



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Cuthbert's Catholic Primary School,
Wigton**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:

St Cuthbert's Catholic Primary School

Address:

**East End,
Wigton,
Cumbria
CA7 9HZ**

Telephone Number:

01697 343119

Email Address:

admin@stcuth-wig.cumbria.sch.uk

School URN:

112310

Headteacher:

Miss Paula Holden

Chair of Governors:

Mr Kevin Armstrong

Lead Inspector:

Mrs Frances Wygladala

Team Inspector:

Mrs Nerissa Nicholas

Date of Inspection:

April 15th 2015

INFORMATION ABOUT THE SCHOOL

St Cuthbert's is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school serves the parish of St. Cuthbert in Wigton, Cumbria. It is a smaller than the average-sized primary school with 85 pupils currently on role, of whom approximately 24% are baptised Roman Catholic: there are a further 13 children in the nursery. Pupils are taught in four mixed-age classes from Nursery to Year 6. Pupil's attainment in Religious Education (RE) on entry to nursery is below the national average. The number of pupils from minority ethnic groups is well below the national average, as are those who speak English as an additional language. Last year, 2014, for largely geographical reasons no pupils moved on to the nearest Catholic High School.

The proportion of pupils with special educational needs and disabilities is above average while the proportion of pupils known to be eligible for the pupil premium is below that found nationally.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	14	13	14	11	13	13	7	85
Catholics on roll	5	1	4	1	3	4	2	20
Other Christian denomination	0	0	0	2	2	1	1	6
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	9	12	10	8	8	8	4	59
No of learners from ethnic groups	0	0	0	0	0	0	0	0
Total on SEN Register	2	3	3	3	4	4	1	20
Total with Statements of SEN					2			

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Cuthbert's, Wigton	
Reception to year 6	85
Nursery	13
Total	98

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2	2	2	2.5	2.5	2.5	2.5	16
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%av

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%av

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%av

STAFFING	
Full-time teachers	3
Part-time teachers	4
Total full-time equivalent (FTE)	5
Classroom Support assistants	8
Number of Catholic teachers FTE	2
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	1

ORGANISATION	
Published admission number	30
Number of classes	4
Average class size KS1	27
Average class size KS 2	22

EXPENDITURE (£)	Last financial year 2013/4	Current financial year 2014/5	Next financial year 2015/6
Total expenditure on teaching and learning resources	6,979	7,209	Budget not finalised
RE Curriculum allowance from above	2,114	2,044	Budget not finalised
English Curriculum allowance from above	3,695	3,159	As above
Total CPD budget	5,800	5,800	As above
RE allocation for CPD	1,200	1,200	As above

How the school has developed since the last inspection

All aspects of improvement since the last inspection have been actioned and are having a positive impact on raising standards in RE and on access to and participation in opportunities for prayer and liturgy.

Attainment and progress in RE is tracked and monitored for every pupil throughout the year. This is monitored and evaluated regularly by leaders and managers. The headteacher, in her termly report, provides governors with information on standards in RE to enable them to monitor attainment and progress and to compare it to other core subjects. Higher levels of work in RE are internally and externally moderated each year.

The school has a good capacity for sustained improvement. The excellent leadership and the commitment of staff and governors illustrate the capacity to improve further.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

St Cuthbert's is a good and improving Catholic school. It is very welcoming and has inclusion for all as a central goal and a shared vision. Pupils enjoy attending the school and they have positive attitudes to learning. Pupils deepen knowledge of their faith throughout their time in school and increase their understanding of other faiths. The school lives out its Mission Statement daily and pupils state that they '*Live, love and learn together and let the light of Jesus shine in our school*'. Governors play a significant part in leading the direction of the school in the community it serves. Recommendations since the last inspection have been actioned and standards have risen.

The Catholic Life of the school is good. There is a firm commitment among governors, staff, parish clergy and catechists to assist the formation of pupils and families in their prayer life. Staff set good examples, are proud of their school and work hard together. They take pride in their work and are eager to demonstrate their effectiveness. The spiritual, moral, social and cultural development of pupils is good and has a positive impact on everyday life at St Cuthbert's. This can be seen through pupils' responses to each other and to the notion of the Common Good and Justice in the world we live in. Gospel values permeate school life and pupils are helped to grow in faith.

Opportunities for Prayer and Liturgy are excellent; pupils act with reverence and pray confidently together. They make full use of resources available to them and appreciate the extra time provided to pray for example in the lunchtime prayer group.

The quality of RE is good; teaching is consistently good and pupils are provided with opportunities to deepen their faith, to understand Catholic traditions and practices and progress well in their learning. Teachers have good subject knowledge in RE, enabling pupils to enjoy and achieve well in their RE lessons. Leaders and managers have effective monitoring systems in place and set priorities for the development of the subject. As a result, progress is good for all groups of learners regardless of their starting points – many of which are very low. The staff is well supported by senior leaders and the Local Leader of Diocesan Education (LLDE).

Despite the many pressures on the school, staff and governors have made sure that the Catholic character of St Cuthbert's, its ethos, prayer life and curriculum RE has not been compromised. These are strengths of the school and many improvements have been made since the last inspection.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

Further develop the consistency of prayer and liturgy by sharing the good practice observed in school to develop younger pupils' independence in leading prayer and liturgy with confidence.

Continue to develop provision in line with the Religious Education Curriculum Directory and Diocesan guidelines by

- reviewing the curriculum
- working with other small schools who have mixed age classes to develop a curriculum that is fit for purpose and is reviewed regularly
- ensuring the assessment tasks enable pupils to attain higher levels.

Continue to work with local schools to provide shared liturgical opportunities for pupils and parents to enhance the strong links with Our Lady and St. Patrick's.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

2
2
2

Pupils make a good contribution to the Catholic Life of the school and greatly benefit from it. Gospel values permeate school life and pupils are helped to grow in faith and to make the most of their abilities. They are at the heart of a deeply embedded culture of care and concern promoted by governors, leaders and the whole staff team. Pastoral support for vulnerable children and their families is a priority. This is underpinned by good spiritual, moral, social and cultural development.

Pupils are proud to be members of St Cuthbert's Catholic Primary School and are very well behaved. They talk eagerly about how their understanding of religion helps them to make 'good' choices and about the need for forgiveness when good choices are not made. Pupils treat others with respect and acknowledge that their behaviour always has consequences. During an observed lesson in Year 5/6 pupils were asked to describe and understand what it is like to be a disciple of Jesus now and in the past: they discussed with enthusiasm the invitation to us all to be disciples and the sacraments of initiation. Pupils are reflective and respectful of those with beliefs different to their own: every year a multi-faith week enables pupils to learn about other world faiths and to compare similarities and differences with Roman Catholic rites and traditions. They are well aware of the needs of other people and seek to support them for example by fund raising for different charities.

Continued professional development is effective and staff meet regularly with a Local Leader of Diocesan Education (LLDE) to improve standards across the whole curriculum and to moderate work in RE. Governors, clergy and school leaders plan the school calendar around the liturgical seasons and feasts, deepening pupils' knowledge and understanding of them. All pupils are assisted and supported in their prayer life and enjoy the celebration of Mass and other liturgies. There are plans to develop the consistency of prayer and liturgy throughout the school by sharing the good practice observed during inspection to develop younger pupils' independence in leading prayer and liturgy with confidence.

Prayer and liturgy are central to the whole school community and a key part of every school celebration. Each class has a focus area dedicated for prayer and liturgy that is well resourced. Discussions with pupils demonstrate their understanding of the importance of key celebrations throughout the liturgical year, for example Lent, Easter, Advent and Christmas. The lunchtime prayer group, which is run by a parishioner, also gives pupils the opportunity to develop their own faith as well as to engage with members of the local community.

Staff set a good example; they are proud of their school and everyone in it and they work well together. There are positive relationships with the parish, catechists, parents, governors, staff and with pupils that everyone works hard to develop. The school is engaged in the local community, ensuring that pupils respect and understand the feeling of belonging. Recently they took part in Wigton's Remembrance Service and the choir sing in a local care home at Christmas. St Cuthbert's develops and expresses its ecclesial dimension through partnership with the diocesan family of parishes and cluster work with other schools. Pupils, parents and staff would benefit from shared liturgical opportunities with Our Lady and St. Patrick's to enhance the effective links between the schools and shared clergy.

Pupils are provided with a wide range of experiences in which they are able to express their faith, for example through class assemblies, Masses, Christmas concerts, and the Churches Together carol service; also through Harvest Festival

and the May procession. Pupils have a great awareness of their duty as Christians to serve others in local, national and global communities. They talked enthusiastically about supporting a former teacher by sending out resources to a school she visited in Zambia and by sharing stories and artefacts when she led an assembly on her return. The School Council, supported by pupils, parents, staff, governors and parishioners have raised money for many charities through their hard work, for example CAFOD, the North Allerdale Foodbank, Marie Curie, Operation Christmas Child and CFM's 'Cash for Kids'.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

2

2

Pupils are able to talk about their work in RE, what it means to them and what they gain from it. They show interest and enthusiasm in their learning and take great pride in their work.

On entry to the school nursery, baseline assessment shows that children have very little knowledge or understanding of the Catholic faith or its traditions. However, they make excellent progress in Foundation Stage and this is built on through Key Stage 1 so that standards are in line with standards in reading and writing. By the end of Key Stage 2 pupils have made excellent progress and standards in RE are in line with those in English and in writing. This is a significant improvement since the last inspection and takes account of the different achievements of groups of pupils within each cohort. There are no significant differences between groups of learners, such as, boys and girls, Catholic pupils or those of no faith: all make expected or better progress. Tracking levels of progress gives cause for celebration with some pupils making three levels of progress from Key Stage one to Key Stage 2.

Leadership and management of the RE curriculum are good. The head teacher, who recently took over the subject leadership of RE, is dedicated to driving improvement and together with the staff, has high expectations of pupils. Assessment and tracking systems are rigorous and effective with a focus on tracking the progress all pupils and groups of learners. Governors now have a greater understanding of attainment and progress in RE as it is reported to them termly.

Governors and school leaders are committed to the school's Catholic mission and to its place in RE. The RE curriculum meets all the requirements of the Bishops' Conference and is planned using the RE scheme 'The Way, The Truth and the Life', and making reference to the diocesan document *Fit for Mission? Schools*. The school plans to continue to develop provision in RE by reviewing the curriculum in line with the RE Curriculum Directory then working with other small schools to develop a curriculum that is fit for purpose. It also needs to ensure that the assessment tasks enable all pupils to attain the levels commensurate with their ability.

There is a good variety and use of resources for RE and teachers pay attention to providing a good learning environment in RE. Themed weeks are popular with staff and pupils, these include 'Celebrating RE Week' and a multi faith week, they enable creative, and project based learning. This is shared during an assembly at the end of the week with all pupils, staff and parents. RE displays in classes and around the school are of a high standard. The RE curriculum effectively provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. Pupils learn from the many visits and visitors to school who provide stimulating experiences to enhance learning. With a variety of strategies agreed by all teachers, pupils are able to make progress. 'Next Steps' marking by staff enables pupils to have a sharper focus on their learning and to understand how to improve their work: they enjoy responding in 'fix it time'. The RE curriculum provides excellent opportunities for spiritual and moral development and it raises pupils' awareness of, and respect for, other world faiths. Teachers have developed their subject knowledge which inspires pupils and contributes to their progress as learners. As a result most pupils concentrate, are eager to learn and achieve well. Many cross-curricular links are made and teachers enjoy the freedom to extend pupils learning beyond the RE lesson. For example a pupil enjoyed extended writing in RE and was eager to share it with inspectors.

Communication with parents is good; there is a half termly newsletter informing parents of the topics to be covered in RE so that support can be given from home. Pupils appreciate the Wednesday Word that is distributed weekly to all families; they look forward to the puzzles and learning about the gospel which is the focus of Monday's whole school assembly. Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the diocese for the inspection. They state that their children are happy in school, they are made to feel welcome and that the school meets the religious needs of all pupils, including those who are not Catholic.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	2	2	2