



DIOCESAN INSPECTION REPORT

St Bernadette’s Primary School

Part of Nicholas Postgate C.A.T, Cookgate, Nunthorpe ,Middlesbrough , TS7 0PZ

School Unique Reference Number: **142369**

Inspection dates:	17 – 18 June 2019		
Lead inspector:	Michelle Ryan		
Team inspector:	Jill Manders and Katie Whitehead (trainees)		
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 Primary School is an outstanding Catholic school because:

- St Bernadette’s is a welcoming and vibrant Catholic school, where the vision of the leadership team is shared by all. The whole community is bound by a strong ethos of providing the pupils with an excellent start to their education with Jesus at the centre of all they do.
- The Catholic Life of the school is outstanding because the mission statement is central to the school and evidenced daily in the relationships between staff, pupils, parents, and governors. There is a strong sense of a faith community. The experienced chaplain is a strength of the school and works in partnership with the leaders of the school, governors, teachers, and pupils to help develop the distinctive nature of the school.
- RE is outstanding because the pupils achieve well and enjoy their learning. Teachers use a range of stimulating resources and tasks which supports all groups the pupils and enables all groups to make very good progress. The excellent practice which exists now needs to be shared throughout the school.
- Collective Worship is outstanding because prayer and Worship punctuate the day and are at the heart of the school community. The school is developing a very creative and reflective ways of praying, providing the pupils with some beautiful prayerful moments. This is at its early stages so needs to be fully embedded within the school the development of pupil-led Worship. School now must ensure that pupils have the time to develop more imaginative and varied Acts of Worship, independent of adults.



FULL REPORT

INFORMATION ABOUT THE SCHOOL

- In September 2018 St Bernadette's became part of Nicholas Postgate Academy Trust, a multi academy trust of 25 primary and secondary schools. The school serves an area of stable owner-occupied housing with a very small percentage in public/rented housing. Approximately 95% of pupils are from working families. There are a significant number of pupils who have no experience of nursery prior to joining St Bernadette's nursey.
- The number on roll is 250 with 30 as its admission number.
- There are 46 pupils in a 52 place Nursery.
- 2.8% of pupils are entitled to free school meals
- 9% of pupils are entitled to pupil premium.
- 4%of pupils are on the special education and disabilities (SEND) register.
- 90% of pupils are baptised Roman Catholics
- St. Bernadette's pupils enter nursery broadly in line with comparative schools.
- Pupils make very good progress throughout the early years, key stage one (KS1) and key stage two (KS2).
- Standards at each key stage regularly exceed national expectations in maths, reading and writing.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To further develop the quality of Collective Worship by:
 - ensuring pupils have regular opportunities to independently plan and lead a range of worship experiences.
- To further improve the quality of RE by:
 - ensuring that current outstanding practise is shared throughout the school
- To ensure the diocesan self-evaluation document recognises the uniqueness of the school and identifies impact of the school's Religious Education initiatives.

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.

- St Bernadette's is a very inclusive school where pupils know that everyone is respected and cared for. This is lived out through the school values which include the pupils trying to be faithful, positive, unique, determined, forgiving, respectful, and courageous. The pupils strive hard to live out the school mission statement of 'We will be courageous and inspire each other to excellence, shining in the light of Christ and making a positive impact in our world'.
- Pupils have a deep conviction about belonging and are proud of their school. They feel their ideas are valued, listened to and acted upon. They spoke enthusiastically about the 'weekly tea party' which provides them with the opportunity to improve school, discuss school values, and put their concerns into action.
- The pupil's value and respect the Catholic traditions of the school which is supported by very strong parish links. The pupils play a vital part in parish in life in many ways such as the 'Mini Vinnies' helping support the parish refreshments after Mass, as well as taking part in a car wash to support parish funds.
- Pupils are happy to use their gifts to help others and take their leadership responsibilities such as 'Mini Vinnies', school council, chaplaincy group, with commitment and energy.
- Pupils benefit from very positive role models in both staff and parish and in turn the pupils display outstanding behaviour.
- The pupil's sense of justice is well developed, and they spoke passionately about how they are 'called to serve' to help others less fortunate than themselves. The pupils take part in a sleepover on a yearly basis to help provide money for the DePaul centre, as well as providing food for foodbanks.
- Pastoral support for the pupil's is an integral part of the school and well - embedded within the broad and balanced curriculum.

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

- The school mission statement is central to the work of the school and is reflected in every aspect of school life and is lived out daily. The Catholic character is visible around the school through displays, prayer areas in the classrooms, the 'Rainbow Room' and the newly formed 'Oratory' room.
- A key feature of the school is the strong sense of family and community, which is strengthened by the relationships and mutual respect between leaders, governors, staff, parishioners, parents, and pupils. Parents are very supportive of the school and speak of a welcoming and caring school where everyone is made to feel welcome.
- Pastoral care for the children is outstanding and clear policies and procedures are in place to provide the highest possible care for the pupils and families.
- The chaplaincy provision is well embedded in school and supports the Catholic Life in all aspects of school. The pupil members of the chaplaincy team spoke confidently about creating the school values which lays out a clear pathway to support them in having a very clear understanding of Catholic social teaching and how they can live this out daily.
- An effective programme for relationships and sex education (RSE) allows pupils to develop and foster understanding appropriate to their age and in accordance with the teachings of the Catholic Church.
- The school attends to the pastoral needs of the staff as well as providing a whole school approach to the moral and spiritual development of the school community.

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

- The school's leadership is committed to the Church's mission in education. Leaders at all levels set clear direction for the Catholic Life of the school. All staff have been encouraged to access training through the diocese and the head teacher has liaised with other local primaries in the Trust. This school is committed to providing high quality continuous professional development and the staff spoke highly of the support they have received.
- Governors make a significant contribution of the Catholic Life of the school. They discharge their statutory and canonical duties well and are committed to upholding the strong ethos that exists.
- Parish support and involvement in the Catholic Life of the school is instrumental in the development of the school.
- The school engages very well with parents and carers to the great benefit of its pupils and families. Parents have a very good understanding of the school's mission and are very supportive of it. The school received excellent feedback from the parents and one parent wrote to say that the school's Christian ethos is so very evident that it translates to all parents and everyone shares the values of the school.
- There is a clear focus on the Catholic Life of the school leading to well-targeted improvements utilising parishioners and parents to enhance the ethos of the school.
- Parishioners and staff spoke very highly about the support received from the parish priest. He plays a central part in the Catholic Life of the school and plays an active part in shaping it.

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.

- St Bernadette's is a prayerful community; the outstanding Collective Worship engages the interest of the pupils and inspires them to reflect and respond with confidence. Pupils are reverent and respectful during Worship and focused during prayer.
- Pupils have an exceptional understanding of religious seasons and festivals of the liturgical year and describe how they are celebrated in school and spoke confidently about these.
- There is a deep understanding and respect for beliefs different to their own and pupils are well informed, demonstrating a very good understanding of other world faiths.
- Pupils take part in, lead and prepare class liturgies and whole school prayer with enthusiasm and confidence. The school has a wide variety of artefacts which the pupils use to add to their worship experience.
- Adults provide positive role models for the pupils. They nurture and support a climate for Worship and prayer which enables the pupils to be involved, attentive and enthusiastic.
- The chaplaincy co-ordinator provides creative and prayerful experiences to the pupils linked to the Liturgical year. These enable the pupils to reflect, be silent, and to think about their spiritual development.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to the life of the school through regular and daily Acts of Worship for pupils. From the beginning of the pupils' journey in school, they are surrounded by awe and wonder as they pray and celebrate together.
- Collective Worship develops a deep understanding of the liturgical year, which is deep rooted and permeates both in and outside of the school.
- Parents, parishioners, and governors regularly take the opportunity to be present in Mass, assemblies, liturgies, and Acts of Worship. Parents described the school as a 'family school' throughout and they are proud to be part of one big Catholic family.
- Focal points, displays, and prayer areas across the school provided outstanding support for reflection and prayer life of the pupils.
- There is a clear policy for Collective Worship at St Bernadette's which provides and ensures clear support and purpose.
- The school and pupils benefit from the work and support of the experienced chaplain and

Foundation Governor who works at the school on a volunteer basis. She encourages the whole school to be creative in their provision of stimulating Worship to support the pupils deepening understanding of their faith.

- Adults model very spiritual and thought-provoking liturgies which support significantly the spiritual and moral development for the pupils.
- Every classroom has a sacred space and focus for their class liturgies and Acts of Worship. The classrooms, Oratory, and 'Rainbow Room' are very well resourced and support the prayerful atmosphere in school.
- Evidence throughout the inspection pupils showed confidence in the four-part Act of Worship. The school is developing very creative and reflective forms of prayer and Worship, although this needs to be fully embedded. This could be seen in the school's use of 'A moment with God' which was observed in several classrooms throughout the inspection.
- The pupils benefit from the use of the 'Oratory' by using this special space for different forms of Collective Worship. 'A moment with God' led by year five was observed in which they were asked to think of their spiritual relationship with God. The 'Oratory' is a central part of the building and provides a very special place for the pupils and staff to Worship and pray.

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

- The headteacher and RE leader model outstanding practice and visibly led pupils in Collective Worship in a way that is relevant to pupils in a contemporary context using a range of skills and high-quality resources. The senior leaders had planned with the age appropriate liturgy planners and some very positive examples of teamwork across the school was evidenced.
- Continual professional development (CPD) within school, Trust level, and diocesan level has impacted on Collective Worship and staff clearly articulated how their understanding and confidence in delivering Collective Worship has grown and developed.
- Parents are informed regularly about provision for Collective Worship and this is provided in many forms both in school and through the parish. These effective lines of communication were praised by the parents. Parents' responses to Collective Worship are highly valued and are used to develop practice.
- The parish priest plays a central part of the school. He supports the staff and pupils and ensures that Collective Worship is given the highest priority.
- Leaders actively seek out the views of pupils and they have actively been involved in the development of the diocesan self-evaluation form (DSEF).
- Governors play an active part in the school and have an accurate knowledge and understanding of the quality of Collective Worship provided by the school. The chair of governors comes into school on a regular basis to monitor the provision and works with leaders and the governing body on the school's self-evaluation and action plan.
- The school has recently joined the large Catholic multi-academy Trust of St Nicholas Postgate. The school has benefited from the support of the Trust and worked alongside other schools to develop Collective Worship across the school. This was evident throughout the visit as staff are pushing the boundaries to experiment with different forms of prayer.
- Sacramental preparation is a central part of both school and parish life and many groups spoken to described how the sacramental programme was a journey that school, parish, pupil's and parents were on together.
- The chaplaincy leader brings a vast amount of experience to the school. Her enthusiasm and drive for the development of the school was very exciting for the future.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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 enjoy and understand the value and of RE, demonstrating passion and commitment in their learning. Behaviour in lessons is outstanding with pupils displaying very positive attitudes to their learning. This was observed from a young age in the year one class in which the children were involved in the creative role play of the story of Zacchaeus and then the retelling of the story.
- Pupils are articulate, confident and passionate about their faith and know how it will help them on their journey through life. This was particularly evident in the pupils in year five who spoke about spiritual relationship with God and in what ways they can help serve one another.
- The work in the pupils' books is of a very high standard and they take pride in the quality of their presentation. The marking strategy is understood by pupils and they value the teacher comments which affirm what they have done well and make suggestions of how they can improve. This helps pupils to think more deeply about their work and gives them guidance on the next steps for learning
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically in a way that has relevance to their everyday lives.
- The Catholic standards officer has validated the DSEF judgements and the school has benefited from working with others schools across the Trust

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

- All groups of pupils in the school make good or better progress and there is no consistent variation in rates of progress or attainment between any groups of pupils. There are very effective arrangements in place for the moderation of pupils' work and this helps teachers to have an accurate understanding of the next steps needed in the pupils' learning. Teachers' judgements are additionally moderated with other Catholic schools across the Trust to ensure accuracy and consistency.
- Additional adults make a very valuable contribution to lessons in Religious Education. They provide valuable support for all pupils and help to ensure that individual pupil's needs are met.
- Assessment procedures are well established and through moderation exercises staff are accurate in keeping records of attainment. Tracking systems and formal assessments enable staff to plan work carefully to ensure that all children make good or better progress.

- Most teachers use their subject knowledge confidently. Teacher's spoke about the continuous professional development they receive from the diocese, Trust, and school to ensure their knowledge to support the pupils' is up to date and age appropriate. The teaching observed was mostly good with a proportion outstanding. Where teaching was outstanding, lessons had a strong climate of learning. This was observed in the year 6 classroom where the teacher skilfully used steps to success.
- Pupils demonstrate good or better religious literacy from early years through to year 6, appropriate for their age and development.
- Throughout the inspection a variety of teaching strategies were used to challenge and interest the pupils. The 'Come and See' programme of study is followed with supporting resources which provide a robust structured plan that staff can follow and adapt to the needs of their individual classes.
- Targeted questioning is used very well to assess understanding, monitor progress and reinforce the learning objective. As a result, pupils are excited and engaged and demonstrate very positive attitudes to their learning.

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

- The school leaders and governors fully meet all the statutory elements of the diocesan requirements. They ensure that Religious Education is highly regarded and given at least 10% of curriculum teaching time.
- Governors have a good understanding of Religious Education provision. Standards and progress are regularly reviewed, and governors receive high quality reports from senior leaders. They have taken part in learning walks, and discussions with the Religious Education leader and head teacher. Governors have a secure understanding of how monitoring has a positive impact on Religious Education teaching and learning and know the school's strengths and areas for development.
- The head teacher and Religious Education leader, who is the deputy head, set and drive high expectations throughout the school and this is very visible in the religious provision provided for the pupils. They are able to confidently talk about the impact of the school's religious initiatives, although this is not fully articulated in the DSEF at present.
- The RE leader is an outstanding practitioner and she is effectively supported by the headteacher. As a senior team they both have the highest expectations of staff, pupils and themselves and are determined in their drive to ensure RE is given the highest possible status. The leaders demonstrate great insight and sensitivity in order to ensure that RE is both relevant and accessible to all pupils in the school.
- The parish priest provides outstanding support for the school as described by his parishioners and the school staff.
- The Nicholas Postgate Catholic Academy Trust provides the school with support, challenge, and structures to moderate, and share good practice across the schools. The Catholic standard's officer leads the Trust support and has been instrumental in the developments of prayer across the school.
- Staff new to the school are given excellent support from the leadership team. This was clearly articulated by several members of staff.

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.

1

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

1

COLLECTIVE WORSHIP:**1**

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

1

The quality of provision for Collective Worship.

1

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

1

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

School name	St Bernadette's Primary School
Unique reference number	142369
Local authority	Middlesbrough
This Inspection Report is produced for the Rt Reverend Terence Patrick Drainey 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.	
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