



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

St Bernadette's Catholic Primary Voluntary Academy

Anne's Crescent, Scunthorpe, DN16 2LW

School URN:	138016
Inspection Date:	12 June 2018
Inspectors:	Mr Anthony Harrison and Mrs Kate Mann

Overall Effectiveness	Previous Inspection:	Outstanding	1
	This Inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Bernadette's Catholic Primary Voluntary Academy is an outstanding Catholic school.

- Pupils are at the centre of shaping the school, mission and ethos. This is because leaders and managers at all levels ensure that the highest quality of provision is put in place for all children to achieve their God-given potential.
- High quality teaching ensures that pupils make rapid progress from their relatively low starting points. All pupils learn exceptionally well, acquiring knowledge in Religious Education quickly so that by the end of Key Stage 2, standards of attainment are above diocesan averages.
- Leaders and managers, including senior leaders, ensure that the spiritual and liturgical understanding of the school staff is given the highest priority. This training is received whole-heartedly and enthusiastically.
- Parents speak highly of the school choosing it over other local schools because: 'It promotes the values of being a good person'; 'It has high expectations of learning' and 'The school is an extension of the home and Church'.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Bernadette's is a larger than average sized primary school with 335 pupils on roll.
- The school is situated on the outskirts of Scunthorpe to the south and serves the parish of St Bernadette's.
- The school is part of the Northern Lincolnshire Catholic Academy Trust.
- 69% of pupils on roll are baptised Catholic, 18% are from other Christian faith backgrounds, 7% are from other faith backgrounds and 6% have no religious affiliation.
- 16% of pupils are in receipt of pupil premium funding and 10% are on the SEND (special educational needs and/or a disability) register, 4 of whom are in receipt of an EHCP (education, health care plan).

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- For the school to embed its outstanding Catholic Life provision by:
 - The governing body empowering leaders to share knowledge and expertise widely across the Catholic education community.
- Develop pupils' response to Collective Worship by:
 - Leaders exploring a greater variety of Collective Worship experiences which include more contemporary approaches to prayer and worship.
 - Leaders developing the evaluation and impact of Collective Worship by seeking the views of pupils, staff and parents in a more systematic and thorough way.
- Increase standards further in Religious Education by:
 - Teachers developing more effective feedback strategies to ensure that progress in all lessons is rapid.
 - Governors adopting a more systematic approach to monitoring which ensures a more coherent and consistent self-evaluation of Religious Education.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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<ul style="list-style-type: none"> • The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> • The quality of provision for the Catholic Life of the school. 	1
<ul style="list-style-type: none"> • How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school. 	1

The extent to which pupils contribute to and benefit from the Catholic Life of the school – outstanding

- All pupils are at the centre of shaping the school’s mission and ethos. Pupils have been active in designing a new badge and uniform showing a deep understanding of how these symbols unite the community of St Bernadette’s.
- Pupils have great pride for their school and speak highly and appreciatively of what the leaders and staff offer them. One pupil described the overall provision as: ‘An opportunity to express our love for God’.
- Pupils have a profound respect for each other and the adults within the community. As a result, care and love for all within the community is present; as one pupil told inspectors, ‘The love in this school is like dropping a stone in the water and seeing the ripples’.
- The provision of Catholic Life is broad-reaching for all groups allowing all pupils to develop spiritually, morally, socially, emotionally and academically. The implementation of a nurture network offers an exceptional support to those most in need.
- Throughout the school day, pupils are given and facilitate opportunities for reading the Gospel, followed by time to undertake adoration and reflection culminating in a deep value and respect of the Catholic tradition.

The quality of provision for the Catholic Life of the school – outstanding

- Pupils at St Bernadette's have a deep experience of belonging to a community that values their opinions and ensures that they are at the centre of shaping the school's educational mission. Pupils speak passionately about their school expressing, 'This building is full of God's love and we are taught by God'.
- The school behaviour policy is based on Gospel values with key cornerstone values providing a firm foundation for expectations of behaviour and because of this behaviour in and around the school is exceptional.
- Across the school and relative to their age, pupils show compassion and seek justice for those less fortunate than themselves; they contribute to and actively support a number of charities throughout the year such as CAFOD and Samaritan's Purse. Pupils regularly engage enthusiastically in school, parish and diocesan celebrations and activities.
- The school has a well-established pastoral programme which supports the most vulnerable pupils in the school including those with special educational needs and/or a disability. Pupils speak highly of the support they receive from their teachers and those designated adults and because of this almost all pupils are happy, confident and secure in their spiritual and emotional growth.
- The mission of the school is clear and motivating; its presence is evident in the physical learning environments and the words and actions of the children and staff around the school. The school has a distinct and inspiring Catholic character which inspires all that work and learn within the building.

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

- The school's headteacher is deeply committed to the educational mission of the Church; he is well supported by his governing body and members of staff. As such, the school's Catholic ethos is seen as of paramount importance by pupils and staff alike.
- As referenced regularly through pupil and parent voice; these stakeholders readily acknowledge the strong leadership of the Catholic Life of the school and the positive impact it has on the sense of community.
- Continuing professional development for Catholic Life is given high priority. The subject leader for Religious Education regularly attends diocesan training. Teachers new to a Catholic school are always trained and staff meetings regularly address the Catholic Life of the school.
- The parish priest is a regular visitor to the school. He has recently arrived to the parish and speaks very positively, and is extremely proud, about the school's provision for Catholic Life as well as the solid links between the parish and school community.
- Governors are fully involved in reviewing and shaping the Catholic Life of the school. They are passionate about the school's mission and receive regular reports from the headteacher and subject leader for Religious Education on progress being made against actions highlighted in the school improvement plan.
- The school improvement plan is skilfully devised so that actions are specific and appropriate in addressing areas of development fed into plans from the school's self-evaluation processes which are robust and accurate. This demonstrates a desire for the school to be continually improving.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of provision for the 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 – outstanding

- The opportunities for worship in the school are plentiful with a very visible effect. Pupils spoke highly of the Gospel reading sessions explaining that they ‘help us to reflect on the day’. As well as this, pupils were profound in their discussions around their experience of adoration, ‘what we do, think and say – God helps us’.
- The school day is punctuated with prayer, at the start and end of the day, before meal times, during lessons and at break times. Staff value the prayer life of the school and understand the prayer traditions of the Church.
- Throughout the school, displays on chosen liturgical and biblical themes are exceptional; promoting the Catholic character of the school. Each class has a meaningful prayer corner to encourage the pupils’ interest, reflection and spiritual growth. Prayer focuses are well resourced with pupils able to use artefacts appropriately to enhance their liturgical experiences.
- Collective Worship is centred on the pupils and is planned on clear themes and messages.
- Pupils in collaboration with the teachers and headteacher lead whole school acts of worship. These are well planned and thoughtful. The school must now consider more contemporary approaches to prayer and liturgy to ensure messages remain relevant to the pupils of St Bernadette’s.

The quality of provision for Collective Worship – outstanding

- Collective Worship is given the highest priority in terms of planning and resourcing. The leaders of the school, including governors have been decisive and relentless in their prioritising of Collective Worship. For this reason, experiences of Collective Worship are highly cherished by all members of the school community.
- Praying together is a central part of everyday life at St Bernadette's for staff and pupils. It informs the day, reflects the Catholic character of the school and, importantly, is inclusive of all faith backgrounds.
- Senior leaders work hard to welcome parents and carers – inviting them to attend liturgies, Masses and celebrations of which many do. All parents and carers spoken to by inspectors said that they highly value the welcome which they receive from the school and 'do what they can to support the school'.
- The increasing number and varied resources for prayer and worship are used effectively so all benefit from appropriate and meaningful liturgies. An understanding of the liturgical seasons and traditions of the Church is evident throughout the school and has a high level of impact on Collective Worship.
- Class teachers and those in the roles of Religious Education subject leader are all highly skilled in helping pupils to plan and deliver high quality forms of Collective Worship. Staff members with the support of senior leaders must continue to broaden their understanding and experience of more contemporary approaches to Collective Worship so that worship continues to be relevant to all children in the school.

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

- The headteacher and senior leaders are inspirational in delivering high quality Collective Worship. The school has worked closely with diocesan personnel and sought the support of other outstanding practitioners from around the Diocese of Nottingham. The results of such high quality training from the school's leadership are staff who feel empowered to deliver a variety of acts of worship throughout the school day and pupils who respond positively to their experience of Collective Worship.
- High priority is given to the monitoring and evaluation by leaders of Collective Worship. Leaders have an astute understanding and knowledge of the strengths and areas for development, and actively seek out opportunities to improve.
- Training of staff is given high priority; new and inexperienced members of staff are given excellent support and swiftly gain confidence and inspiration from the senior leadership team, parish priest and colleagues.
- Throughout the liturgical year, leaders plan carefully the religious experiences of the pupils, taking advantage of the proximity of the parish church and seeking out opportunities to broaden pupils' experiences of faith and prayer.
- Leaders of the school, including members of the governing body, correctly identified the need to improve evaluation of Collective Worship by pupils and staff and how this information forms part of the school's self-evaluation document.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
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- 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.

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How well pupils achieve and enjoy their learning in Religious Education – outstanding

- All pupils are inspired to achieve high levels of attainment in Religious Education. This is because of the high quality of teaching skills and the equally high level of commitment shown by all staff to drive standards. This collegiate approach creates a positive climate for learning where all pupils feel included and make outstanding progress given their starting points.
- The programme for Relationships and Sex Education (RSE) reflects the teachings of the Catholic Church. This, together with the school’s ‘Cornerstone Values’, the Mission Statement and the ‘Come and See’ programme provide comprehensive moral, spiritual, personal and social educational provision. Strong links with other agencies such as school health also support this; especially for vulnerable groups of pupils who are ably supported by members of staff, skilled in providing programmes of nurture to meet specific pupils’ needs and achievements.
- From low starting points, all groups of pupils make at least good progress in Religious Education and many make more than expected progress; this substantial progress over time is strongly evident in Religious Education books throughout the school. As a result of this, progress and attainment in Religious Education compares very favourably with the diocesan averages at both Key Stages 1 and 2.
- Pupils’ books are full of excellent work; behaviour for learning is outstanding. Targets are always responded to; often in depth. Pupils’ books do however show less evidence of peer and self-assessment against lesson objectives and assessment criteria. This, in unison with developments in improving effective feedback, is an area in which to improve.
- Teachers are highly creative in planning which leads to deeper thinking within learners. In Foundation Stage 2 one pupil said: ‘Love one another as I love you’ as she was able to equate John (13: 33-34) to a related ‘Cornerstone Value’ of the school. By Year 6, pupils are able to give deep, theological responses linked to their knowledge and understanding of the Bible as well as Catholic Social Teaching.
- The majority of pupils enjoy Religious Education. Some pupils explained that this is because it is more than a subject as it begins with reflection and worship, and they then learn from scripture which helps and guides them to live out their mission. A group told inspectors that this enables all pupils to strive for excellence in all that they do and that this is celebrated through song and prayer at the end of Religious Education lessons. All Religious Education lessons observed were clothed within worship and mission.

The quality of teaching and assessment in Religious Education – outstanding

- Teaching and learning in Religious Education is outstanding. Pupils are fully engaged through activities that are carefully planned to meet the learning needs of all groups of pupils at the appropriate level of challenge. This stems from accurate assessment judgements in pupils' books which match the school's tracking system. This accurate assessment is the base from which such creative work is planned.
- Teachers throughout the school have very good subject knowledge. As a result, questioning is of a high standard and teachers deepen pupils' level of understanding through skilfully developing their responses and discussions.
- Class teachers provide ongoing mentoring and direction for teaching assistants. This enables a collegiate approach which in turn helps pupils gain from the sound knowledge and skills of practitioners who are able to engage fully and immerse themselves in the learning and achievements of the pupils.
- Pupils cherish and value their Religious Education books and view them with the utmost importance. They know what level they are working at, and respond well to written feedback. Their written responses and discussion demonstrate a clear and accurate understanding of how well they are doing in Religious Education and what they need to do to improve.
- To further enhance pupils' outcomes in Religious Education, teachers now need to develop more effective feedback strategies during lessons, close to the point of learning, to ensure progress in all lessons and year groups is rapid.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – outstanding

- The leadership of Religious Education is outstanding; the subject leader for Religious Education embraces her role with energy, enthusiasm and expertise. She is supported whole heartedly by the headteacher and governors. Together, their work prioritises Religious Education, so that this drives standards by ensuring it has a high profile which extends to all areas of school life.
- Recent surveys indicate thorough commitment from pupils, parents and teaching staff to the teaching of Religious Education. The embedded good and mainly outstanding practice in classes; evident in the delivery and pupil response to Religious Education; is a key strength of the school.
- Pupils' learning is thoroughly enriched through wide and varied links with the parish and the wider community. The parish priest and members of the parish family are a regular presence in school; they help pupils gain first-hand experience of the liturgical life of the Catholic Church.
- Religious Education is extremely well resourced. Strategic planning, careful thought and prioritising ensures favourable comparisons with other core subjects. This meets fully the requirements of the Bishops' Conference of England and Wales.
- Governors carry out extensive monitoring activities in the school. They realise that they should now adopt a more systematic approach to monitoring which ensures a more coherent and consistent self-evaluation in order to become even more effective.

SCHOOL DETAILS

School Name	St Bernadette's Catholic Primary Voluntary Academy
Unique Reference Number	138016
Local Authority	North Lincolnshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 10 Religious Education lessons, 2 Acts of Collective Worship.

Meetings were held with the headteacher, the Chair of Governors and the parish priest; the subject leader supported the inspectors throughout the day. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Chair of Governors:	Mr Paul Moran
Headteacher:	Mr Mark Strong
Date of Previous School Inspection:	18 June 2013
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

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

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.