively. The Religious Education coordinator is enthusiastic, approachable and provides excellent support to all staff.
- Successful strategies have been employed to engage parents, carers and parishioners. They support the school's mission and believe the Catholic ethos is very powerful. One parent commented, 'My child has a strong moral compass instilled by her school'.
- Governors make a good contribution to the Catholic Life of the school. They discharge their duties effectively and appreciate the need to offer challenge, as well as support, to all stakeholders.
- A range of systematic monitoring activities are underway relating to provision and outcomes for the Catholic Life of the school. This analysis provides an accurate view of the school's strengths. Identified areas for development are highlighted in a detailed school development plan.

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.

- St Oswald's is a prayerful and spiritual school where worship is a regular and meaningful part of the day. All pupils are inspired by, and enthusiastic in, their response to Collective Worship. From the earliest age pupils listen intently, show respect and offer heartfelt responses.
- Pupils act with reverence and are keen to participate in Collective Worship in all its forms. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils regularly prepare and lead the prayer life of St Oswald's school. They do so with confidence, enthusiasm and with increasing independence. They are very confident in using resources and are developing a variety of prayer and liturgical styles. Many pupils are able to create an atmosphere conducive to prayer, using silence and visual prompts. Pupils in year six planned and presented a very moving liturgy dealing with the topic of 'vocation' which demonstrated their complete understanding of the concept.
- Pupils participate actively and with enthusiasm in the school's sacramental preparation programme following diocesan guidelines.
- Almost all pupils can confidently talk about the seasons in the Liturgical year. They show respect for different faiths and are aware that religious beliefs are important.

The quality of provision for Collective Worship is outstanding.

- Prayer and acts of Collective Worship are given the highest priority and are a key part of every day and every school celebration, providing inspiration for staff and pupils.
- There is a clear policy for Collective Worship at St Oswald's which ensures that it has a clear sense of purpose and message which reflects the Catholic character of the school. It is frequent, regular and inclusive.
- Pupils are confident in their contributions and respond well to the opportunities the school provides for them to participate in Collective Worship. One pupil said, 'We look at prayers in depth and focus on the meaning behind the prayers.'
- Adults are passionate about ensuring that Collective Worship is of the highest quality and take every opportunity to model high quality liturgies. They provide very good role models

for pupils and contribute significantly to the spiritual and moral development of the pupils.

- Each day is punctuated by prayer and reflection, with staff and pupils praying together as part of the daily routine and in response to pupils needs, local or global events.
- Parents, parishioners and governors are given opportunities to share in the spiritual life of the school through termly class liturgies, seasonal celebrations and Mass in the parish church.

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

- The quality of Collective Worship provided by the school is outstanding and ensures that the spiritual needs of all pupils are well met. Acts of worship are appropriate to the age and needs of the pupils, with themes based upon the liturgical calendar or special events.
- There is a clear policy for Collective Worship with a well-structured programme of liturgies and assemblies which are thoughtfully resourced. This ensures that pupils and staff develop a deepening appreciation of the church's traditions, seasons, rites and symbols.
- The headteacher is a source of inspiration to the whole community. She is highly visible and has a very accurate picture of the strengths and areas for improvement in Collective Worship. She provides support and encouragement for pupils, staff and families.
- Staff work together to show a shared vision and are receptive and keen to move forward together. They have a shared sense of direction and understanding of what is required to bring about further improvement.
- The professional development needs of leaders and staff are identified and supported through a rigorous programme of professional development.
- Leaders and managers regularly seek the views of parents and staff. The responses are highly valued and lead to further developments.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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.

2

2

2

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

- The quality of learning and progress in Religious Education is good. Pupils enjoy their learning, have positive attitudes and work well in lessons, applying themselves to the tasks and working at a good pace.
- Pupils make good progress across a range of skills and are developing well in their knowledge and understanding. They demonstrate good prior knowledge and are able to use this well in their new learning. Pupils enjoy talking about their work in Religious Education and take pride in their work.
- Good behaviour for learning is demonstrated throughout the school. Pupils are thoughtful and articulate in their responses.
- Outcomes for pupils are good overall. From below average starting points in the early years foundation stage pupils make good progress through key stage one. Good progress continues throughout key stage two, further closing the attainment gap between diocesan and school performance.
- Books evidence a good standard of work, with an interesting variety of activities. However, tasks are not sufficiently differentiated to allow more able pupils to access and achieve higher levels of attainment.
- The school is effective at meeting the needs of pupils identified as having a special educational need by ensuring that work is closely matched to their ability. Very good support from skilled teaching assistants enables them to make good progress in their learning.

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

- The quality of teaching and assessment in Religious Education is good overall with achievement and effort recognised. Consequently, a majority of pupils make good progress over time.
- Teachers are increasingly confident in their subject knowledge but recognise that more specialist knowledge in Religious Education will impact positively upon their teaching. They continually strive to develop their knowledge through training offered by the diocese.

- Teaching is effective in enthusing pupils and ensures that they learn well. In the best lessons teachers use a range of resources, such as hot seating, to enthuse and motivate pupils. This was observed in a lesson in year six dealing with 'the expectations upon Christians at Advent' promoting very articulate responses.
- Teachers mark work regularly and the quality of feedback given to pupils is positive and supportive. However, pupils are not consistently provided with specific information to move their learning forward.
- Teachers use diocesan plans and guidance to good effect and effective assessment procedures are embedded into Religious Education which inform the teacher of the level at which the pupils are working.

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

- The role of Religious Education leader is given high priority within the school which ensures that Religious Education has a high profile. The coordinator and headteacher work closely together to ensure that all staff feel supported and valued.
- Leaders and managers are well aware of the areas for development in the teaching of Religious Education and see this as a high priority within the school improvement plan.
- A systematic range of activities is in place for the monitoring and assessment of Religious Education which gives a clear picture of pupil progress and attainment. However all leaders and managers need to understand and be fully involved in this analysis to ensure that outcomes for all pupils continue to improve.
- Leaders and managers make very good use of professional development opportunities, in-house as well as through the diocese, to support all staff.
- Leaders and managers at all levels are committed to striving for the very best. This ensures that all staff and pupils are well cared for and known and respected as individuals.
- Diocesan guidelines for sacramental preparation are followed and received enthusiastically by parents and pupils.
- Religious Education is well resourced. The curriculum meets the requirements of the Bishops' Conference well.

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.

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:**2**

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

2

The quality of teaching and assessment in Religious Education.

2

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

2

SCHOOL DETAILS

School name	St Oswald's RC Primary
Unique reference number	108718
Local authority	South Tyneside
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.	
Chair of governors	Mr Michael Frazer
Headteacher	Mary Lightfoot
Date of previous school inspection	November 2017
Telephone number	0191 5367922
Email address	milightfoot@stoswaldsrc.co.uk