



St Bernadette Catholic Primary School

160 Long Lane, Hillingdon, UB10 0EH

Date of inspection: 19 September 2014

A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade I

The overall effectiveness of classroom religious education (RE) in developing pupils' religious literacy is judged to be very good. The curriculum is drawn from various schemes and has been comprehensively mapped to the requirements of the *Religious Education Curriculum Directory*. The taught curriculum on Catholic Social Teaching is innovative and outstanding in providing opportunities for pupils to learn about this key area. The behaviour and engagement of pupils in lessons and around the school is excellent. Pupils are articulate, polite and confident in sharing their ideas and work. Achievement in all classes is at least good with outstanding achievement and progress by the end of Key Stage 2. Pupils with special educational needs are being very well catered for and teaching assistants were very active in supporting all pupils.

Marking is developing well in the school but needs further refinement, especially in Key Stage 1 to help the pupils produce even better quality work. The school is not yet outstanding because the quality of teaching is variable across the school ranging from requires improvement to outstanding. Monitoring of this area needs to be developed further. Governance is a strength of the school and governors are kept well informed of all new developments in RE. The RE subject leader plays a very key role in both promoting the curriculum and in supporting her colleagues. The school's own self-evaluation is a thorough and mostly accurate document.

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade I*

The school's overall effectiveness in this area is outstanding. The headteacher, ably assisted by her deputy and RE subject leader has a very clear vision of how the Catholic life of the school should evolve. They have implemented some outstanding ideas especially in the area of the Common Good. This aspect of the school's Catholic life is exemplary and deserves to be disseminated across the Diocese. The pupils themselves love to discuss this area of their learning and are eagerly looking forward to working to support Mission Together in Cambodia in the year ahead.

At least 10% of curriculum time is devoted to the teaching of religious education across all key stages every week. The governing body also provide very good strategic leadership and management in promoting the Catholic life of the school. Parents are very pleased and proud of the fact that their children attend this school. The parent focus group is developing into a key partnership for the sharing of ideas.

Prayer and worship are well developed in the school and liturgies and Sacraments are well planned for. Pupils of all ages need to be given further opportunities to plan and prepare their own celebrations and liturgies. The Catholic life of the school is judged to be Outstanding overall.

Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent 1 day in school, visited 14 lessons and 1 assembly, and carried out 4 interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of St Bernadette was carried out under the requirements of Canon 806 and the Education Act 2005, and in accordance with the Framework for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Inspection Team

Mr Sean Flood	Lead Inspector
Mrs Ann Staunton	Associate Inspector
Mrs Kathleen Gilbert	Associate Inspector

Description of School

The school is a two form entry Catholic primary school in the Local Authority of Hillingdon and the locality of Hillingdon. The school serves the parish of St Bernadette, Hillingdon. The proportion of pupils who are baptised Catholic is 95%. The proportion of pupils who are from other Christian denominations is 4% and from other Faiths or no Faiths declared is 1%. The percentage of Catholic teachers in the school is 70%.

There are 475 pupils on roll, and 3 pupils with a statement of Special Educational Need. The proportion of pupils from ethnic minority groups is well above national average. The number of pupils speaking English as an Additional Language is well above national average. There is a well below average rate of families claiming free school meals. 38 pupils receive the Pupil Premium. The mission statement of the school states: "St Bernadette School takes us on a journey where we learn to value ourselves and each other with Christ as our guide - – **Caring, Honest, Respectful, Inspiring, Spiritual, Tolerant.**".

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Headteacher:	Mrs Catherine Moss
Chair of Governors:	Mrs Bernie O'Driscoll

Date of previous inspection:	27 th April 2009
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Key for inspection grades:	<i>Grade 1*</i>	<i>Outstanding</i>
	<i>Grade 1</i>	<i>Very Good</i>
	<i>Grade 2</i>	<i>Good</i>
	<i>Grade 3</i>	<i>Requires improvement</i>
	<i>Grade 4</i>	<i>Causing Concern</i>

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What has improved in classroom religious education since the last inspection?

Most of the key issues highlighted in the previous inspection have been addressed. The assessment and progress of pupils' work are now more accurate. The school itself states that the marking of work has improved significantly since the last inspection. Planning has been carefully re-written by the Religious Education (RE) subject co-ordinator leading to a rise in standards of written work across the school.

The main area of improvement identified by this inspection is the recently introduced work on Catholic Social Teaching which is both innovative and of a very high quality.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade I*

The content of St Bernadette Catholic School's Religious Education curriculum fully meets the requirements of the Religious Education Curriculum Directory. The curriculum has been carefully mapped and planned for by the RE leadership team to ensure that each strand is being covered. The school uses a wide variety of schemes and extra resources to supplement its curriculum. The taught RE curriculum allows the children many opportunities to develop their religious literacy as they progress through the school. The school is using the framework and thematic approach of the Here I Am scheme of work and also uses the units of work provided by Margaret Carswell. It is looking in the near future to introduce some of the units in the Come and See scheme for the teaching about other faiths. This use of a variety of schemes will need careful monitoring and co-ordination in the year ahead to ensure that there is sufficient time and training for comprehensive coverage and the implementation of a coherent religious education curriculum.

The school last year introduced a new curriculum area based around Catholic Social Teaching. There is some exciting and potentially fruitful work taking place in the school in pursuing this aspect of the religious education curriculum. Every year has been allocated a different topic with titles such as Stewardship of the Earth, Dignity and Rights of workers and Solidarity. This work is evolving in a very creative and well thought out manner and because of this innovative work the overall content of the curriculum is judged to be outstanding.

Pupil achievement (as well as attainment and progress) in religious education

Grade I

Pupil achievement is very good particularly in upper Key Stage 2. Achievement overall is variable ranging from good to outstanding. It is at least good in every class seen. Pupils' work is assessed through the year using the Diocesan and National Levels of Attainment and the agreed understandings. The school has engaged with other local schools in the process of moderating pupil attainment. Marking and feedback of pupils' work has clearly improved in the school since the previous inspection and is developing well. Some very effective next steps marking was in evidence in Key Stage 2. Marking for younger children is much more variable and in some classes cannot be accessed or understood by the pupils. This is an area for further development for the school. Assessment overall is being well developed in the school. Pupils from Year 2 onwards are being given opportunities to assess their own understanding by completing their Must, Should, Could page

at the end of each topic. The religious education subject leader is very engaged in moderation and assessment and is keen to share her subject knowledge and expertise with other teachers.

Pupils enter the school broadly either in line with, or above national averages and leave in Year 6 achieving above the national average, therefore progress is deemed to be very good in this school. Progress is especially good in Years 5 and 6. Progress is also deemed to be very good for pupils with special educational needs whose needs are being very well catered for.

Pupils are mostly very engaged in their lessons and enjoy learning about religious education. They were also very responsive and keen to share their good subject knowledge with inspectors.

Behaviour in all classes was of a very high standard.

Scrutiny of pupils work showed some good examples across the school of analysing scripture and psalms. Some very good written work was also seen in upper Key Stage 2 on the theme of Being a Sacramental People. Examples of the impact of the school's excellent work around Catholic Social Teaching was evident in the themes of Forgiveness and Reconciliation and by the example of, amongst others the family of Jimmy Mizen. Some of this written work seen was exemplary by the older pupils and should be shared and disseminated across the Diocese.

The quality of teaching

Grade 2

The quality of teaching across the school is variable overall ranging from requires improvement to outstanding. Some outstanding lessons were seen in Years 5 and 6 where the work and responses of the pupils was sometimes equally outstanding. Overall the quality of teaching is judged to be good. The children get a very caring, secure and nurturing start in the Early Years Foundation Stage classes. Teachers plan well with the assistance of a very pro-active subject leader. Expectations are generally high among staff. Where the teaching was at its very best all pupils were engaged and high order questions were posed and set for pupils of all abilities and strengths. In some classes seen, the work and questioning was not sufficiently matched to the abilities of the pupils thereby not engaging all pupils. Teaching assistants were very active and mostly played a very good role during this inspection in supporting many children with either special educational or language needs. They were also very effective in ensuring that the behaviour of the pupils was for the most part outstanding. Monitoring of the quality of teaching in religious education needs to be developed much further in this school with more opportunities provided for the best teachers to demonstrate, share and understand what outstanding teaching looks like. Marking of pupils work in some of Key Stage 1 needs to be addressed; in other areas it is developing very well and pupils respond with enthusiasm in some cases to high quality marking, and clearly know how to improve their work. Homework opportunities are being provided by the school in a variety of formats and this does help pupils to progress and share their understanding with their families.

The effectiveness of the leadership and management of religious education

Grade 1

The leadership and management of religious education are very good. The headteacher has a clear and creative vision and commitment to the development of religious education. She is very well supported by a very keen and enthusiastic religious education subject leader. The subject leader has a clear focus on improving teaching and learning and has developed some good action plans to address this key area. She provides a full report to Governors each year for them to monitor provision and outcomes. The Governing Body are a major strength of this school and are being kept well informed. They are ambitious for the school to succeed and have a wide range of expertise to assist the school in its development.

The religious education subject leader currently does all the formal observations of the quality of teaching of RE in each year group and this work needs to be shared wider across the management of the school to ensure even higher standards of teaching and learning.

There are a very good and wide range of resources within the school and in most classes. The school's own self-evaluation document is thorough and comprehensive and identifies some key areas for development within the school. It is mostly quite accurate but needs greater rigour and perspective for observing and developing the quality of teaching across the school.

The religious education subject leader and also the deputy head work well together and do demonstrate a keen appreciation of the centrality of religious education in the mission of the church and are both having a very effective impact.

What should the school do to improve further in classroom religious education?

- Ensure that the monitoring of the quality of teaching is accurate, rigorous and carefully monitored so that teachers are given clear and specific areas for development when these are identified.
- Develop further some simple marking and feedback systems so that the younger pupils in the school know clearly what they have to do to improve their work.
- Monitor carefully the implementation of a variety of schemes to ensure that there is sufficient time and training for comprehensive coverage of a coherent religious education curriculum.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What has improved since the last inspection?

The key issue identified in this area during the last inspection concerning a new mission statement has been fully addressed and implemented. Pupils know and proudly shared the schools mission statement, statement of values and school payers.

The school's understanding and response to the areas of social justice has had a major impact on the Catholic life of the school.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade I*

At least 10% of curriculum time is devoted to the teaching of religious education across all key stages every week. An appropriate annual budget is allocated for the subject in line with other curriculum areas and the subject appears to be very well resourced. Teachers are developing very good subject knowledge of religious education in accordance with the Religious Education Curriculum Directory for England and Wales. The accommodation is of a high standard both indoors and outdoors. Opportunities are missed to develop quiet areas of prayer and reflection in the school's extensive grounds. Displays and prayer corners are of a high quality in the classroom and indeed all around the school and are both informative and stimulating for pupils and parents alike. The school places a very high emphasis on the centrality of the Catholic faith to its mission, life and work.

The area of the Catholic life of the school is very well led by the deputy head.

Professional development is also being well led and plentiful opportunities are provided for all staff to develop their knowledge. Governors perform their role well in monitoring this area and it is judged to be outstanding.

The experience of Catholic worship – prayer and liturgy – for the whole school community.

Grade I

Prayer and worship are central to the Catholic life of St Bernadette School. This is a strength of the school and is judged to be very good. Pupils are provided with a wide opportunity for daily prayer and the school has a planned calendar of liturgies including celebration of the Eucharist at significant times in the year. Time is also found to visit the church at regular intervals for Stations of the Cross and reconciliation services. The school is very sensitive to the needs, traditions and aspirations of other cultures and faiths. Some classes do plan and lead prayer and liturgical services and this work needs to be shared and expanded to the whole school. The traditional prayers of the church are taught from an early age and prayer is an intrinsic part of daily school life. Pupils are provided with many opportunities both collectively and individually for spiritual development. Some good quality reflective class liturgies were seen during this inspection. There are currently no quiet outside areas in the school grounds for prayer and reflection and opportunities are being missed to enhance provision for the school community even more.

The commitment and contribution to the Common Good – service and social justice.

Grade I*

This area of the school's work is quite outstanding in many different ways. Pupils are becoming increasingly articulate in their knowledge and understanding of Catholic Social Teaching. They are equally highly aware of the theology that underpins this area and were keen to share their understanding in conversations with inspectors. The call of the Church to action for justice and peace is fully understood by the pupils and community both at home and overseas. The school has links with various Catholic charities such as CAFOD and is about to embark on a year supporting the charity Mission Together and its work in Cambodia. Pupils love talking about this type of activity and are genuinely enthused by this project. This work is also evident in a carefully planned and rich classroom curriculum with a different topic provided for every year. Pupils' response is outstanding and more opportunities need to be provided to record their thoughts and ideas in writing and via ICT to even further enhance the already outstanding provision.

Lent and Advent are being well used by the school to develop the Common Good. Some of the highlights noted by the school are that during Lent the children carried out acts of service to others and during Advent became Advent angels to other children in their class. Other acts of service included Reception cleaning the church during Lent, Year 4s visiting the convent and the Year 3 class teaching Nursery about Church.

The work of the school in its commitment and contribution to the Common Good is exemplary and is quite clearly outstanding in every way.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;

Grade I

The partnership with parents is very strong at all levels and the questionnaires and the schools own surveys show parents greatly appreciate the Catholic life and work of the school. The schools new mission statement was shared with all parents. Communication is very good with regular newsletters and via the school website. Of particular note is the new parent focus group which is open to all parents and whose minutes are published on the school website.

The school involves parents in family homework including the meaning of Easter and the Papal visit. Parents are always invited and welcome to attend events in school as well as assemblies and liturgies.

The school works in an effective partnership with the diocese and deanery through regular attendance at training sessions by teaching staff, leadership and governors. Senior Leaders and governors attend diocesan celebrations, Hillingdon deanery moderation meetings and relevant conferences. Partnerships are well developed and committed in all relevant areas.

The school seeks all opportunities to develop and foster good relationships with the parish.

The effectiveness of the leadership and management in promoting the Catholic life of the school.

Grade I*

The leadership of the school's Catholic life is outstanding, and has a clear vision to maintain its effectiveness and to promote the further development of its Catholic life. The dual leadership roles shared between the deputy head and subject leader of religious education in promoting the Catholic life of the school is working very well. Governors are fully committed to the school's Catholic

identity and have a clear understanding of their strategic role. They keep themselves fully informed of all aspects of school life. Inclusion for all is a priority in the school and is being implemented successfully in all classes. The school actively and regularly seeks the views of all stakeholders including pupils in its monitoring and evaluation.

What should the school do to develop further the Catholic life of the school?

- Provide more opportunities for pupils to write, record and film in various formats the outstanding work they are being taught on Catholic Social Teaching
- Develop high quality prayer and worship more by allowing pupils of all ages to plan and present their own liturgies and acts of worship
- Create an outside area for quiet, prayer and reflection in the school's extensive grounds.