

## DIOCESAN INSPECTION REPORT

# St Benedict's Catholic Primary School

(Part of Nicholas Postgate C.A.T), Mersey Road, Redcar TS10 1LS

School Unique Reference Number: **142272**

<b>Inspection dates:</b>	23 – 24 May 2019
<b>Lead inspector:</b>	Michelle Ryan
<b>Team inspector:</b>	Jillian Manders, Jackie Tempestoso (trainees)

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Benedict's Catholic Primary School is an outstanding Catholic school because:

- St Benedict's is a very calm, inclusive and welcoming Catholic community in which Christ is at the centre of all decisions made. Pupils are at the heart of St. Benedict's, and the leadership is committed to helping all pupils become the best that they can be. Consequently, pupils want to be the best that they can be. They are respectful, have a real sense of social justice and take on positions of responsibility with eagerness and confidence.
- The Catholic Life of St Benedict's is outstanding because the mission and ethos of Catholic education underpins all that the school does. Excellent relationships are a key strength of the school and all staff are excellent role models. School leaders give authentic Catholic witness, and have a very clear sense of purpose. They know the school well, enabling the right decisions to be made for the benefit of the whole school community. This determination gives confidence and leads to continuous school improvement. St. Benedict's is an outward-facing school, embracing all opportunities to give to others and to learn from others.
- The quality of Collective Worship is outstanding in that prayer and Worship form the heart of the school. Collective Worship is frequent, and pupils participate reverently and with respect. The pupils' enthusiastic singing of the school song is a joy to listen to. Pupils are reverent, prayerful and confident in leading Acts of Collective Worship and are increasingly enjoying the use of a variety of different prayer forms.
- Religious Education (RE) is outstanding because pupils achieve well, enjoy their learning, and can articulate their faith well. Pupils' behaviour and attitude to learning is outstanding. Teaching is consistently good and some is outstanding. Teachers have a passion for the teaching of RE and they transmit this enjoyment and purpose to their pupils. The confidence the pupils display would be further supported by a wider range of self-initiated tasks.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Benedict's is a larger-than average primary school which was formed in 2005 as an amalgamation of St Alban's and St Dominic's Primary schools. The school has good links with the secondary feeder school and schools within the Nicholas Postgate Academy trust.
- In September 2015, the school joined The Nicholas Postgate Academy Trust, which widened into the Nicholas Postgate Catholic Academy Trust in September 2018.
- The school community is from a predominantly white, British background (95%) and from the Catholic faith (56%) with another 24% from other Christian denominations. 5% of the children are from a minority ethnic background compared to the national average of 32.1%. There is an almost even balance of boys and girls. The school has an above average level of deprivation which shows that 25% of the pupil population live within the 10% most deprived areas in England and 39% are live within the top 20% most deprived areas in England.
- 25% of the school are eligible for pupil premium funding and pupils on free school meals make up 23.4% compared to the national average of 13.7%
- Since the last inspection there have been staff changes including the appointment of a new Headteacher who took up her role in the second half of the Spring Term February 2017.
- The headteacher and deputy headteacher, who is also the Religious Education leader, two assistant headteachers, special education needs co-ordinator (SENCO), key stage 1 team leader and key stage 2 leader and the pastoral / behaviour lead form the SLT.
- Outcomes for pupils in Early Years Foundation Stage (EYFS) are very strong. Attainment on entry into foundation stage one (Nursery) shows that over half of the cohort did not meet age related expectations but by the end of Nursery. By the end of reception class, pupils have made exceptional progress with over 85% achieving expected or better progress.
- Over the past 3 years outcomes in reading, writing and maths have been consistently above national averages in all key stages.
- There are strong links with Social Care and other agencies.
- St Benedict's Primary Catholic Voluntary Academy holds several awards in recognition of its work in specific areas:  
Basic Skills Award  
Eco-Schools Bronze Award  
Rights Respecting Schools Level 1 Award.  
Enhanced Healthy Schools Award  
Sainsbury's Active Primary Gold Level Award.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

To further develop the quality of Collective Worship by:

- Developing pupils' skills further so they are more involved in leading Collective Worship independently.
- Continue to extend and develop pupils' knowledge and understanding of different styles of prayer.

To further improve the quality of Religious Education by:

- Ensuring consistency of teacher assessments on order to support outstanding outcomes.
- Ensuring rigour and pace is evident for pupils to maximise learning opportunities and in turn make the required progress.
- Encouraging further the pupils' self- initiated learning.
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Maintain the momentum and drive for excellence which is apparent in the entire work of the school.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils make an outstanding contribution to the Catholic Life of the school and gain considerable benefit from it. They can express their own beliefs with confidence and have a good understanding of how their faith impacts on their own lives and others.
- The pupils' contribution to shaping the school's mission and living it out within school and the community is commendable and can be seen in many forms such as fundraising for 'Zoe's Place' and school helping clean the local beach. The aims of the school are lived out and embodied in the school hymn "St Benedict's school".
- Pupils are at the very centre of school celebrations and, through very strong parish links, the pupils are taking an increasingly prominent role in the two parishes attached to the school which includes class led family Masses in which pupils have the opportunity to lead the homily based on the 'Come and See' syllabus.
- Pupils take their positions of responsibility and leadership with genuine commitment. These include 'Mini Vinnies', school council, 'Anti- Bullying Ambassador's' and chaplaincy team members who are supported by the parish.
- Pastoral support for the pupils and families is strong and provides the school community with much valued care and support as articulated by parents. They feel well informed due to the clear lines of communication.
- The pupils have a sense of justice and are aware of the needs of others within their local community and beyond.
- Pupils' behaviour is outstanding, they show respect towards one another and have a deep respect for those of other faiths.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The mission statement, 'Pray together, Learn together', is fully embedded and lived out by all in the school community. The mission statement is clearly displayed throughout the school and referenced in Collective Worship. The Catholic character of the school is reflected and celebrated in the many vibrant displays and prayer spaces.
- People are at the heart of this family community. Strong relationships and mutual respect between leaders, governors, staff, parents and pupils are a key feature of the school. Catholic values are embedded in the life of the school and the adults in the school provide excellent role models.

- Pastoral care for the pupils is outstanding. This is generated by clear procedures and policies which provide the highest level of support. Parents were appreciative of and gave personal accounts of support they have received.
- Staff participate in the Catholic Life and mission of the school, such as staff prayers. Commitment to the Catholic social teachings are evident and clear policies and practices are in place.
- Personal, Social and Health education (PSHE) is well embedded in the school with a very comprehensive framework which supports the children. The school's Relationships and Sex Education (RSE) is age appropriate and in line with the teachings of the Catholic Church.
- The sacramental preparation is well prepared and led by a team of committed parish catechists. They spoke passionately about the relationship between the parish and school. One parishioner said, "We are part of the school and the school is part of us."

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

- The headteacher, Religious Education (RE) lead, RE team, and chaplaincy team, are outstanding role models; they demonstrate strong witness and deep commitment to the church's mission and provide clear direction for the Catholic Life of the school.
- The parish priest and governors play an instrumental part in the Catholic Life of the school for pupils. The parish priest spoke about how the teaching and learning at St Benedict's supports the Catholic Life of the school and that the Catholic ethos of the school underpins everything.
- School self-evaluation reflects effective monitoring, analysis and self-challenge. Leaders, including governors, know their school well and give high priority to the development of Catholic Life.
- Staff benefit greatly from the continuing professional development (CPD) provided by the parish priest as well as a structured CPD programme to support all. The induction procedures ensure staff new to the school are well supported and feel valued.
- The school's engagement with parents and carers is excellent. This was articulated by the large number of parents and carers who attending the meeting.
- Governors are actively involved in the school's self-evaluation process. They are always invited to events and participate enthusiastically as full members of the leadership team. They discharge their statutory and canonical duties well and are committed to upholding the strong ethos that exists.
- All leaders respond well to diocesan policies and initiatives, promoting the Bishop's vision throughout the school.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for 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 is outstanding.**

- Pupils are deeply reverent and show respect when participating in Acts of Worship. They listen well, reflecting in silence and joining in community prayers with confidence and sustained focus.
- Pupils displayed confidence in their delivery of class Collective Worship, however in some instances this confidence was hindered by an over reliance on adult help.
- Pupils have a very good understanding of the Liturgical year and religious seasons and articulated their involvement in special devotions such as the rosary by the Legion of Mary.
- Adults provide effective role models for the pupils. They encourage and foster a culture for prayer and Worship which supports the pupils' confidence and enthusiasm.
- Pupils are keen to participate in staff-led prayer and Worship which is well planned and reflective. The pupils responded very positively to achieving the 'Fruits of the Spirits' awards and this was evident throughout the school.
- Evidence showed that pupils have confidence in planning the four-part Collective Worship.
- Collective Worship is seen as a central part to the life of the school which brings joy to the whole school.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is at the heart of every celebration and daily prayer is a natural part of the school day for staff and pupils. From entering Nursery, pupils are taught how to create an atmosphere for prayer and celebrate together.
- During the inspection, many examples of Collective Worship were observed including whole school, class Worship, Worship in the prayer garden, as well as "pray together with parents" as observed in the nursery class. At all times, the pupils showed respect and reverence.
- Collective Worship is planned to reflect the Liturgical year and was both inclusive and reflective. Parents commented on how much they appreciate the invitations to guided reflections before school in both Advent and Lent. Parents feel that Collective Worship is a strength of the school and feel supported by the school.
- Focal points and displays in all classrooms and throughout the schools are thought provoking and provide very good support for reflection and prayer.
- Adults model high quality liturgies for pupils which contribute significantly to the spiritual and moral

developments of the pupils.

- There is a clear policy for Collective Worship at St Benedict's which ensures a clear sense of purpose.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- The leadership team for RE are dedicated and knowledgeable about Collective Worship. They have a deeply rooted understanding of the church's liturgical year which is reflected in displays and celebrations.
- The headteacher, RE leader and RE team provide excellent leadership and support the staff in their spiritual and liturgical understanding.
- The parish priest is actively involved in supporting and nurturing the Catholic Life of the school and supports the induction and formation of the staff.
- Governors are regular visitors to the school. They are well informed, supportive and ensure Collective Worship is given the highest priority.
- The school is both challenged and supported from the Nicholas Postgate Catholic Academy Trust through the very experienced Catholic Standards Officer. The HT has been proactive in seeking out advice to guide the school forward.
- Leaders regularly seek the views of the parents and staff; their responses are highly valued and lead to further development.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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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 is outstanding.

- Pupils value and appreciate the support they receive from their teachers and spoke very highly about all staff in school. They were enthusiastic about describing RE as a core subject and are keen to do well and apply themselves diligently in class. The learning behaviour throughout the school is outstanding and the pupils are a credit to the school.
- From a below average starting point the pupils make good or better progress throughout key stage one (KS1). Overall, good progress, and in some cases, better than good progress can be seen in key stage two (KS2). Pupils are not given enough opportunities to initiate their own learning thus limiting further progress.
- As a result of effective support staff, pupils with special educational needs and disabilities are well supported and achieve well according to their age capacity.
- The Catholic standards officer has validated judgements and shared these with the Nicholas Postgate Catholic Academy Trust. The school has benefited from working with other schools across the trust to improve monitoring systems and improve teachers' confidence in assessing the pupils. This rigour needs to continue to ensure all religious assessments are consistent.
- Pupils are given many opportunities and experiences to develop their oracy skills in RE through the rich curriculum, and as a consequence of this the pupil's theological literacy is outstanding.

#### The quality of teaching and assessment in Religious Education is good.

- Teaching is consistently good with some outstanding teaching observed during the inspection. Where teaching was outstanding, lessons were pacy and rigorous and had developed in their classes a culture of the pupils leading confidently their own learning.
- The school benefits from an effective use of a wide range of resources including a high-quality working environment, artefacts, digital media, and a variety of teaching pedagogies.
- Teachers' use praise and celebration of achievements very well throughout lessons and in daily school life.
- Teaching assistants are used effectively to support individual and group learning ensuring progress in lessons.
- Teachers have a great passion for the teaching of RE which is supported by a comprehensive and continuous professional development programme. All staff speak highly about the level



of support they receive which in turn has led to very good teacher knowledge to support the children in their RE. They describe how their support is well catered to the needs of their specific professional development requirements.

- Teachers mark work regularly and feedback given is positive and constructive. The most successful lessons observed include the teacher systematically and effectively checking the pupil's understanding throughout the lesson, skilfully intervening when necessary, so maximising pupils' learning.
- Assessments are regular and systematic and both internal and external moderation takes place within St Nicholas Catholic Postgate Trust.

### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- Leaders have ensured that the school meets the requirements of the Bishop's conference and that the minimum of 10% of curriculum time is dedicated to the teaching of RE.
- The Head Teacher's drive for excellence is apparent in all aspects of the school.
- Leaders at St Benedict's have ensured that RE has parity with the other core subjects and through discussion with pupils and parents it was evident that they perceive it as a core component of learning.
- Leaders are well informed of current developments in RE through diocesan and Trust advice which ensures staff are kept up to date with contemporary thinking and practice.
- The RE leader provides outstanding support to staff, particularly those new to the school.
- Governors are regular visitors to the school; they hold leaders to account for performance in Religious Education and are involved in a range of monitoring activities. They are supportive and visible and take part in many Religious celebrations in school.
- The Nicholas Postgate Catholic Academy Trust provides a very comprehensive support structure which identifies strengths, areas for development, and mechanisms to share good practice. This is led on the ground by the Catholic standards officer who shares the head teacher's drive for excellence and has made a valuable contribution in the school's drive to be the best that it can be.
- The parish priest provides outstanding support to the school. He clearly stated the school is challenged to provide excellent progress and his support and passion for this is evident.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

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

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The quality of provision for the Catholic Life of the school.

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

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**COLLECTIVE WORSHIP:****1**

How well pupils respond to and participate in the school's Collective Worship.

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The quality of provision for Collective Worship.

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

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**RELIGIOUS EDUCATION:****1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

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## School details

<b>School name</b>	St Benedict's Catholic Primary School
<b>Unique reference number</b>	142272
<b>Local authority</b>	Redcar & Cleveland
This Inspection Report is produced for the Rt Reverend Terence Patrick Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mrs Colleen Short
<b>Choose School Leadership Type</b>	Mrs Kendra Sill
<b>Date of previous school inspection</b>	April 2014
<b>Telephone number</b>	01642495770
<b>Email address</b>	<a href="mailto:enquiries@stbenedicts.npcat.org.uk">enquiries@stbenedicts.npcat.org.uk</a>