



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SAINT BERNADETTE'S CATHOLIC PRIMARY SCHOOL

SHEVINGTON

Inspection Date 7 February 2017

Inspectors Rev D Melly Mrs A Williams

Unique Reference Number 106508

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary School

Age range of pupils 4-11

Number on roll 235

Chair of Governors Mr P Rushton

Headteacher Mr J Hanley

School address Church Lane
Shevington
Wigan
WN6 8BD

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Date of last inspection 24 March 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St Bernadette's school is an average sized Catholic Primary School situated in Shevington and mainly serving the parish of St Bernadette.
- There are 200 children on roll of whom 167 are baptised Catholic, 32 come from other Christian denominations or have no faith allegiance, and there is 1 Muslim pupil.
- There are 9 teachers of whom 9 teach Religious Education and 8 have a suitable qualification in Religious Education. Eight teachers are baptised Catholic.
- *Since the last inspection a new chair of governors has been appointed and three assistant headteachers. There is now no deputy head.*

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St Bernadette's is an outstanding school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and are capable of relating it to the daily life of the school and their role in living it out. The mission Statement has been reviewed since the last monitoring visit.
- Pupils have an outstanding sense of belonging to the school community and value and respect each other.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. Pupils are members of the school council and the GIFT Team. Some pupils are also E-Safety monitors (The PRISM Club) and some have responsibility for the Forest School. Year six are trained to be buddies for the reception class.
- Pupils are actively involved in developing the Catholic character of the school by the way they care for each other and those less fortunate than themselves. There is keen fund raising for CAFOD, Nugent, HCPT, the local food bank and the Brick Homeless foundation. Last year they had an Advent calendar and instead of taking something out they contributed something for local refugees.
- Pupils benefit from participation in away days at Low Bank Ground and Years 4,5 & 6 enjoy retreat activities. A retreat day in preparation for Confirmation has been planned jointly with the parish and School Chaplaincy Team. The relationship between the school, the homes and the parish is outstanding. Pupils have an outstanding sense of right and wrong and apply this in their personal relationships. They are taking increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community. There is carol singing in the Methodist Church for members of the community which is greatly enjoyed by all. Pupils embrace opportunities to meet their potential in all aspects of school life.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate levels for their age and stage of development in each key stage while some exceed.

- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show great interest, respond extremely well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles especially Christian Meditation. They appreciate and are open to the Word of God in the scriptures which is well proclaimed.
- They sing very joyfully, are given a little time to reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.
- The outstanding Collective Worship would be further enhanced if more time were given to the children for personal reflection.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Excellent use is made of time and resources including other adults, Information and Communication Technology, John Burland songs and a variety of appropriate artefacts to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. Effort and achievement are always celebrated.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils for all topics. A record of this is kept in each child's workbooks.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school, using the *Come and See* programme recommended by the Archdiocese in an imaginative and creative way. This meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning: role play, talking partners, mixed response partners and discussion.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as the variety of extra curricular clubs including the brass band, the drumming and choir have a positive impact on the curriculum as do the trips, prayer days and retreats.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Speakers from other faiths and religions have been invited into school. Visits have also been made to the synagogue in Manchester.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship obviously has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic Life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic Life and Mission of the school especially in the way they treat each other and live out the values of the gospels.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outline areas for development. The SED is an accurate evaluation of the work and the Catholic Life of the school. Leaders know the school well and are eager to further develop an already outstanding school.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are extremely positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school especially by attending class and school Masses and acts of Collective Worship.
- The governors are outstanding in fulfilling their responsibilities. They effectively help to shape the direction of the school through their willingness to share their expertise to bring the school. They are obviously passionate about St Bernadette's. The contribution of the Parish Priest is particularly valued by all.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. The also have their own assessment system to be found in each child's work book.

- The subject leader is outstanding in guiding Religious Education. She is very enthusiastic and shows great commitment to RE and the Catholic Life of the school. She introduces new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are always celebrated.

What the school needs to do to improve further?

- To implement the areas for improvement identified in the Self Evaluation Document especially the moderation of Religious Education with other local schools.
- To introduce more quiet reflection time into the already outstanding Collective Worship.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

<i>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</i>
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