

# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST CUTHBERT'S CATHOLIC PRIMARY SCHOOL

#### WIGAN

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Inspection Date                      Wednesday 2 October 2013

Inspectors                              Mrs M Connolly Mrs R Purcell Rev D Melly

Unique Reference Number          131228

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School                      Catholic Primary

Age range of pupils                4-11

Number on roll                      365

Chair of Governors                Mrs R Fisher

Headteacher                        Mr J Bruen

School address                      Thornburn Road  
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Wigan  
Lancashire  
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E-mail address                      headteacher@admin.sainttcuthberts.sch

Date of last inspection            27 April 2010

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St Cuthbert's school is a larger than average sized Catholic Primary School situated in Wigan and mainly serving the parish of St Cuthbert.
- There are 365 children on roll of whom 154 are baptised Catholic, 182 come from other Christian denominations, and 29 from other religions or no religious affiliation.
- There are 18 teachers of whom 14 teach Religious Education and 5 have a suitable qualification in Religious Education. Twelve teachers are baptised Catholic.
- Since the last inspection a new and very conscientious Religious Education Coordinator has been appointed whose energy and enthusiasm is inspiring all especially the vibrant young teachers who have recently been appointed.

### Key for inspection grades

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

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## **Overall effectiveness:**

St Cuthbert's is an outstanding school in providing Catholic Education.

## **Inspection Judgements**

### **The extent to which the pupils contribute to and benefit from the Catholic life of the school.**

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding. Exceptional opportunities nurture and support the children and their families.
- The school recognises the need to review and revise the Mission Statement and to involve all concerned, including the children in the process.
- Pupils have an outstanding sense of belonging to the school community and value and respect others. The display as you enter the school 'Living and Sharing our Faith' depicts this most creatively.
- Pupils are encouraged to take on roles of responsibility in the school and wider community especially by being members of the school council, being prefects, buddies and monitors. They also have their own notice board which informs pupils about interesting events in the local area. They work hard to raise money for particular things such as the friendship bench.
- Pupils are actively involved in developing the Catholic character of the school by such initiatives as the development and use of the spiritual garden, their involvement in Collective Worship and the way they treat each other.
- Pupils benefit greatly from participation in trips away and retreat activities.
- Pupils have an excellent sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships is truly outstanding and a real strength of the school. This has fostered very positive attitudes in pupils. The school is the first in the area to achieve the Mental Health Standards Bronze Award. This has helped give children a voice and enabled the provision of support services for them. Typically the school is now striving for the 'Silver Award'.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- They embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities and the immediate neighbourhood served by the school in countless ways. They are very much involved in the life of the local care home where they read for the residents, play bingo with and sing to them. They also help with the various fayres held throughout the year by the vibrant Parent Teachers Association. They show respect and understanding of other faiths, religions and cultures.

### **How well pupils' achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is good with increasingly more outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school the majority of children have an extremely limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.

- Outcomes for pupils with additional or special needs are very good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage with some exceeding expectation.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners. By Year 6 they show deep thoughtfulness.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show thoughtfulness and respect during Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming increasingly familiar with a variety of prayer styles including meditation. They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years and are developing many skills to support this.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge including a significant number of recently qualified teachers and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Outstanding use is made of time and resources including other adults, Information and Communication Technology, Camcorders etc. The use of ICT was an area for development at the last inspection and has significantly enhanced learning.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils. At the moment the tracking of pupils is being developed. The information gained after this has had time to embed will be shared with governors and other interested parties.

- Teachers are able to identify how well pupils are achieving and tackle underachievement well.
- Teachers enable pupils to evaluate their own work especially at the end of lessons by revisiting the learning objective.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as use of music, role play, dance and art have a positive impact on the curriculum. The use of art in particular is a real strength of the school.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Visitors from other faith and religious backgrounds have supported this development.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. This has given them a confidence that in turn impacts on the manner in which the children's skills grow and develop.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

## **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- They are deeply committed to the Church's mission in education. This is reflected in the school's own Mission Statement which is depicted in a variety of ways e.g. photographically and artistically throughout the school. The school has marked the 'Year of Faith' with displays and 'footprints' around the school. The school clearly believes in 'living and sharing its faith and the motto 'live, laugh love' expresses well its vision.
- The high level of pastoral care is a key feature of this outstanding school and a real priority in the holistic development of the children.
- The Mission Statement itself now needs to be reviewed and revised. All who form part of the school community including parents, clergy, governors and children need to be involved in this development. At present the aims and practical objectives of the Mission Statement direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school especially by the way they have deep care and concern for each other and in the way they participate in Collective Worship.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The Self Evaluation Document is very comprehensive and accurate. It is set out very creatively and obviously has a great impact on the life of the school.
- The school provides outstanding induction and in-service opportunities to enable staff to further understand the Church's Mission in Education. This helps them to play their unique part in it e.g. excellent use has been made of the in service provided by the Department for Christian Education.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- An extensive range of opportunities for spiritual and moral developments are provided for staff and pupils such as the development and use of the spiritual garden and working with key partners to support mental health. This is a real strength of the school and impacts greatly on the children and their families.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are extremely positive relationships at every level within the school.
- Parents are consulted regularly and ways to further involve them in the life of the school are evolving.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their ongoing commitment.

## **How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and encouraging support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all especially by the Department of Religious Education.
- Assessment information is collated and has started to be tracked by class teachers and the subject leader. This will be shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is outstanding in guiding Religious Education. She shows real commitment to and extraordinary enthusiasm for the subject. She introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability
- Achievement and effort are celebrated in numerous ways.

## **What the school needs to do to improve further?**

- Review the existing Mission Statement with all who form part of the community including the children.
- Embed the tracking systems and use the information generated to report standards to governors and inform further differentiation in planning.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

<b>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</b>
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