



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Bernadette's Catholic Primary  
School**

**Lancaster**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

|                            |  |
|----------------------------|--|
| <b>School:</b>             | <b>St Bernadette's Catholic Primary School</b> |
| <b>Address:</b>            | <b>Bowerham Rd<br/>Lancaster<br/>LA1 4HT</b>   |
| <b>Telephone Number:</b>   | <b>01524 63934</b>                             |
| <b>Email Address:</b>      | <b>head@st-bernadettess.lancs.sch.uk</b>       |
| <b>School URN:</b>         | <b>119584</b>                                  |
| <b>Headteacher:</b>        | <b>Mr Gerard McKeivitt</b>                     |
| <b>Chair of Governors:</b> | <b>Mr John McCafferty</b>                      |
| <b>Lead Inspector:</b>     | <b>Mrs Adrienne Delaney</b>                    |
| <b>Team Inspector:</b>     | <b>Mrs Nerrisa Nicholas</b>                    |
| <b>Date of Inspection:</b> | <b>6<sup>th</sup> June 2017</b>                |

## INFORMATION ABOUT THE SCHOOL

St Bernadette's is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. It is a below average-sized primary school with currently 209 pupils on roll, of which approximately 68% are baptised Roman Catholics. Other pupils come from no faith or other Christian backgrounds. There are a small number of pupils from other world faiths. Most pupils are of White British heritage with 20% from other cultural backgrounds. A number of new to England pupils join each year from other countries and there is some mobility due to the attendance of children of students from the nearby university.

Approximately 4% of pupils are on the SEND register which is below national average. The school has been extended due to its growing numbers and is of a modern design with a great deal of well-utilised surrounding land.

| PUPILS                            | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|-----------------------------------|----|----|----|----|----|----|----|-------|
| Number on roll                    | 30 | 30 | 30 | 30 | 31 | 31 | 27 | 209   |
| Catholics on roll                 | 19 | 25 | 25 | 24 | 18 | 18 | 14 | 143   |
| Other Christian denomination      | 8  | 4  | 4  | 4  | 8  | 10 | 9  | 47    |
| Other faith background            | 1  | 1  |    |    | 1  | 1  | 1  | 5     |
| No religious affiliation          | 2  |    | 1  | 2  | 4  | 2  | 3  | 14    |
| No of learners from ethnic groups | 1  | 3  | 2  | 1  | 2  | 1  | 1  | 11    |
| Total on SEN Register             | 2  | 3  | 2  | 2  | 1  | 1  | 4  | 15    |
| Total with Statements of SEN      |    |    |    |    | 1  |    | 2  | 3     |

|                                  |           |   |            |   |
|----------------------------------|-----------|---|------------|---|
| Exclusions in last academic year | Permanent | 0 | Fixed term | 0 |
| Index of multiple deprivation    | B         |   |            |   |

| PARISHES SERVED BY THE SCHOOL        |              |
|--------------------------------------|--------------|
| Name of Parish                       | No of Pupils |
| St Bernadette and SS Thomas Thurnham | 102          |

| TEACHING TIME FOR RE        | Rec | Y1  | Y2  | Y3  | Y4  | Y5  | Y6  | Total |
|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-------|
| Total teaching time (Hours) | 2.3 | 2.3 | 2.3 | 2.5 | 2.5 | 2.5 | 2.5 | 16.9  |
| % of teaching time          | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10%   |

| TEACHING TIME FOR ENGLISH   | Rec | Y1    | Y2    | Y3  | Y4  | Y5  | Y6  | Total |
|-----------------------------|-----|-------|-------|-----|-----|-----|-----|-------|
| Total teaching time (Hours) | 3.3 | 4.5   | 3.5   | 5   | 5   | 5   | 5   | 31.5  |
| % of teaching time          | 14% | 19.5% | 16.9% | 20% | 20% | 20% | 20% |       |

| TEACHING TIME FOR MATHS     | Rec  | Y1    | Y2    | Y3  | Y4  | Y5  | Y6  | Total |
|-----------------------------|------|-------|-------|-----|-----|-----|-----|-------|
| Total teaching time (Hours) | 2.5  | 4.5   | 3.75  | 5   | 5   | 5   | 5   | 30.75 |
| % of teaching time          | 10.7 | 19.5% | 16.9% | 20% | 20% | 20% | 20% |       |

| <b>STAFFING</b>                               |      |
|---|------|
| Full-time teachers                            | 6    |
| Part-time teachers                            | 4    |
| Total full-time equivalent (FTE)              | 8    |
| Classroom Support assistants                  | 10   |
| Number of Catholic teachers FTE               | 87.5 |
| Number of teachers teaching RE                | 8    |
| Number of teachers with CCRS or equivalent    | 5    |
| Number of teachers currently undertaking CCRS | 0    |
| Chaplaincy staffing                           | 0    |
| Teachers with CTC                             | 1    |

| <b>ORGANISATION</b>        |    |
|----------------------------|----|
| Published admission number | 30 |
| Number of classes          | 7  |
| Average class size KS1     | 30 |
| Average class size KS2     | 30 |

| <b>EXPENDITURE (£)</b>                               | <b>Last financial year<br/>2015-16</b> | <b>Current financial year<br/>2016-17</b> | <b>Next financial year<br/>2017-18</b> |
|--|--|---|--|
| Total expenditure on teaching and learning resources | £<br>18 80                             | £<br>23 750                               | £<br>24 000                            |
| RE Curriculum allowance from above                   | 500                                    | 750                                       | 1000                                   |
| English Curriculum allowance from above              | 1000                                   | 2000                                      | 2000                                   |
| Total CPD budget                                     | 3000                                   | 5000                                      | 5000                                   |
| RE allocation for CPD                                | 1000                                   | 1000                                      | 1000                                   |

#### **How the school has developed since the last inspection**

All aspects for improvement since the last inspection have been addressed and have had a sustained and positive impact on raising standards. A well-embedded baseline assessment and detailed tracking system across the school are in place and governors are well informed and able to monitor attainment and progress in curriculum RE. Improvements are consistently identified and acted upon through rigorous marking, monitoring and assessment.

The school has an outstanding capacity to sustain this continuous improvement. The dedication of the governors together with the commitment of the leadership team and all staff, demonstrate the capacity to facilitate continuous improvement. Inspection has shown that self-evaluation is accurate and issues arising from in-house moderation meetings have identified new and innovative areas for development in curriculum RE.

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

1

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

### OVERALL EFFECTIVENESS

St Bernadette's is an outstanding Catholic school. It is very welcoming and has inclusion for all as a central goal and a shared vision: pupils enjoy attending and they have positive attitudes to learning. One Year 6 pupil described St Bernadette's as a place where 'we all work together and we inspire each other to do good things'. Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its aim to 'Foster a sense of trust and belonging within the school, parish and wider community'. Governors play a significant part in leading the strategic direction of the school in the community which it serves. The Religious Education governor leads a children's prayer group each week that is well attended. The strongly established leadership has ensured that recommendations since the last inspection have been addressed successfully. The RE leader has been tireless in her efforts to ensure that the Catholic Life of the school and curriculum RE remain outstanding. The work of the governors, head teacher, RE Leader and the support staff in raising standards and putting the Catholic Life of the school at the forefront of their plans for St Bernadette's, is a strength of the school.

The Catholic Life of the school is outstanding and the commitment from the head, the governors, staff, and parish clergy and laity to support pupils in their prayer life and grow in faith has remained a priority. Staff set good examples, support each other, are proud of their school and work well together. All staff are invited, and many of them attend, a weekly prayer group that takes place during the school day. This enables spiritual reflection and prayer for the group's intentions. The Parish Priest is a regular and welcome visitor to the school, actively fulfilling his role both spiritually and pastorally. The spiritual, moral, social and cultural development of pupils is excellent and has an impact on everyday life at St Bernadette's. This can be seen through pupils' responses to each other and to their understanding of the notion of the Common Good. The pupils actively and willingly become involved in a variety of activities supporting their own and the wider community. They have raised funds for CAFOD, Mary's Meals, and many work as "Mini Vinnies" following the path of St Vincent De Paul. This contributes to pupils' social, emotional and moral development. Parents appreciate this over-subscribed school and they welcome opportunities to participate in school life. There are plans to further enrich these opportunities for parents. Gospel values permeate school life and pupils are helped to grow in faith, make the most of their abilities and become the best they can be.

Opportunities for Prayer and Liturgy are outstanding; pupils act with reverence and join in prayers confidently. Prayers and Liturgies observed in KEY STAGE2 demonstrate that children prepare and plan these with thought and care. They make full use of resources available to them and appreciate the opportunities offered, for example, Masses and liturgies.

The quality of curriculum RE is outstanding and pupils are provided with an excellent range of learning opportunities to deepen their faith, to understand Catholic traditions and practices, and to make progress in their learning. Pupils enjoy RE lessons and many aspects of the curriculum are outstanding. Clear action plans are in place to continue to raise attainment and progress. The monitoring and assessment of all strands curriculum delivery has begun to have an excellent effect on evaluation of the provision of curriculum RE.

Teachers' subject knowledge is outstanding and has a positive impact on the delivery of curriculum RE. Teachers are well supported in terms of professional development. The curriculum meets the needs of all learners in line with diocesan and national recommendations.

Governors and leaders take full account of the '*Fit for Mission? Schools*' guidance. The recent HRSE recommendations are being acted upon and the policy is in place.

The school's capacity to maintain improving standards is outstanding.

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- Improve outcomes for all pupils by continuing the good practice of monitoring tasks so that all strands of the requirements of the curriculum are covered.
- Further develop the curriculum in terms of links with the wider community. This would further help prepare pupils for life in modern Britain whilst enhancing their understanding of justice and the Common Good.
- Celebrate successes by continuing to involve parents, governors, staff and pupils in evaluating the impact of the good prayer and liturgy opportunities that are impacting positively on the Catholic Life of the school.

## PART A: CATHOLIC LIFE

### 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
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

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Inspection confirms the judgement made by the school that pupils make an outstanding contribution to the Catholic life of the school.

All governors, leaders, teachers and support staff at St Bernadette's are wholly committed to supporting the Catholic ethos of the school and its mission and this culture is embedded in the life of the school family.

The pupils' knowledge and understanding of the Catholic Life of School is greatly enhanced by their participation in and contribution to all aspects of school life. Pupils know that they belong to St Bernadette's Catholic Parish family and are proud to be part of the school and parish. For example, a Year 6 pupil stated that 'We all pray together as groups, as a class, as a school. We prepare liturgies and go to Mass together'. Pupils' leadership of Prayer and Liturgy is outstanding. From the Foundation Stage onwards pupils develop their ability to share their own faith through whole class Prayer and Liturgy. During the inspection pupils in the Foundation Stage demonstrated their involvement by choosing a cloth and artefacts to aid prayer and reflection; they spontaneously sang to the music being played. This skill is developed throughout Key Stage 2. For example, on the day of inspection Year 5 and Year 6 pupils shared their own Prayer and Liturgy which they had planned. Many children attend the weekly prayer group with the RE governor voluntarily.

Pupils understand that their Catholic Faith is different from other faiths and share this distinctiveness with other Catholic schools. Activities that have enabled this understanding are the celebration of Mass with the parish, fundraising with the parish and collecting money for CAFOD. Key Stage 1 children can discuss fundraising and Key Stage 2 children speak enthusiastically of their participation in "Mini Vinnies" thus demonstrating their understanding of justice and the common good.

On the day of inspection, a Year 6 pupil said that pupils all 'work together and we inspire each other to do good things'. This articulation of ethos encourages best behaviour and focused learning. Catholic principles and values underpin behaviour and relationship policies resulting in a strong, shared vision for the Catholic Life of the school.

The Parish Priest, lay helpers in school, governors, school leaders, teachers and support staff are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the Catholic philosophy of education and Gospel values which permeate all aspects of school life. An example of this is the excellent collaborative work displayed in school that demonstrates liturgical understanding, scriptural knowledge and a deep appreciation of the Catholic faith. The head teacher provides a clear direction for the Catholic Life of the school which is given the highest priority, along with the spiritual and moral development of pupils. His deputy and all staff have a strong vision for the school which is articulated through their actions.

The Governors, leaders and managers are fully committed to partnerships with the diocesan family of parishes and schools. The school has good links with the primary and secondary schools in the local Catholic cluster and facilitates Catholic trainee teachers. Pupils visit Nazareth House in Advent to sing to the residents.

Children fundraise for local homeless people through Harvest and Lenten giving. They have raised significant amounts of money for CAFOD and Mary's Meals. These activities demonstrate the carrying out of the school's mission statement which says that 'in loving others we love Jesus.'

The quality of provision for the Catholic Life of the school is outstanding. St Bernadette's is a welcoming, inclusive, friendly community with a strong family ethos where everyone is valued and pupils and staff flourish. Governors, managers and staff have high expectations and a shared vision with regard to the Catholic mission and ethos. There is a tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders.

The school is a prayerful community that provides a stimulating learning environment to reflect the school's mission and Catholic character. Staff and governors work hard to develop and enhance the school for the benefit of everyone at St Bernadette's. Staff training has ensured continuous professional development in RE and staff subject knowledge has been strengthened through reflection days and training from Local Leader in Diocesan Education.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

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Inspection confirms the school's judgement that the extent to which pupils enjoy and achieve in Religious Education is outstanding.

All pupils at St Bernadette's enjoy RE, are religiously literate and engaged in their learning. Through active participation in prayer and liturgies, together with outstanding curriculum coverage, pupils show excellent knowledge and understanding of the Catholic Faith. They understand that Christ is at the Centre of all school life and are aware of the demands of religious commitment in everyday life. For example, one Y6 pupil proudly showed a template of a foot in her workbook and said the work undertaken 'helps us to follow in Jesus' footsteps.' The vast majority of pupils make rapid and sustained progress in RE from a low baseline in RE when they join St Bernadette's in the Foundation Stage. They develop and apply a range of skills throughout the Foundation Stage and Key Stage 1 including independence and imagination. This is built upon in Key Stage 2 where pupils reflect upon their own scriptural knowledge of, for example the Beatitudes, that enable them to forgive, love and respect. They are able to reflect on the notion of justice and the common good.

The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document 'Fit for Mission? Schools'. RE is at the centre of the school's curriculum and is given priority in the improvement planning where targets are clearly identified and set to continue to maintain outstanding attainment. Since the last inspection the culture has continued, ensuring that the common vision and commitment to high standards remain at the forefront of school life. This is largely due to the excellent practice of the head teacher, deputy and subject leader who ensure that pupils continue to make progress in their religious literacy. Professional discussions during staff meetings explore how enthusiastic and imaginative teaching motivates pupils and deepens their understanding of the subject.

Teaching in RE is outstanding. Support staff are deployed effectively to assist pupils with additional needs. In lessons observed, teachers showed excellent subject knowledge built on prior learning and differentiated tasks to suit the needs of all learners. Next step marking is embedded across the school and work in all exercise books is exemplary. Pupils know their next steps for learning and they know what to do to improve through targets displayed in their books.

Since the last inspection the school has continued to implement its rigorous system of monitoring. This includes the monitoring of lesson plans, book scrutiny, informal and formal observation of lessons and conversations with pupils. This practice, together with pastoral and behaviour support, has made a significant impact on the continuous improvement in the teaching and learning in RE. Teachers make pupils aware of how to improve their work by high quality of marking to inform pupils of their next steps in learning.

Teachers' planning is based on 'The Way, The Truth and The Life' and the Caritas scheme and teachers confidently enrich the curriculum with other valuable resources e.g. CAFOD's Universal Church topics. The curriculum wheel that has been devised in the diocese has been incorporated into planning. Staff are using these and other resources to develop programmes of work that specifically cover the attainment target and its strands. Staff subject knowledge is very good due to their own drive for excellence in RE and to the opportunities offered to them. Governors are informed of the curriculum through reports at meetings and regular visits to school.

Every class has an area for pupils to celebrate Prayer and Liturgy along with full access to the designated prayer area for their own spiritual growth. All classes have access to the parish church and a designated prayer room is well used by staff and pupils.

Pupils' progress in RE in each of the attainment targets, (knowledge and understanding of religion and an ability to reflect on meaning), is good and is reported to parents in termly reports alongside other core curriculum subjects. Careful monitoring and assessment has identified areas for improvement in delivery of lessons and the setting of tasks; this will continue to ensure that all strands at AT1 and AT2 are more sharply identified and easier to assess. Communication with parents is good of the school with regular newsletters being sent home and the website class areas being regularly updated. A termly newsletter gives parents an overview of RE and the school's open door policy enables parents to discuss RE matters with school staff.

Pupil attainment and progress in RE is outstanding and is in line with high standards in English and Maths. Since the last inspection, the subject leader has facilitated training for all staff (including the Rainbow training for all) and modelled excellent practice to ensure that standards in teaching RE have been maintained. Analysis of the progress of all groups of learners enables success to be celebrated.

The school serves a culturally diverse Christian community. Pupils have the utmost respect for each other and can articulately discuss their faith and that of others. Good quality teaching and effective learning are present in RE lessons. Pupils enjoy RE because teachers make their lessons engaging, interesting and relevant.

The quality of provision for RE is outstanding. Since the last inspection the parish priest, governors, head teacher, deputy, subject leader, teachers, and support staff [some of whom have ministries in the parish] have continued to plan and deliver staff meetings and INSET opportunities to reflect on the teaching of RE and the

Catholic Life of the school. This contributes to excellent subject knowledge and confidence in teaching RE: they inspire pupils and make sure that they make exceptional progress as independent and collaborative learners. Resources are used effectively, together with the support provided by other adults, to optimise learning; consequently pupils are highly motivated and enjoy their work.

## SUMMARY OF INSPECTION JUDGEMENTS

|   |          |
|---|----------|
| <b>Overall Effectiveness</b>  | <b>1</b> |
| <b>Capacity for sustained improvement</b>   | <b>1</b> |
| <b>Catholic Life</b>  | <b>1</b> |
| <ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>  | <b>1</b> |
| <ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul> | <b>1</b> |
| <ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>   | <b>1</b> |
| <b>Religious Education</b>  | <b>1</b> |
| <ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>  | <b>1</b> |
| <ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>   | <b>1</b> |
| <ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>  | <b>1</b> |

|                            | <b>Pupil Outcomes</b> | <b>Leadership &amp; Management</b> | <b>Provision</b> | <b>Overall</b> |
|----------------------------|-----------------------|------------------------------------|------------------|----------------|
| <b>Catholic Life</b>       | <b>1</b>              | <b>1</b>                           | <b>1</b>         | <b>1</b>       |
| <b>Religious Education</b> | <b>1</b>              | <b>1</b>                           | <b>1</b>         | <b>1</b>       |