

DIOCESE OF SHREWSBURY

DIOCESAN EDUCATION SERVICE

...committed to encouraging 'fullness of life'

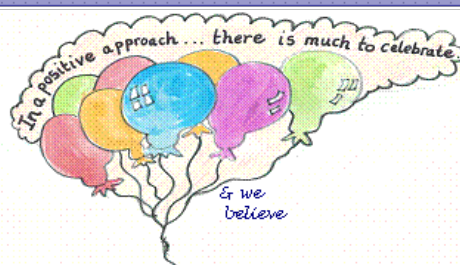


SECTION 48 INSPECTION REPORT:

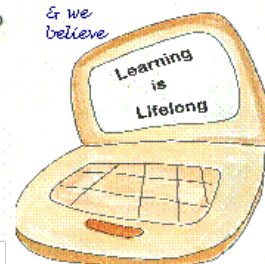
THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

School:	St Bernard's Catholic Primary School
Address:	Sherbourne Road Ellesmere Port CH65 5EW
Tel No:	0151 355 2047
URN:	111355
Headteacher:	Mr A Moor
Chair of Governors:	Mrs B Letissier
Date of Inspection:	28 March 2012
Inspectors:	Mrs S Lyonette Mrs E Robb

& we believe



& we believe



Our Mission.....

To grow, love and learn, following Jesus

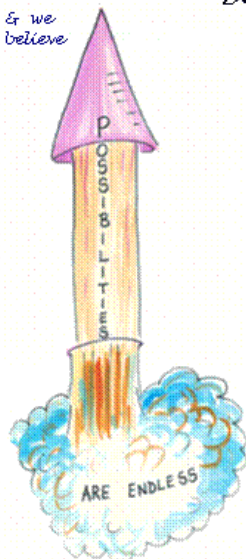
Because St Bernard's is a place where

We strive for excellence
Creativity, experiences, laughter, fun
and enjoyment are central
Everyone's voice is heard
We provide a secure and caring
environment
We foster respect between ourselves
and the world we live in
We build strong and lasting relation-
ships and together build skills for
life

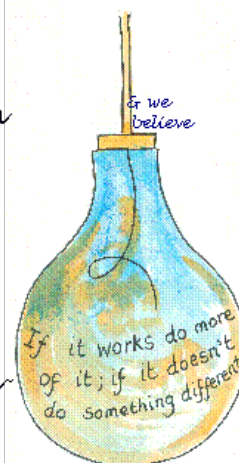
We follow the words of Jesus

'Love one another as I have loved you'

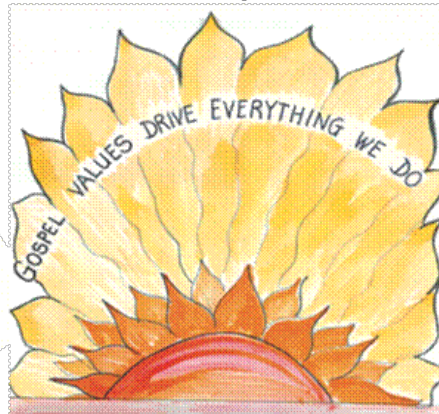
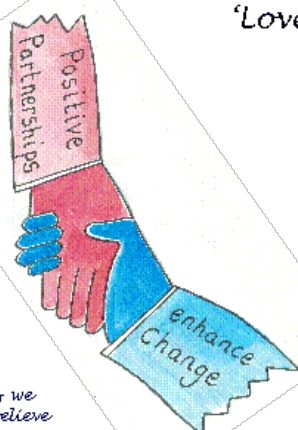
& we believe



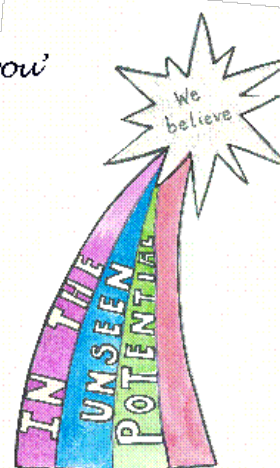
& we believe



& we believe



We believe



FACTUAL INFORMATION ABOUT THE SCHOOL

The school's context and, particularly, any significant changes in its circumstances since the last inspection

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		20	28	25	31	25	31	29	189
Catholics on roll		9	13	12	13	15	16	15	93
Other Christian denomination		6	6	7	9	3	9	8	48
Other faith background		0	1	1	1	1	1	2	7
No stated religious affiliation		4	7	4	8	5	5	4	37
Number of learners from ethnic groups		2	5	2	3	2	2	2	18
Total on SEN Register		4	9	10	11	10	8	10	62
Total with Statements of SEN		0	1	0	1	1	0	2	5
FSM		9	8	8	13	12	8	8	66

Exclusions in last academic year	Permanent	0	Fixed term	1
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Bernard's	84
St Saviours	6
Our Lady Star of the Sea	4
St Luke's	1

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
Ellesmere Port Catholic High	25

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)		24.5	24.5	24.5	26	26	26	26	

STAFFING	
Full-time teachers	7
Part-time teachers	6
Total full-time equivalent	7
Support assistants	12
Percentage of Catholic teachers f.t.e.	62%
How many teachers teach RE (P) f.t.e.	10
Number of teachers with CCRS or equivalent	6
Number of teachers currently undertaking CCRS	0

Published admission number	
Number of classes	7
Average class size KS1	24
Average class size KS2	28

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2010/11	Current financial year 2011/12	Next financial year 2012/13
RE	£2000	£3200	£2000
English	£2500	£3000	£2500
Mathematics	£800	£1850	£2000
Science	£	£700	£800

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	1
<p><u>How effective the school is in providing Catholic Education</u></p> <p>St Bernard's Catholic Primary School provides an outstanding Catholic education for the pupils who learn there each day. The staff, governors and pupils truly work and learn together within the spirit of their mission statement: "To grow, love and learn following Jesus".</p> <p>Pupils are achieving high standards in Religious Education and are deepening their understanding of what Jesus' Gospel values are. The atmosphere in the school reflects clearly the commitment and dedication of the senior leaders, staff and governors to providing quality education and high expectations in all areas of school life. The headteacher has ensured that the responsibility for outstanding Religious Education, spiritual and moral development is shared by the adults who work at St Bernard's Catholic Primary School, and the response of the pupils to this shared commitment is exemplary, as evidenced in their approach to learning and their respect for each other.</p> <p><u>What the school could do to continue their commitment to improve further.</u></p> <p><u>As already identified by the senior leadership team:</u></p> <ul style="list-style-type: none"> • Continue to develop the outstanding assessment procedures already in place to support learning when using The Way, The Truth and The Life Religious Education Scheme, which was introduced in January 2012. • Develop a strategic approach to the governors' monitoring and evaluation of Religious Education in order to develop their role as "critical friend." • With the governors, build on the opportunities already in place to integrate further the community, school and parish. 	

PUPILS	1
<p><u>How good outcomes are for pupils, taking account of variations between different groups</u></p> <p>The behaviour of all pupils is exemplary. During lunchtime pupils enjoyed talking about their playtime routines. In class they showed respect for each other and listened with interest when discussions were taking place. All lessons observed were outstanding. Pupils were enthusiastic and keen to participate in all appropriately differentiated activities, and the development of a skills-based curriculum is providing opportunities for pupils to improve their own learning at every stage. Pupils expressed their views confidently about the teachings of Jesus and their use of appropriate vocabulary was a particular strength noted in all lessons observed. Book sampling, discussions with pupils and all lesson observations, supported the evaluations made by the senior leaders and indicated that pupils are keen to take advantage of the outstanding opportunities offered to them at St Bernard's. The pupils' use of language is sophisticated, yet used with understanding. One Key Stage 2 pupil told inspectors she was "generating her own success criteria", and many pupils talked with enthusiasm about their own religion and respectfully about other faith traditions.</p> <p>The headteacher and governors have allocated effective and high quality support, so that pupils of all abilities and in all year groups benefit from well planned, differentiated learning opportunities. As a result of the high quality of learning experiences provided, pupils were totally engaged in all lessons observed, and therefore they are making significant progress in their knowledge and understanding. This, in turn, is having a positive impact on their day to day behaviour and actions. During discussions with a group of pupils, they expressed their appreciation for the care and support offered to them by all the staff working in school. One pupil commented that "St Bernard's is amazing". Pupils spoke confidently about the range of support available to them if they were worried or upset. This support included the SOS team, worry boxes, and peer mentors. They told us that they had learnt about bullying, but felt there was no bullying at St Bernard's. Pupils have many opportunities to take on responsibilities including School Council representatives, peer mentors, junior road safety monitors and Mini Vinnies.</p> <p>The pupils' responses to the questionnaire about school life indicated that children are happy and want to be part of all that St Bernard's has to offer. They spoke enthusiastically about Jesus and how important it is to treat each other as Jesus would.</p>	

There is a tradition of meaningful and varied acts of worship in which the pupils participate with reverence. Pupils in Foundation Stage were attentive during their Collective Worship and prayed together using the sign of the Cross and their class morning prayer. There were many examples of high quality responses by pupils throughout the school; in Year 3, pupils spontaneously discussed their belief in Jesus and how he helped them. This confidence and interest in religious knowledge or their personal faith was evident throughout the school, and pupils in Year 6 particularly enjoy their religious debates. The pupils used language appropriate to the topics they were learning, and they were able to make strong and meaningful links to their own lives.

The quality of Collective Worship is outstanding. This contributes to the strong feeling of family and shared vision that exists at St Bernard's. These experiences, as well as class prayer times, offer opportunities for prayerful reflection, worship and a deeper understanding of the gospel message through well planned spirituality and creative use of technology. The pupil's calm behaviour and attentive responses made a significant contribution to the opportunities for adults and pupils to participate in prayer and celebration during the whole school Collective Worship.

Pupils recognise that their Mission Statement is based on the Gospel values. The behaviour and responses from pupils throughout the school indicate that meaningful Collective Worship, high quality Religious Education lessons and the deep commitment of all staff to living their Mission "to grow, love and learn following Jesus" is very much part of the life at St Bernard's.

PROVISION	1
<p><u>How effective the provision is for Catholic Education</u></p> <p>The senior leaders have continued to build on the high standards reported in the previous inspection including:</p> <ul style="list-style-type: none"> • Training days to develop knowledge and confidence of staff. The Religious Education leader, head teacher and Parish Priest have planned high quality training and staff meetings, as well as attending Diocesan training and cluster group meetings. • Significant investment in high quality resources from CJM and Scottish Catholic Education Service have had a positive impact on teaching and learning. • The Diocesan scheme, 'The Way, The Truth and The Life', was introduced in January and feedback from teachers and pupils is positive. Lesson observations indicated that teachers have a strong knowledge base and confidently encourage pupils to think around the topics and raise questions during their lessons. • A range of effective assessment procedures ensures pupils of all abilities make outstanding progress. <p>Teachers plan their lessons effectively using a range of teaching styles and learning activities to maintain pupils' interest and motivation. As a result, teaching is consistently of a very high standard making purposeful learning a key feature of Religious Education in St Bernard's. All staff are committed to helping pupils develop an understanding of Jesus' teaching. Their subject knowledge, and the expertise of teaching assistants and learning mentors, enables them to guide and nurture all pupils irrespective of ability. Teachers use the school's resources effectively and their creative use of technology is a positive aid to learning and prayer in the Religious Education lessons. Skilful artwork and thought provoking images help to create a nurturing environment and are linked closely to specific themes of importance or the liturgical year. Pupils enjoy their learning and are highly motivated to do their best. Assessment strategies have been effectively developed and teachers in all classes are highly skilled in making their judgements. The Religious Education leader is developing tracking systems to support and further improve teaching and learning related to 'The Way, The Truth and The Life'. Teachers are formulating pupil evaluations, effective feedback and moderation opportunities, which will further improve the standards in Religious Education. The sharing of good practice effectively uses a variety of video clips, which staff and pupils use to evaluate their work and quality of Collective Worship.</p>	




The school is committed to providing excellent opportunities for the pupils to explore their own spiritual and moral development. This is successfully done through the curriculum, Collective Worship, day to day life and the excellent range of activities and experiences offered to the pupils. The quality of Collective Worship is outstanding and is very clearly central to the life of the school community. Pupils are encouraged to take part and express their own ideas about ways of worship and celebration.

LEADERS AND MANAGERS	1
<p><u>How effective leaders and managers are in developing the Catholic Life of the school</u></p> <p>The leaders and managers carry out their roles within the spirit of the school's Mission. The headteacher provides outstanding leadership and direction with vision and inspiration. He has developed a team which has the skills and strategies to meet challenges with optimism and sustain improvement. Relationships in the school are built on respect and sound professional judgement. These values permeate through the day to day life in school because of the enthusiastic dedication of the headteacher; the Religious Education leader, the support from the senior leaders and governors; and the hard work of all members of staff. Staff are professional and enthusiastic.</p> <p>The commitment to the Catholic life and mission of the school is outstanding, and this enables the provision for pupils' spiritual and moral development to be highly effective. The community at St Bernard's is committed to putting the Gospel values into action and, because of this, pupils enthusiastically raise funds for those less fortunate locally and in the wider world. Numerous examples of the school's involvement with charities were also evident. These include support for SVP, Children of Sudan Appeal, Shelter, Fair Trade, Help the Heroes, Hospice of the Good Shepherd, Claire House, Cancer Research and the British Heart Foundation. Pupils in Team 5 recently raised money to support their class teacher who takes children to Lourdes. The dedication to Gospel values is a strength of the school and pupils know that their school rules are based on the values of Jesus. They understand that they try to treat others as Jesus would and, because of this, compassion and forgiveness are key characteristics of the pupils and staff at St Bernard's.</p> <p>Assessment on entry provides a clear picture of the pupils needs and therefore provides an accurate starting point for measuring progress in Religious Education from Reception to the end of Key Stage Two. Effective monitoring systems have been implemented and the senior leaders clearly demonstrated their knowledge and understanding of teachers' professional development needs. A system of peer observations has been introduced, enabling teachers and teaching assistants to carry out joint observations of lessons, which is proving to be an effective way of sharing good practice.</p> <p>The Governing Body is highly supportive of the headteacher and school staff. Governors are welcome in the school and are confident that the headteacher has an excellent grasp of the needs of the pupils in his care. However, a more strategic approach to monitoring and evaluating the Religious Education curriculum and Catholic life of the school will enable them to be even more effective. The senior leaders and governors are committed to the on-going development of the partnership between school, parish and community and there are many varied and good quality opportunities to strengthen this partnership.</p> <p>Pupils, parents and carers from all backgrounds are welcomed into school, and there is a sense of respect for each other that is apparent in the day to day life of the school. The questionnaires returned by parents indicate overwhelming support for the staff and the education they provide for the children.</p>	

PARENTS QUESTIONNAIRE**189 returned**

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	74%	24%	2%		
2	I am happy with the values and attitudes that the school teaches	79%	21%			
3	I am made to feel welcome in school	70%	30%			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	70%	30%			
5	The school gives me a clear understanding of what is taught in Religious Education	65%	33%			2%
6	The school enables my child/ren to achieve a good standard of work in Religious Education	68%	30%			2%
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	65%	33%			2%

QUESTIONNAIRE YEAR 2 PUPILS**24 returned**

		yes 	sometimes 	no 
1	I like being at this school.	96%	4%	
2	I learn new things in Here I am lessons.	100%	%	
3	I enjoy learning about Jesus and how to live as His friend.	96%	4%	
4	I have to work hard.	88%	12%	
5	My teacher helps me when I get stuck so I can make my work better.	92%	8%	
6	My teacher listens to me.	100%		
7	When I am unhappy there is always an adult I can talk to.	96%	4%	
8	I get praise when I do my best.	96%	4%	
9	Other children are kind and behave well	92%	8%	
10	I am happy on the playground.	88%	12%	
11	I am allowed to help in class and around school.	84%	16%	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	100%		

QUESTIONNAIRE YEAR 6 PUPILS**28 returned**

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	86%	14%		
2	Do you find out new things in Religious Education lessons?	96%	4%		
3	Are your Religious Education lessons interesting ?	82%	18%		
4	Do you get help when you are stuck?	100%			
5	Do you have to work hard?	93%	7%		
6	Do teachers show you how to make your work better?	93%	7%		
7	Do other children behave well?	64%	28%	8%	
8	Are teachers fair to you?	96%	4%		
9	Do teachers listen to your ideas?	100%			
10	Are you given responsibility?	96%	4%		
11	Do you enjoy your times of prayer together?	100%			

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	
How effective the school is in providing Catholic Education	1
How good outcomes are for pupils, taking particular account of variations between different groups	1
How effective the provision is in promoting Catholic education	1
How effective leaders and managers are in developing the Catholic life of the school	1
The school's capacity for sustained improvement	1

PUPILS	
How good outcomes are for pupils, taking into account of variations between different groups	1
How well pupils achieve and enjoy their learning in Religious Education	1
• <i>The quality of pupils' learning and their progress</i>	1
• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i>	1
• <i>Pupils standards of attainment in Religious Education</i>	1
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils respond to and participate in the school's collective worship	1

PROVISION	
How effective the provision is for Catholic Education	1
The quality of teaching and how purposeful learning is in Religious Education	1
The effectiveness of assessment and academic guidance in Religious Education	1
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS	
How effective leaders and managers are in developing the Catholic life of the school	1
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	1