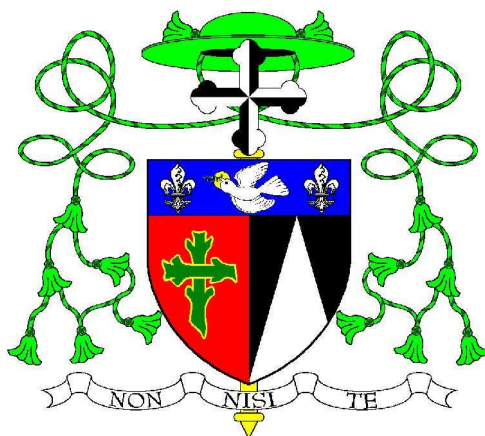


NOTTINGHAM DIOCESAN INSPECTION

REPORT ON

STATUTORY DENOMINATIONAL EDUCATION



SAINT BERNADETTE'S CATHOLIC PRIMARY SCHOOL
Anne's Crescent
Scunthorpe,
North Lincolnshire
DN16 2LW

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

Name and address of School:	Saint Bernadette's Catholic Primary School, Anne's Crescent, Scunthorpe. DN16 2LW
Headteacher:	Mr. Paul McNicholas
Chair of Governors:	Mrs. Christina Kennedy
Date of Inspection:	10-11 January 2008
Inspection Team:	Mr. Peter Giorgio Mrs. Jan Butlin
URN & DCSF Numbers	URN: 118041 DCSF: 831 3325
Overall Grade Awarded:	2

A. DESCRIPTION OF THE SCHOOL

Saint Bernadette's is a larger than average Catholic school serving the Catholic community of St. Bernadette's parish that includes Ashby and surrounding villages. The local area can be described as diverse economically, culturally and socially. One feature is that it has some significant pockets of material deprivation. The proportion of pupils entitled to free school meals is average. The percentage of pupils who do not speak English as their first language is increasing but remains well below the national average. The proportion of pupils with learning difficulties and/or disabilities is average. Until recently the school had a fairly stable population but mobility is now higher than average.

B. OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>Saint Bernadette's is a good school with outstanding features. The Catholic mission of the church and the nurture of personal faith is an integral part of daily life in school. All members: adults and pupils alike in the school community, experience this. The very effective leadership of the enthusiastic Headteacher is a strength of the school. He has a clear vision that permeates all levels of leadership, management and provision to the benefit of all. Good relationships are a hallmark of this school.</p> <p>The parish priest is inspirational and highly supportive of the school. Besides pastoral care he plays an active role as Religious Education link Governor. The personal development of the pupils, as evidenced in the school, is outstanding as is their behaviour.</p> <p>Standards of teaching and learning in curriculum Religious Education are good overall. They vary from satisfactory to outstanding. The management of the school is aware of this.</p> <p>Collective worship is good and certainly encourages children to think spiritually and morally, thereby impacting on their lives. However, collective worship and class liturgies are mainly planned by adults. The school needs to encourage the pupils to be more involved in this process of preparation.</p> <p>Parental questionnaires reflect how highly the school is regarded, as does the attendance at school events, including school community's celebration of Mass.</p> <p>The school has strong links with the wider community which demonstrates its effective commitment to social cohesion.</p>				

C. The capacity of the school to make further improvements and why.

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>The school has made great strides since the last inspection. It has effectively addressed the issues raised, particularly in the Curriculum Professional Development of the then new Religious Education Co-ordinator, whose subject performance leadership is now effective to a good standard. The school's high aspirations for its pupils, has led to effective development across all areas of school life.</p> <p>Saint Bernadette's is therefore well placed to make further improvements.</p>				

D. What steps need to be taken to improve the provision further?

The school's many strengths outweigh the areas for development. However, to ensure that good progress continues the leadership and management of the school needs to address the issues indicated:

- Although some differentiation by task was seen during inspection, most of the evidence in books pointed to differentiation by outcome only. The school needs to disseminate good practice in differentiation across all age groups to ensure all pupils are supported in achieving their potential.
- Evidence collected by classroom observation and scrutinies of work and planning need to systematically inform future development in curriculum Religious Education.
- The planning for class liturgies and collective worship need to regularly include pupils.

THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

1. How effective are leadership and management in developing the Catholic life of the school?

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>The Headteacher has a clear vision for the school, which is embedded in and emanates from personal faith and Gospel values. This vision is effectively communicated to the whole community. He has developed a strong leadership and management group who use their many and varied talents to collaboratively ensure the raising of academic standards and the provision of pastoral care. Morale is high within the school, staff know that their contribution is valued whether to the Rosary Club or to "Wake Up and Shake Up".</p> <p>The Governors fulfil an effective role in the life of the school as its critical friends. They have a strong sense of and commitment to the Catholic mission of Saint Bernadette's. The Governors are actively involved in the formation of the School Improvement Plan, visit regularly and have developed their role as 'critical' friend. They hold the Headteacher and staff in high regard and praise the 'family feel' of the school.</p> <p>Inclusion is a further strength of the school. Pupils with Special Educational Needs, whether academic or physical, are well catered for, as are pupils with English as an Additional Language. The mutual respect, care and valuing of others is intrinsic to this community and manifests itself in polite, confident pupils who display good self-esteem. The school council plays an active part in the life of the school, making decisions about such things as fundraising and provision for clubs. The children are aware of the needs of others less fortunate than themselves and have organised fundraising for charities near and far, including 'Children In Need' and the 'White Fathers'. This has often been as a direct response to information given out during school assemblies or during Mass.</p> <p>The school is well run. Good links exist between the school and all its stakeholders. Pupils from the Catholic Secondary School regularly come into Saint Bernadette's to provide extra-curricular activities. The strong link with the parish is nurtured through visits by the school to church and parishioners to the school. The school also has strong links with the L.A. and its schools being very actively involved with a China project which is now in its 5th year, and will include 18 pupils visiting Dalian and Beijing in May 2008.</p>				

Collective Worship

2. How good is the quality of Collective Worship?

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>The Eucharist is central to the life of this Catholic school. Mass is celebrated in school termly and at significant times in the Liturgical Year. These services are well attended by both parents and parishioners. The Religious Education Co-ordinator is mainly responsible for organising the liturgies. They reflect her enthusiasm for this area of her work.</p> <p>The parish priest is also ambitious to develop this distinctive aspect of school life. An expression of the very good provision is the preparation for First Holy Communion celebration in the parish Church. A gathering of the community with the communicants along with their parents, grandparents and parishioners. The involvement and response of those present was testimony to the positive impact that sacramental preparation has on the life of the school and parish.</p> <p>Collective worship in school is well planned and relevant to the age and stage of development of the pupils. At Foundation Stage and Key Stage One, the children listened to scripture readings and sang hymns complete with actions. They responded with enthusiasm.</p> <p>At Key Stage Two the children responded well to the informative element of the Headteacher's teaching, and moved seamlessly into a reverent act of worship, which was largely delivered by pupils. The R.E. Co-ordinator monitors the provision for collective worship.</p> <p>Appropriate prayer focuses are evident in the hall and entrance hall of the school. A range of devotional gatherings is well attended by pupils and staff who clearly value times for prayer. Pupils are sometimes included in the preparation of Acts of Collective Worship; however this now needs to be developed across the whole school. Children need to be taught and given opportunities to organise and prepare the services which will need to be monitored and evaluated.</p> <p>Collective worship makes a good contribution to the spiritual and moral growth of learners, which is reflected in their behaviour towards each other and the care for the less fortunate. It also manifests itself in their obvious response to the Gospel value of welcoming strangers.</p>				

Community Cohesion

3. How effectively the school promotes community cohesion: inwardly (within the school); within the local faith community (parish and education communities); and the wider social, cultural and educational communities.

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>Community cohesion is an integral part of the life of this all inclusive school, where pupils are valued and respected and, where they in turn, value and respect each other. Evidence supports the parish priest's belief that whatever the children's experience at home might be, they feel equal and valued at Saint Bernadette's. The links between the school and parish are very good. The school and parish work together in many outreach initiatives. Together with other local schools they participate in "World Peace" celebration day that is hosted by the local authority and involves other World Faith groups in the community. The sense of belonging, which permeates the community, is almost tangible.</p> <p>The leadership of the school believes that this lived value will assist pupils in reaching their God given potential. It is an outstanding feature of the school. Poignant examples of this are the child with physical disabilities sitting in class with other pupils speaking his answers in a lesson to his teaching assistant who was scribing for him. Also evident was the patience with which some pupils from Saint Bede's Secondary School support some Year 1 children in an after-school club.</p> <p>Children of other faiths have input into the other faith dimension in Religious Education and children of other nationalities soon feel part of the school family. The school has strong links with the Catholic secondary school and at a Diocesan level the R.E. Co-ordinator attends in-service training and the children take part in events such as Special 6's.</p> <p>Community cohesion is an outstanding feature of the school.</p>				

RELIGIOUS EDUCATION

Achievement and Standards

4. How well do learners achieve?

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>The attainment of pupils in curriculum Religious Education is good overall. Attainment on entry is broadly in line with national expectations and by the time the children leave Saint Bernadette's the level of attainment is good. The majority of pupils, including those with learning difficulties and E.A.L. are making good progress over time. The children enjoy their lessons and in most classes are enthusiastic in answering questions and responding to tasks set. Behaviour is exemplary in all classes.</p> <p>Where there is differentiation by outcome the more able pupils rise to the challenge, working collaboratively and confidently explaining what they have learned. In one class some of the pupils enacted a healing service which they had devised. It sensitively included the feelings of the people being prayed over, and the sense of belonging to a parish community. The pupils clearly understood the link between what they had learned and its significance to the quality of life being led. This link was evident in the way the children relate to each other within lessons and respond to the wider community. The care they receive is mirrored in their behaviour.</p> <p>Differentiation needs to be developed across the school to ensure that all pupils attain in line with their ability. The pastoral care and good relationships within the school impact favourably on standards of achievement. The provision for curriculum Religious Education makes a very significant contribution to the spiritual and moral development of the young people in the school.</p>				

Quality of Provision for Religious Education

5. How effective are teaching and learning?

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>The provision and effectiveness of Teaching and Learning is overall good. Standards vary from satisfactory to outstanding. In the best lessons children were engaged in interesting and challenging tasks appropriate to their ability and good use was made of teaching assistants.</p> <p>Each teacher shared the learning objective with the children and most referred to it during the lesson. One teacher shared the objective and later asked the pupils what, given the objective, would constitute the outcome. The children knew. Although differentiation can be seen in planning and was evident in some lessons, it is not as obvious in the children's books.</p> <p>Teachers have good subject knowledge. The Catholicity of the staff of the school is one of its strengths. Teachers are well supported by an enthusiastic and knowledgeable Co-ordinator. The teaching staff of the school are developing their assessment skills in line with Diocesan Guidelines. The Assessment for Learning focus is being developed, and teachers now assess each Religious Education topic and forward the results to the Co-ordinator.</p> <p>The school knows that they need to carry out some joint moderation to ensure that levelling of work is consistent across the school. Marking and assessment in of pupils' work is appropriate to a good standard and in line with other curriculum subjects.</p>				

6. How well does the Religious Education curriculum meet the needs and interests of learners?

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>The curriculum provision for Religious Education fulfils the requirements of the 'Curriculum Directory for Catholic Schools' to a good standard.</p> <p>The Religious Education themes and topics follow the cycle within the Bishops' Conference of England approved 'Here I Am' programme and the Diocesan Guidelines. It is delivered sensitively and in keeping with the cycle of the liturgical year. The 10% pupil entitlement required by the Bishops' Conference is in place.</p> <p>Pupils are responsive to the curriculum offered and positive in their approach to Religious Education. They were enthusiastic and eager to share their learning. Members of the school council were able to reflect on the link between curriculum Religious Education and the way they want to live their lives. 'Celebrations' was seen both as a faith journey and a fund of good memories.</p> <p>The school effectively covers the teaching of the other cultures and traditions of multi cultural Britain and their local community thereby fostering respect and understanding of others. The children produce good quality Religious Education displays for their classrooms and the shared areas of the school, and thoroughly enjoy these activities. Literacy and I.C.T. skills are also developed through Religious Education.</p>				

Leadership and Management

7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>The Leadership and Management of Religious Education is one of the many strengths of this good Catholic school. The Headteacher has high aspirations for the pupils in his care. This aim is shared by all the staff of the school. He nurtures both staff and pupils. The Governors of the school play an active and supportive role in the Leadership and Management of Religious Education. The R.E. Co-ordinator is well established in her role and understands her responsibilities well. She is ambitious for pupils, enthusiastic and capable, having introduced and implemented changes since the last inspection. The Co-ordinator attends both diocesan and Local Authority Inset and is well placed to support and advise staff. The school now needs to further develop assessment to ensure that standards are consistent across the school and develop a more cohesive approach to differentiation within Religious Education.</p> <p>The accommodation, which has been well developed and extended to meet the needs of pupils' is attractive and effectively used. Religious Education displays and resources are good. The inclusion of all learners is central to the Catholic mission of the school and impacts on the development of the children's faith.</p> <p>The school council expressed its enthusiasm for the school and its teachers. Good links have been developed between the school and the parents, and between the school and the parish, to the benefit of the children's religious education.</p>				

Common grading scale for all inspection judgements

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?	2
<ul style="list-style-type: none"> the overall effectiveness of the Catholic life of the school and its provision for community cohesion; 	2
<ul style="list-style-type: none"> the overall effectiveness of the provision for the curriculum Religious Education, its main strengths and areas for development 	2
<ul style="list-style-type: none"> the effectiveness of steps taken to promote improvement since the last inspection 	2
<ul style="list-style-type: none"> the capacity of the school to make further improvements 	2

THE CATHOLIC LIFE OF THE SCHOOL

How effective are leadership and management in developing the Catholic life of the school?	2
<ul style="list-style-type: none"> how well the governing body fulfils its role in relation to the school's Catholic foundation 	2
<ul style="list-style-type: none"> how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement 	2
<ul style="list-style-type: none"> the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school 	1
<ul style="list-style-type: none"> how effectively leadership at all levels in the school promotes learners' spiritual and moral development 	2
<ul style="list-style-type: none"> the impact of the involvement of the local priests on the work of the school 	1
<ul style="list-style-type: none"> how effectively the leadership promotes relationships and communication with key partners in education 	2
<ul style="list-style-type: none"> how effectively the Catholic life of the school is monitored and evaluated 	2
How good is the quality of Collective Worship?	2
<ul style="list-style-type: none"> the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency 	2
<ul style="list-style-type: none"> learners' response to the school's provision 	2
<ul style="list-style-type: none"> <i>how effectively the provision is planned, monitored and evaluated</i> 	2
<ul style="list-style-type: none"> <i>how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners</i> 	2
How effectively the school promotes Community Cohesion?	1
<ul style="list-style-type: none"> how effectively leadership at all levels promote community cohesion within the school 	1
<ul style="list-style-type: none"> <i>the efforts of the school to promote community cohesion with the wider Catholic faith and education communities</i> 	1
<ul style="list-style-type: none"> <i>how well does the school work in partnership with the wider education, cultural and social communities</i> 	2
<ul style="list-style-type: none"> <i>the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school</i> 	1
<ul style="list-style-type: none"> <i>how far the Religious Education curriculum promotes community cohesion</i> 	2

RELIGIOUS EDUCATION

How well do learners achieve in Religious Education?	2
<ul style="list-style-type: none"> learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners 	2
<ul style="list-style-type: none"> the standards of learners' work 	2
<ul style="list-style-type: none"> learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners 	2
<ul style="list-style-type: none"> the extent to which learners enjoy their work 	2
<ul style="list-style-type: none"> the behaviour of learners 	1
<ul style="list-style-type: none"> learners' spiritual, moral, social and cultural development 	1
<ul style="list-style-type: none"> the extent to which learners' contribute positively to the school and broader community in the school 	1
How effective are teaching and learning in Religious Education?	2
<ul style="list-style-type: none"> how well teaching is used to meet learners' needs and curriculum requirements 	2
<ul style="list-style-type: none"> the suitability and rigour of assessment in planning, monitoring and informing learners' progress 	2
<ul style="list-style-type: none"> the diagnosis of, and provision for, additional learning needs 	2
<ul style="list-style-type: none"> the involvement of parents and carers in their children's learning and development 	2
How well does the Religious Education curriculum meet the needs and interests of learners?	2
<ul style="list-style-type: none"> the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience 	2
<ul style="list-style-type: none"> how far the Religious Education curriculum meets external requirements and is responsive to local circumstances 	2
<ul style="list-style-type: none"> the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners 	2
<ul style="list-style-type: none"> the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement 	2
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	2
<ul style="list-style-type: none"> how effectively whole school and subject leadership in Religious Education lead and support their staff 	1
<ul style="list-style-type: none"> how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment 	2
<ul style="list-style-type: none"> how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential 	1
<ul style="list-style-type: none"> the adequacy and suitability of staff to ensure that learners are well taught 	2
<ul style="list-style-type: none"> the adequacy and suitability of specialist equipment, learning resources and accommodation 	2
<ul style="list-style-type: none"> how effectively and efficiently resources are deployed to achieve high standards 	2
<ul style="list-style-type: none"> The extent to which governors discharge their responsibilities 	2