



# St Cuthbert's RC Primary School

Parkfield, Stockton on Tees, Cleveland, TS18 3SY

School Unique Reference Number: **111683**

**Inspection dates:** 01 – 02 May 2018  
**Lead inspector:** Mr Martin Humble

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

- It is a very welcoming family community, helping pupils to develop their faith in a safe, friendly and enjoyable environment.
- The Catholic Life of St Cuthbert'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.
- Collective Worship at St Cuthbert's is outstanding. Prayer in all its forms is central to the life of the school on a daily basis and a key part of school celebrations.
- Religious Education at St Cuthbert's is outstanding. The teaching is outstanding and enables highly motivated pupils to make very good progress.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Cuthbert's is an average-sized primary school and nursery situated in the centre of Stockton serving three parishes in both Stockton and Yarm.
- The catchment area of the school has a higher than average level of deprivation. The school has a higher than average proportion of pupils qualifying for pupil premium funding.
- The school has a higher than national average of pupils from travelling/Roma backgrounds. The proportion of pupils from minority ethnic groups is above average as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils with special educational needs (SEN) support is in line with the national average whilst the proportion of pupils with a SEN statement or education, health and care plan (EHCP) is below the national average.

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

- To increase the proportion of higher attaining pupils by:
  - developing a consistent approach across the whole school to planning challenge and extension activities for the more able pupils.
- To extend the opportunities for sharing pupil led liturgies in the parish by:
  - planning the weekly mass attended in the parish.

## 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.**

- The mission statement is central to the life of the school and is understood and fully embraced by all pupils in their daily school life.
- Opportunities to participate in the evaluation of the Catholic Life of the school are provided through the school council, Mini Vinnies, during Religious Education lessons and pupil questionnaires.
- Pupils have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within it and in the wider community. They are aware of the needs of others, both locally (CAUSE campaign) and globally (CAFOD world gifts), seeking to support others through awareness raising assemblies and fundraising activities. The school has achieved Fair Trade status.
- Pupils take full advantage of the opportunities provided by school for their personal support and development. Pupils are happy, confident and secure in their own stage of spiritual and emotional growth.
- An effective programme for relationships and sex education (RSE) allows pupils to develop and foster understanding appropriate to their age.
- Pupils are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its strong links to the parish community. They are regularly involved with parish and diocesan celebrations, benefitting from staff involvement in school and parish activities.

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

- The Catholic Life of the school is a high priority which is reflected in the mission statement and in the way it is 'lived out' by all in this family community. There is a very tangible sense of family and community in all aspects of school life which is visible in the quality of relationships that exist between all stakeholders.
- The school is a prayerful community which provides a stimulating environment to reflect the school's mission and its Catholic character. The recently rejuvenated garden of delight and school prayer room provide spaces for pupils to come together to celebrate and pray.
- Pastoral care for pupils is outstanding. This is a result of the commitment of all stakeholders, and through having clear policies and structures in place. Pastoral programmes working alongside personal, social and health education (PSHE) and RSE refer clearly to Catholic teachings and principles. These programmes cater for the needs of all pupils with staff playing an active part in its delivery to ensure the best possible outcomes

for pupils.

- The school attends to the pastoral needs of staff to ensure the needs of all are understood and well catered for.
- The behaviour of pupils in and around school is exemplary. Where conflict arises parents are very satisfied that the school sets out to resolve issues in a way which embraces the importance of personal responsibility and the need for justice whilst also facilitating reconciliation.
- Displays around school are reflective and thought provoking as well as being a positive celebration of the school year, for example the Rights Respecting School display and the display of all that has happened in the school year with the highlights for each month.

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

- The school's leadership is committed to the Church's mission in education. The senior leaders in school embrace the task and provide inspiration within the school community.
- All leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic Life of the school. Senior leaders share the responsibility for the development of the Catholic ethos very effectively.
- The school's self-evaluation is a reflection of planned monitoring, analysis and self-challenge. The very effective work of the chair of governors and foundation governors embraces Catholic Life too.
- There is a clear focus on the Catholic Life of the school leading to well-targeted improvements utilising parishioners and parents to enhance the ethos of the school.
- There is an outstanding understanding of the school's mission as staff and pupils share its purpose and actively participate in developing and supporting it.
- The school engages very well with parents and carers to the great benefit of all its pupils and families. Parents have a very good understanding of the school's mission and are very supportive of it.
- Governors make a significant contribution to the Catholic Life of the school and they are passionate about the school's mission and their participatory role in living out the mission. Governors are actively involved in the evaluation of the Catholic Life of the school and provide challenge and support where necessary.

## 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.**

- St Cuthbert's is a very prayerful and spiritual school where worship is central to the school day. All pupils are inspired by, and enthusiastic in, their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their gathering and prayerful reflection. They listen intently, show respect and offer heartfelt responses.
- Pupils take an increasing lead in planning, preparing and leading liturgies in class and larger groups throughout the school. They are very confident in using resources and are developing a wide variety of prayer and liturgical styles which they choose to use appropriately.
- Pupils voluntarily prepare prayer sessions at lunchtime for their fellow pupils and staff to attend. These prayer sessions are very well prepared and interactive. This was very evident in the year five lunchtime prayer session about the Annunciation with thought provoking questions encouraging participation.
- From the earliest ages pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Adults provide excellent role models for pupils in their response and participation in liturgy and this is evident when pupils lead their own liturgies.

#### **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. They provide inspiration for staff and pupils.
- There is a clear policy for Collective Worship and a good range of structures to ensure that it is frequent, regular and inclusive. Collective Worship has a very clear structure and purpose and there are a variety of opportunities for staff and pupils to pray together.
- Pupils successfully prepare and lead family liturgy, class liturgy and prayer group sessions utilising the prayer room and garden of delight. Pupils and parents comment very positively on these spiritual experiences.
- Collective Worship is carefully planned and resourced following the Church years and seasonal themes. Pupils and adults praying together is a daily experience with parents and other adults welcomed into this prayerful community.

- Adults are passionate about ensuring that Collective Worship is of the highest quality and take every opportunity to model this. Themes chosen reflect a deep understanding of the liturgical year and allow pupils to develop an awareness of contemporary issues and discuss them in relation to the Gospel.
- Parents, parishioners and governors are given further opportunities to share in the spiritual life of the school through various acts of Collective Worship, including celebrations and class mass. Pupils are not yet involved in the planning of the weekly parish mass.

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

- The headteacher has set a very high standard for Collective Worship in school. She leads by example, ensuring that pupils and staff develop a deepening appreciation of the Church's traditions, seasons, rites and symbols. The abundant prayerful and reflective opportunities offered contribute to the deep spiritual formation of pupils and staff.
- The headteacher is passionate that liturgical and spiritual development are priorities for all in school and that time is devoted to this.
- The headteacher takes the lead with Collective Worship and has a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring. Effective evaluation of staff strengths has resulted in an effective development programme for staff.
- Leaders regularly seek the views of parents and staff. The responses are highly valued and lead to further developments. Parents respond very positively in the response book available for feedback after liturgies.

## 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.**

- Pupils are passionate and very committed in their learning in Religious Education. They view it as one of the most important lessons in the curriculum; as a result pupils concentrate very well and are rarely off-task.
- Behaviour for learning is outstanding. Pupils make rapid progress in their learning as they journey through school. There are no differences in the progress made by specific pupil groups.
- Pupils acquire knowledge very quickly and are very secure in their understanding. They are developing and applying a wide range of skills to great effect including, independence, imagination, originality, the ability to interpret sources and symbols, the ability to ask deeper questions, the ability to engage with religious ideas and integrate them into their lives and apply all of these skills across the curriculum.
- Pupil books are very well-presented and reflect the pupils' desire to do their best at all times.
- Attainment over time is consistently higher than the diocesan averages in all reported age ranges.

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

- The majority of teaching is outstanding and never less than consistently good. Teaching is highly effective in enthusing pupils and ensures that they learn extremely well. Almost all pupils make rapid and sustained progress. Pupils and pupil groups are achieving very well over time.
- Teachers have a high level of confidence and expertise which is evident in the way they have embraced the Come and See programme into their teaching. This understanding of the value and importance of Religious Education is communicated very effectively to their pupils.
- Teachers use a wide range of resources and teaching strategies to promote outstanding learning. Good progress has been made in challenging more able pupils but this is not yet implemented consistently across the school.
- Time is managed well to ensure the coverage of the Religious Education programme and that pupils forge links between their study of religion and belief and their exploration of more personal reflections on issues of meaning and purpose.
- As a result of very good assessment procedures teachers and other adults have an excellent awareness of their pupils' prior learning and capabilities. This is reflected in very good planning to meet the needs of all pupils.

- The quality of marking and constructive feedback is very good and in some cases outstanding. This enables pupils to fully understand where they are in line with levels of attainment and their next steps for development.

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

- Leaders and managers have conducted a wide range of monitoring activities relating to provision and outcomes in Religious Education. They are very 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. Planning is therefore founded on sound evidence and data.
- Leadership is well-informed by current developments in Religious Education and continues to monitor and evaluate to further improve and support teaching. The Religious Education leaders in school are very knowledgeable, enthusiastic and well aware of what the school needs to do in Religious Education to maintain and enhance the current outstanding provision.
- There is a shared common purpose amongst staff to gain that higher level of consistency in assessment, marking and feedback so that they are all consistently operating at an outstanding level.
- The Religious Education curriculum is very well planned by teachers to meet the needs of all their pupils to ensure effective continuity and progression for all learners.
- The school has good links with a variety of agencies, the wider community, local schools and parish to provide an enriched curriculum and activities promoting learning and engagement.
- The curriculum enables pupils to gain first hand and quality experiences of the liturgical life of the Catholic church and of a diversity of religious and belief communities.
- Religious Education is very well resourced and meets the requirements of the Bishops' Conference fully.
- Leaders have ensured that pupils have access to sacramental preparation in accordance with diocesan policy.



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.

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

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

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**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 Cuthbert's RC Primary School
<b>Unique reference number</b>	111683
<b>Local authority</b>	Stockton
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.	
<b>Chair of governors</b>	Mrs Mary Dowson
<b>Head teacher</b>	Mrs Elaine Dodsworth
<b>Date of previous school inspection</b>	February 2013
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