



Blessed John Duckett RC Primary School

Smith Street, Tow Law, Bishop Auckland, DL13 4AU

School Unique Reference Number: **114283**

Inspection dates:	15 – 16 November 2016
Lead inspector:	Mary Tate

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Blessed John Duckett RC Primary School is a good Catholic school because:

- The Catholic Life of the school is outstanding because the mission and ethos of Catholic education underpins all aspects of school life. The well-being and personal development of all pupils and staff is at the heart of this faith community.
- The quality of Religious Education is good because pupils enjoy Religious Education, can explain its value and are keen to do well, leading to good progress in most lessons.
- The quality of Collective Worship is good as it is central to the life of the school. Pupils are becoming skilled in planning and leading acts of worship.
- The areas for improvement from the last inspection have all been addressed.

It is not yet outstanding because:

- In Collective Worship, there are limited opportunities for pupils to plan and prepare worship independently.
- The quality of Religious Education is not outstanding due to inconsistencies in the quality of assessment, marking and feedback.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- This is a smaller than average sized primary school serving the parish of St Joseph's, Tow Law.
- The numbers in each year group vary from 3 pupils to 16. The school's planned admissions number is 12.
- Almost all pupils are of white British backgrounds. There are few pupils from minority ethnic groups.
- The proportion of pupils at school action plus or with a statement of special educational needs is above the national average. The proportion of pupils supported through school action is above the national average.
- The proportion of pupils known to be eligible for support through pupil premium funding is higher than average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children who are looked after by the local authority and children from service families.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To improve Collective Worship by:
 - Giving pupils more opportunities to plan and lead worship independently.
- To improve Religious Education by:
 - Further develop tracking and assessment procedures to ensure accelerated progress for underperforming groups.
 - To ensure the good practice in marking and feedback is applied consistently across the school so that it impacts on pupil progress.

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.

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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 gain considerable benefit from it. They are able to express their own beliefs with confidence and have a good understanding of how their faith impacts on their own lives and others.
- The mission statement; ‘Moving Forward Together’, is central to the life of the school and is understood and fully embraced by all pupils in their daily school life.
- Pupils take full advantage of the many opportunities offered to them and can articulate how the school is helping them to become better people, explaining various fundraising projects such as CAFOD and an orphanage in Pakistan.
- They are proud to belong to the thriving chaplaincy group ‘Mini-Vinnies’, which is proactive in organising support for those in need such as the Durham Food Bank and shoeboxes at Christmas.
- Pupils, staff and governors are rightly proud of their school. One governor feels the school provides the pupils with a ‘strong moral compass’.
- Parents are appreciative of the work of the school and are proud to belong to a strong community where people help each other.
- Pupils participate joyfully in a variety of events in school, in the parish and at diocesan level.

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

- Blessed John Duckett is a school committed to Catholic tradition and ethos. The Catholic character of the school is evident in the creative displays and sacred spaces prominently featured around the school.
- The school’s mission statement, ‘Moving Forward Together’, is embraced and lived out by all.
- Excellent relationships exist within the school community with all stakeholders fully committed to making the school the best that it can be. Staff, governors, parents and pupils are all encouraged to be involved in school life and communication is seen as a strength of the school.

- The school is a very prayerful community where all members of the community feel welcomed.
- Clear policies and procedures are in place which are carefully planned to reflect the Catholic Life of the school for both pupils and staff. They provide high levels of support for pupils, staff and the wider community.
- Relationships and Sex Education (RSE) is taught throughout the school at age appropriate levels and it is in line with the teachings of the Catholic faith.
- 'Statements to Live By' are displayed throughout the school and these help pupils to understand how to live in the way Jesus wants them to.
- Parents commented on how well their children are nurtured and cared for and hold the school in high regard.

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

- The leadership and management of the Catholic Life of school is outstanding. The headteacher is a very positive presence around the school and, supported by the deputy headteacher, demonstrates strong witness and commitment to the school's mission and ethos.
- All leaders and managers, including the governing body, have high expectations for the continuing development of the Catholic Life of the school. Together, they have a clear picture of the school's role in the promotion of Catholic values throughout the community.
- The school's self-evaluation is accurate and has clear links to school development plans which are focused on the Catholic Life of school.
- Governors and the parish priest make a significant contribution to the Catholic Life of the school. They are highly visible in the school community and passionate about the school's mission. They communicate high expectations, providing appropriate challenge and support. They discharge their statutory and canonical duties very well.
- Parents feel that the Catholic ethos is strong and they are very supportive of it. The school gets positive feedback through its monitoring procedures such as parental questionnaires.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- 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.

- Blessed John Duckett is a prayerful community where pupils' response to and participation in Collective Worship is good. There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' good behaviour and consideration for others.
- From the earliest age, pupils act reverently and show respect when participating in acts of worship. They listen well and are happy to take part in Collective Worship, liturgies, Masses and assemblies.
- Older pupils prepare and lead worship with increasing confidence and enthusiasm although they are not given sufficient opportunities to plan and lead worship independently in a variety of contexts.
- Younger pupils are acquiring skills in preparing and leading prayer and Collective Worship. With support they are becoming skilled in the use of scripture, religious artefacts, hymns and other forms of prayer through their class 'liturgy box'.
- Pupils participate actively and with enthusiasm in the school's sacramental preparation programme.
- They show respect for different faiths and are aware that religious beliefs are important. They have a good understanding of the church's liturgical year.
- Adults provide very good role models for pupils and contribute significantly to their spiritual and moral development.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is at the heart of every school celebration, it is reflective and fully inclusive enabling all pupils to take part. Praying together is a natural part of the school day for all staff and pupils.
- Pupils, governors and parents commented on how much they value the school's Collective Worship. Parents who are not Catholic commented that they see worship as a strength of the school and feel comfortable and included when supporting their children.
- During the inspection, four examples of Collective Worship were observed including a whole school liturgy on Remembrance. At all times, the pupils showed respect and reverence.
- 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.

- The Collective Worship policy provides a clear structure for staff to ensure there are a variety of opportunities for staff and pupils to pray together regularly.
- School leaders have an excellent understanding of the church's liturgical heritage, its rites and seasons and are passionate about ensuring pupils experience is of the highest quality. As a result, provision for Collective Worship is outstanding

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

- The headteacher and governors place the school's life of prayer and worship at the very heart of the school. Parents value this and speak highly of the impact on pupils.
- Leaders provide good quality experiences of Collective Worship, they have a well-developed knowledge and set a high standard in school with well-planned liturgical experiences. They ensure that their expert knowledge of how to plan and deliver worship is shared with staff. As a result, pupils respond well and act reverently during worship.
- Leaders regularly review Collective Worship as part of the self-evaluation process, they have an understanding of the strengths and areas for further development through both formal and informal monitoring.
- The views of pupils, staff and parents are valued and acted upon to ensure good quality Collective Worship continues to evolve throughout the school and parish community.
- Leaders have accurately identified the need to encourage pupils to further develop the skills of planning and leading worship independently.

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

- Most pupils enjoy Religious Education and can explain its value. They know it is a core subject. They are keen to do well, apply themselves in lessons and work at a good pace. Behaviour for learning is good.
- Pupils are developing well in their knowledge and understanding. They demonstrate good prior knowledge and are able to use this well in their new learning.
- They were observed making good progress during lessons and showed a good level of understanding of the topics they were studying.
- Data analysis and work scrutiny indicate standards of attainment are at least in line with diocesan averages.
- The vast majority of learners make good progress over time although the school is aware of the need to plan for accelerated progress for underperforming groups.
- As a result of effective support staff, pupils with special educational needs and disabilities are well supported and achieve well according to their age and capacity.

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

- Teaching and assessment is good. Most teachers have high expectations, plan interesting lessons and set appropriate targets for pupils to achieve in their work, consequently, from their starting points most groups of pupils make good and sustained progress.
- The quality of teaching is good, enthusing pupils and ensuring good progress over sequences of lessons and over time. Teachers' subject knowledge is good.
- Across the school, the quality of marking and feedback is not consistent and does not give pupils sufficient direction to lead to improvement. Pupils' work is marked regularly but pupils require further opportunities to respond to teacher comments in order to move learning forward.
- Effective assessment procedures are embedded into Religious Education which inform the teacher of the level at which pupils are working. These are not always accurate and staff need a more secure idea of attainment at each level.
- Additional adult support is used well, ensuring good progress for most pupils. Relationships between teachers and pupils are very good.

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

- The headteacher, along with the Religious Education coordinator, provides strong and effective leadership in Religious Education that ensures all pupils make good progress and that standards continue to rise. They are well supported by a dedicated staff who are all ambitious for the schools continued improvement.
- As a result of this good quality leadership, Religious Education has a prominent profile in the school and makes a positive contribution to the moral and spiritual development of pupils.
- Leaders, including governors, conduct a range of systematic monitoring activities of provision and outcomes in Religious Education, including work scrutiny, lesson observations and planning scrutiny. They use this monitoring analysis in their self-evaluation of the school's strengths and areas for improvement.
- The Religious Education coordinator supports staff with curriculum delivery and as a result teaching is improving with most lessons observed being at least good.
- The school has strong links with the parish and works closely with other Catholic schools in the cluster on joint moderation of standards in Religious Education.
- The Religious Education curriculum is designed to meet pupils' needs and ensure progress in learning. It compares favourably with other core subjects in terms of staffing, resources and time. It meets the requirements of the Bishops' Conference and contributes very effectively to the pupils' spiritual and moral development.
- Governors are well informed and knowledgeable about the school's strengths and further areas for development. They 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:**2****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:**2**

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

2

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	Blessed John Duckett RC Primary School
Unique reference number	114283
Local authority	Durham
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 John Flynn
Choose School Leadership Type	Mrs Sharon McQuiggin
Date of previous school inspection	May 2012
Telephone number	01388 731082
Email address	blessedjohnduckett@durhamlearning.net