

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**on**

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

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**School:** Saint Cuthbert's Catholic Primary School

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**School URN:** 112344

**Head teacher:** Mrs. Judith Whitaker

**Chair of Governors:** Mr. Brendan Drury

**Section 48 Inspector:** Mrs Catherine Pearson

**Date of Inspection:** 24<sup>th</sup> November 2010

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

## **INFORMATION ABOUT THE SCHOOL**

Saint Cuthbert's Catholic Primary School is a small school with a majority of pupils of white British backgrounds. Recently, however, there has been an increase in pupils of Eastern European backgrounds, which presently equates to 27% of the school roll. This is above the national average.

The large majority of pupils are baptised Catholics. A small minority of parents choose the school through recommendation and the positive experiences gained through being past pupils.

The school is organised into two main teaching areas. Pupils in Early Years Foundation Stage, Years 1 and 2 share an area. Pupils in Years 3, 4, 5 and 6 share another area. The pupils also have access to the parish hall.

The school has recently remodelled classrooms and improved provision in the Early Years Foundation Stage.

## **FACTUAL INFORMATION**

### **Pupil Catchment:**

Number of pupils on roll:	59
Planned Admission Number of Pupils:	12
Percentage of pupils baptised Catholics:	38/65%
Percentage of pupils from other Christian denominations:	13%
Percentage of pupils from other faith backgrounds:	1%
Percentage of pupils with no religious affiliation:	0%
Percentage of pupils from ethnic groups:	22%
Percentage of pupils with special needs:	17%

### **Staffing**

Full-time teachers:	3
Part-time teachers:	1
Percentage of Catholic teachers:	100%
Percentage of teachers with CCRS:	66%

### **Percentage of learning time given to RE:**

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

### **Parishes served by the school:**

1. Our Lady and Saint Herbert
2. Mater Amabilis, Ambleside

## **Overall Effectiveness**

2

## **Capacity for sustained improvement**

2

The school has active governors who are committed to improving standards in Religious Education. The RE coordinator is conscientious and has made progress towards tackling the issues raised in the last inspection. The quality of self evaluation has enabled the school to identify appropriate priorities to consolidate success and secure further improvement.

## **MAIN FINDINGS**

Inspection finds Saint Cuthbert's to be a good school. The inclusive nature of the school promotes a caring ethos and a happy learning environment in which the worth and self esteem of all members of the school community are valued and nurtured.

Outcomes for pupils are good and almost all pupils achieved Level 4+ in 2009/2010 cohort.

The school mission statement, recently revisited by the pupils, reflects the school's Christian aim, to develop every child's potential and prepare them for life beyond Windermere within a culture of respect.

Teachers and support staff are committed to continuing improvement. The school aims to create a friendly environment where learning is enjoyable and all pupils feel secure respected and valued. This was evidenced through discussion with pupils.

Pupils' spiritual and moral development is nurtured by planned teaching and by the way staff address daily issues and guide and care for the pupils very well.

The spiritual ethos of the school is supported by the parish priest who visits the school at least weekly. Pupils show respect for each other and for the adults working with them and consequently behave very well.

Staff and governors are committed to continuous improvement for all pupils. Governors work conscientiously to support and challenge the school.

Resources are utilised well and the teachers and staff are enjoying the relatively new scheme of work, 'The Way the Truth and the Life.' Self

evaluation processes are having an impact on pupils' learning, as teachers' assessments and lesson observations are monitored regularly.

The parental questionnaire responses show that most parents are happy with provision for Religious Education and standards therein. Pupils' religious needs are met including those who are not of the Catholic faith. Parents are well informed about their child's progress and have a clear understanding of what is being taught. The vast majority of parental responses agree strongly that their child is happy in school.

## **What the school needs to do to improve further**

- Involve all pupils in the self review process by setting appropriate learning targets relevant to their personal learning needs.
- Further develop the focused marking procedures already in place by providing opportunities for pupils to respond to teachers' comments and advice for improvement.
- Further improve the quality of pupil led Collective Worship by giving pupils practical suggestions for improvement and record this through written feedback.
- Formalise the monitoring visits for governors by providing a 'pro forma' for monitoring, which identifies the purpose and outcomes of the visit. This will serve as a formal record of governor monitoring.
- Develop community cohesion into the national and international context.

## **PUPILS**

**How good outcomes are for pupils, taking particular account of variations between different groups**

<b>2</b>
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Pupils clearly enjoy their RE lessons which are appropriately planned, not only to challenge, inspire and interest, but also to take account of all learners. During inspection lessons were observed in all classes and a variety of teaching styles were observed.

Pupils in Reception were discussing birthdays and how they can be celebrated. They were also expected to show an understanding of the story of the birth of Jesus. The Adult led activity included the story of 'The birth of God's Son, Jesus' and making birthday cards. Other key areas were planned to focus on babies and birthdays.

Pupils in Key Stage One were learning about why God chose Mary and that Jesus is God's gift to the world. Lesson objectives were achieved and the plenary session was particularly poignant when pupils made individual advent promises whilst a teddy bear was passed around.

Pupils in Key Stage Two were learning about Justice and the individuals who spoke out about injustice in the world.

Pupils were attentive and listened well to the teacher as she introduced a variety of people who devoted their lives to speaking out against injustice. Activities were appropriate to the different ages of pupils and were well matched to the pupils' abilities whilst giving them opportunities to challenge their thinking.

Monitoring data gathered by the school shows that most pupils make at least good progress in all key stages. They are eager to do well and they work diligently in lessons at a good pace.

Pupils said that they enjoyed their RE lessons especially when they involved drama and music. They like to lead their own worship but would like some more resources to help focus on particular themes.

The school council are planning a 'Fairtrade Craft Fair' to be held in the parish hall in the Summer term and are very excited about the various stalls they plan to provide.

Most pupils make 2 levels progress from Key Stage One to Key Stage Two. Progress for pupils with English as an additional language has not been as consistent due to pupils entering the school at different times, some only two terms before making the transition to Key Stage Three.

Two pupils at this time will not reach national expectations, one of whom has additional needs and one who joined the school 12 months ago.

Pupils take on responsibilities and participate constructively in the Catholic life of the school beyond routine lessons and activities. They understand that religious belief and spiritual values are important for many people. They show interest in the religious life of others, care and respect for religious objects in school. They understand the importance of key celebrations in school throughout the liturgical year and in the parish community. They show signs of responding to the needs of people beyond the school. They show an understanding of the need to forgive, be forgiven and they have a good understanding of right and wrong.

## **LEADERS AND MANAGERS**

### **How effective leaders and managers are in developing the Catholic life of the School**

2

Leadership and management are good and the school's current strategic three year plan reflects the needs of the school.

The headteacher and the parish priest work collaboratively to ensure that the pupils are supported in their spiritual development through regular weekly assemblies, where they are given opportunities to reflect upon and hear the 'Word of God.'

The parish priest and headteacher plan and deliver weekly Collective Worship to the whole school and pupils are actively involved in planning and delivering their own class Collective Worship regularly.

Staff and governors are committed to the mission of the Church by providing a rich and balanced curriculum which all pupils can access.

The school self evaluation document is shared with governors who regularly monitor progress and are committed to furthering school improvement. Governors are involved in the monitoring of RE in school and often visit on an informal basis.

The provision of a simple pro forma for governors to complete, following formal and informal visits to school would serve as a formal record of Governor monitoring.

The school strategic improvement plan sets clear priorities and targets for religious education. The plan has the mission of the school at the heart of its vision.

Governors and staff worked together in drawing up the 'Fit for Mission' document and elements of this are contained within the school development plan.

Staff and governors and parishioners come together with the pupils to share liturgy in church. This is welcomed by the parishioners who recognise the school as a vital part of the community.

During the inspection the oldest pupils led a whole school act of Collective Worship based on 'Remembrance'. Pupils reflected on those who have given their lives for our country and our neighbours who are hungry and poor. They also talked about the work of charities that help these people, especially CAFOD. The school supports this and other charities and has carried out fundraising activities to support the work of CAFOD recently.

The issue around the sustainability of the school was discussed with governors, who continue to plan for the school's future. This is being addressed in co-operation with the diocese and the local authority.

## **PROVISION**

### **How effective the provision is for Catholic Education**

<b>2</b>
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The school makes effective provision for the promotion of Catholic Education.

Teaching assistants and other adults working in school reinforce and support learning very effectively by working with specific groups or individuals.

Pupils are encouraged to participate in lessons and work collaboratively with their peers. ICT is used to maximise learning. Most pupils are confident and flourish.

The RE coordinator takes her role seriously and keeps appropriate evidence of moderated work. She attends the required training and annual conferences. She has developed clear systems for tracking progress for individual pupils and regularly leads staff meetings following area RE meetings.

The coordinator has reworked the PSHE curriculum to fit in with 'the Way the Truth and the Life' scheme thus creating an effective cross curricular link.

The school has also subscribed to 'Philosophy for children' initiative, which helps to boost pupils' self esteem and well being.

However, pupils would benefit from having personalised targets in their work books so that they know what they have to do to improve and reach the next level in their learning.

Foundation Stage pupils have a baseline assessment pro forma inside their work book which enables the teacher to measure progress over the year.

Pupils are informed verbally about how they are progressing with their learning but discussions with pupils revealed that they would also like a written target to help them to remember what they need to do to improve further the quality of their work.

Pupils enjoy and take pride in their school. They enjoy their RE in school and like participating in liturgies and Masses in the church. Pupils speak confidently about their religious experiences in school and in church.

Pupils said that they feel very safe and secure in school and they know that they are loved, cared for and valued as individuals.

One of the younger pupils who came from Poland said that he was made to feel welcome in the school because the other pupils talked to him and smiled.

The school has embraced the pupils from other countries and is planning another World Faith Week to celebrate their cultures.

The school now needs to further develop community cohesion to include the wider national and international context.

All pupils said that the pupils look after each other, in particular that the older ones care for the younger pupils. They all enjoy their time in school.

The quality of Collective Worship provided is good and pupils are active participants. Attendance by parents and others associated with the school is encouraged and facilitated. Worship is consistent with the Catholic character of the school and responsive to the varying faith backgrounds of pupils.

Staff and pupils pray together. There is a range of formal and informal prayer opportunities for daily prayer. Staff regularly review and plan for improvements in the school's provision.

Staff recognise the need to improve and enhance provision for Collective Worship by purchasing suitable artefacts and resources which will appeal to and enthuse the pupils to present meaningful and reflective Worship.



# SUMMARY OF INSPECTION JUDGEMENTS

**Key for inspection grades:**

Grade 1 **Outstanding**      Grade 2 **Good**      Grade 3 **Satisfactory**      Grade 4 **Unsatisfactory**

<b>Overall effectiveness</b>	<b>2</b>
<b>The school's capacity for sustained improvement</b>	<b>2</b>
<b>PUPILS How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>2</b>
• How well do pupils achieve and enjoy their learning in Religious Education?	2
❖ the quality of pupils' learning and their progress	2
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
❖ pupils' attainment in RE	2
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	2
• how well do pupils respond to and participate in the school's Collective Worship?	2
<b>LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?</b>	<b>2</b>
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	2
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	2
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	2
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	2
• how effectively leaders and managers promote Community Cohesion?	2
<b>PROVISION How effective is the provision for Catholic Education?</b>	<b>2</b>
• the quality of teaching and purposeful learning in?	2
• the effectiveness of assessment and academic guidance in Religious Education?	2
• the extent to which Religious Education curriculum meets pupils' needs?	2
• the quality of Collective Worship provided by the school?	2