



# Archdiocese of Birmingham

## Section 48 Inspection Report

### **OUR LADY & ST WERBURGH CATHOLIC PRIMARY SCHOOL**

Part of the Christ the King Catholic Collegiate

Seabridge Lane, Newcastle-under-Lyme, Staffordshire, ST5 4AG

Inspection dates:

3<sup>rd</sup> & 4<sup>th</sup> May 2018

Lead Inspector:

Mr Dominic Collins

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#### **OVERALL EFFECTIVENESS:**

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

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*Overall effectiveness at previous inspection:*

*Outstanding*

### **SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS**

This is an outstanding Catholic school because:

- Catholic Life, Religious Education and Collective Worship are outstanding.
- Through the inspirational leadership of the headteacher and the dedicated support of the governing body, the school has successfully developed a comprehensive infrastructure of Catholic community with Christ at the Centre.
- Governors are well informed and are very knowledgeable about the school.
- Leaders, staff, governors and chaplaincy work in unison to provide the very best outcomes for all pupils.
- Catholic Life and Religious Education is firmly centred on the school mission and significantly shapes pupils' morality and spirituality.
- Pupils are proud of their school and their Catholic identity. They take an active role in leading and promoting its mission.
- All staff are excellent role models. They know the pupils well and exercise a high level of pastoral care. This is a happy, welcoming and inclusive school.

### **FULL REPORT**

#### **What does the school need to do to improve further?**

- Broaden opportunities for extended writing in Religious Education that allows pupils to reflect on their learning and how it applies to their own lives.
- Develop the 'Mini Vinnies' group to include pupil liturgy leaders.
- Continue to engage governors and leaders with appropriate support in order to develop their strategic roles within the newly formed multi academy company (MAC).

## THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	<b>Outstanding</b>
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>Outstanding</b>
The quality of provision for the Catholic Life of the school.	<b>Outstanding</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	<b>Outstanding</b>

### **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.**

- The Catholic Life of the school is outstanding.
- The mission statement, rooted in an inspiring school prayer, is understood and valued by all members of the school family.  
 '... a sharing community where all are valued,  
 ... a place where we learn to be more like Jesus, in thought, word and deed,  
 ... a place of peace, happiness and truth.'
- The school is extremely successful in creating a strong Catholic ethos that underpins the positive relationships between parents, staff and pupils.
- As a consequence, there is a strong sense of Catholic community, where all are valued and fully integrated into the daily life of the school.
- Pupils are immensely proud of their school. This is reflected in their positive attitudes, exemplary behaviour and the way they express their Catholic identity. They are excellent ambassadors for the school's values.
- Pupils enjoy coming to school. They are eager learners because they experience a stimulating and rich curriculum, within an atmosphere of love, trust and security.
- This is a happy, welcoming and inclusive school, enabling all pupils to grow and learn in their faith and achieve their full potential.
- Pupils know how much they are valued as individuals. They recognise the need to have consideration for all members of the school community and the importance of their contribution towards creating a harmonious environment.
- Consequently, pupils respond maturely to the school ethos because they have a clear understanding that we are all equal, as children of God. They recognise the importance of showing love, forgiveness and compassion for our neighbour. They understand that this forms the essential foundation of a Catholic community and reflects the mission of the school.
- Pupils are active participants in the Catholic Life and mission of the school. They are eager to engage in a variety of responsibilities around the school such as leading worship, presenting assemblies and organising initiatives for charitable fundraising activities.
- Pupils understand that God is calling them to use their special gifts and talents. They have an understanding of what it means to have a personal vocation and recognise the responsibility they have to serve the needs of others. The school has plans to develop this further in a focused vocations programme.

- Pupils readily take a leading role in activities which promote the school's Catholic Life and mission, both within school and the wider community. Consequently, they respond enthusiastically to any appeals which support local and national charities such as The Lou Macari Centre for the homeless and the work of CAFOD.
- The contribution pupils make to the evaluation of Catholic Life through the school pupil council, questionnaires and discussions are valued and encouraged. This aspect of pupil empowerment does much to promote their sense of responsibility and self-esteem.
- The staff are a dedicated and effective team. They are excellent role models for pupils and they demonstrate a strong commitment to the Catholic ethos of the school.
- Clear policies are in place to ensure that the highest level of pastoral care is given to all pupils. All staff recognise their responsibility to vigilantly guide pupils throughout the day, thus ensuring that they aspire to the high expectations made of them.
- All staff have a shared mission, which is strongly led by the headteacher and successfully implemented by their enthusiasm and mutual support.
- The school environment reflects its mission and strong Catholic identity. In addition to well-presented and informative religious displays, a beautiful prayer garden provides pupils with opportunities for quiet reflection.
- The Catholic Schools' Pupil Profile (CSPP) is prominently featured around the school. The virtues embedded in the CSPP, which underpin the mission and ethos of the school, are highlighted in assemblies. A virtues tree provides tangible evidence for all to celebrate occasions of good practice together.
- Prayer and evangelisation is at the heart of the school community, where all work together with a common purpose to be successful in developing its Catholic Life.
- The school is an integral part of the parish and strong links are established. The chaplaincy provision is exemplary in supporting and promoting the Catholic Life of the school. The parish priest visits school regularly and has established a very effective partnership with the staff and pupils. He knows the school well and provides valuable support and guidance. He meets regularly with leaders to plan Collective Worship and sacramental preparation, as well as sharing evaluation outcomes.
- Pupils respect the Catholic tradition of the school. Its Catholic Life is enriched by a variety of high quality religious experiences, involving both the school and the parish. Families and staff benefit from and contribute to these events.
- The school and parish held a very successful mission week, which embraced a series of whole school assemblies, class workshops and a variety of worship. The focus of the week was about developing a closer relationship with Christ. Parents were invited to join the children in school and shared related aspects with the mission team throughout the week.
- The ongoing parish Journey of Faith programme has also had a significant influence over time and has led to a number of non-Catholic members of staff and parents becoming Catholics.
- The school works effectively to promote respect for other faiths and cultures. Pupils understand that we are all equal as God's children. A school multi-cultural week is planned to develop this further.
- Relationships and sex education is taught sensitively in an age appropriate way and is in accordance with diocesan guidelines.

- Celebration of the sacraments are a central feature of the school year. The parish priest, staff and parents are all fully involved in preparing the children. Parents meetings and preparation Masses are celebrated throughout the year. The purchase of home/school pupils' booklets enable families to share preparation together.
- The high quality Catholic Life of the school enables the continuing spiritual and moral development of its pupils within the wider community.

### **How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the School.**

- Leaders and governors share a strong commitment to the Church's mission in education and are very successful in developing the Catholic Life of the school.
- The headteacher sets high standards for all members of the school community and inspires a staff team who confidently contribute to continuing school improvements.
- As a result of this collegiate approach to leadership, the monitoring of Catholic Life as a shared responsibility is very effective.
- All staff, governors and chaplaincy work together as a successful team. They share a common purpose to ensure the best possible outcomes for all the pupils and are constantly seeking ways to improve provision.
- Staff and governors are ambitious for the Catholic Life of the school and they regard monitoring its spiritual direction as their highest priority.
- Systems used for monitoring and evaluating Catholic Life are well developed. The findings from these systems clearly inform improvement planning.
- All newly appointed staff are very well supported and fully inducted in their roles and responsibilities in the Catholic Life of the school.
- Governors are well informed by receiving reports and through their regular involvement in school activities and celebrations.
- The parish priest is also the designated Religious Education link governor and works closely with the headteacher and Religious Education subject leader to monitor and evaluate its Catholic Life.
- Consequently, governors have a thorough understanding of how the school witnesses to Christ. They are able to fulfil their responsibilities and provide knowledgeable support and professional challenge to its leadership.
- Governors monitor all school policies annually to ensure the Catholicity of the school is implicit in its documentation.
- Governors recognise the importance of ensuring that ongoing professional development is provided for new and established members to maintain their effective governance.
- Following the re-organisation of the governing body, due to the academisation process, governors would benefit from diocesan training to support their strategic planning in this new role.
- The school has identified the need to reorganise the monitoring and evaluation processes undertaken by the governors.
- The evaluation of all monitoring outcomes is shared with staff and governors and form the basis of a comprehensive Religious Education and Catholic Life action plan that is regularly reviewed and updated.
- Parents are kept well informed about all aspects of school life through regular newsletters and information published on the excellent school website.
- Governors and leaders welcome and encourage the views of parents through

an invitation to complete a biennial, well-structured questionnaire, the outcomes of which are analysed and appropriately actioned.

## **RELIGIOUS EDUCATION**

The quality of Religious Education.	<b>Outstanding</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>Outstanding</b>
The quality of teaching, learning and assessment in Religious Education.	<b>Outstanding</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	<b>Outstanding</b>

### **How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.**

- Assessment analysis shows that almost all pupils make consistently good progress in their Religious Education. By the end of key stage 2, almost all pupils are working above diocesan expectations.
- The teaching of Religious Education is consistently effective. As a result, outcomes for pupils are at least good and very often outstanding.
- Teachers communicate their faith through their enthusiasm and thorough subject knowledge. They employ a wide range of teaching strategies, including individual and collaborative work to ensure lessons are made interesting and engaging.
- Lessons are further enhanced by the excellent use of a varied range of resources.
- Teachers employ good questioning techniques to challenge pupils and deepen their thinking skills.
- Pupils' knowledge and understanding of the Catholic faith develops well for almost all pupils at each key stage. Older pupils are encouraged to reflect on their own spiritual development and respond well to opportunities to offer their opinions and consider those of others.
- Pupils are happy, confident learners and clearly enjoy their Religious Education lessons. The quality of work in their books is impressive and comparable to work in literacy. However, more opportunities for pupils to use extended writing skills should be used. This will enable them to further express their reflective thoughts and response to lesson themes and objectives.
- The guidance given by effective classroom support staff enables all pupils to engage fully. More able pupils are encouraged to tackle higher level challenges and work more independently.
- Pupils have developed an excellent work ethic and attitude to learning. They are eager to achieve and inspired by the varied learning routes they are able to experience.
- Marking is used effectively to inform pupils about their progress. They receive good quality feedback and guidance about how to improve their work.

## **How well leaders and governors promote, monitor and evaluate the provision for Religious Education.**

- Leaders and governors ensure that the Religious Education curriculum meets all the requirements of the Bishops' Conference.
- Religious Education has full parity with other core curriculum subjects including staff professional development, resourcing and the required amount of curriculum time.
- Systems used by the leadership for monitoring and evaluating the school's work in Religious Education are very effective.
- The school is also taking part in a diocesan attainment standards pilot scheme, being led by diocesan advisors.
- The school is successful in the practice of self-evaluation. It is directly centred around the Religious Education subject leaders planned schedule for monitoring the quality of Religious Education throughout the school.
- Focused monitoring includes the observation of Religious Education lessons, scrutiny of pupils' work, learning walks and the analysis of assessment data.
- Evaluation of this regular and rigorous monitoring gives an accurate view of the quality and impact of Religious Education teaching and learning.
- The Religious Education subject leader records all monitoring outcomes. These are then shared with staff and governors so that appropriate improvement targets can be agreed and feature in development planning.
- Governors are kept fully informed about the quality of Religious Education, how it is taught and the impact on pupils' learning.
- The headteacher provides detailed reports to them and, together with the Religious Education subject leader, meets regularly with the parish priest to discuss monitoring outcomes and progress with regard to improvement planning.
- Religious Education is well managed by the subject leader. She has worked effectively to address the recommendations from the previous inspection. In addition, she maintains a high level of support for staff in the delivery of the Religious Education curriculum.
- Pupil assessment data is efficiently collated. It is then analysed and shared in order to determine the next steps in pupils' learning.
- An extensive range of high quality resources have been purchased to support and enhance Religious Education throughout the school.
- Leaders and governors ensure that all staff receive ongoing professional development to maintain and develop standards in Religious Education. To support this professional development of staff, the school should consider providing opportunities for teachers to achieve the Catholic Certificate in Religious Studies.

## COLLECTIVE WORSHIP

The quality of Collective Worship.	<b>Outstanding</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>Outstanding</b>
The quality of Collective Worship provided by the school.	<b>Outstanding</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	<b>Outstanding</b>

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

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

- Prayer and worship is an integral part of the school day and underpins its Catholic Life. There are many opportunities for staff and pupils to pray and reflect together.
- Pupils response to Collective Worship is exemplary. They are attentive in prayer and understand the importance it has in our daily lives.
- Pupils are confident to share their own prayers and intercessions with others and participate in all aspects of Collective Worship with sincerity and reverence.
- As well as their secure knowledge of traditional prayers, pupils understand that prayer has a variety of purposes and can take different forms.
- Pupils demonstrate a genuine eagerness to participate in Collective Worship as a class, a small group or a whole school. They are continually encouraged by the example and commitment of all members of staff, who ensure that prayer and worship is conducted in a calm, reflective atmosphere.
- Pupils are proud of their Catholic identity. They are at ease when praying and clearly enjoy opportunities for discussion and reflection. For example, a voluntary lunchtime rosary group, led by Year 6 pupils, is well supported.
- Pupils are guided to lead worship and do so with enthusiasm and a high degree of independence and confidence. The school week begins with a whole school prayer assembly, led, in turn, by each key stage 2 class.
- The school is in the early stages of establishing a Mini Vinnies group. This will, hopefully, present further opportunities for the formation of a dedicated pupils' liturgy team to develop leadership skills further throughout the school.
- The celebration of the Eucharist is given the highest priority. A weekly Mass is celebrated in church, where pupils of all year groups can take an active part in the liturgy of the Word, the offertory procession, the bidding prayers and in the hymns.
- Mass celebrated during the inspection was a joyful experience. Pupils displayed exemplary reverence and respect. They knew all the responses to the Mass. The readings were confidently delivered, and the inspirational singing was uplifting.
- During Mass, the pupils were attentive to the parish priest, who engaged them fully by his interactive, child centred homily.
- Pupils' reflections about the termly CSPP virtues are also prominently displayed and are used frequently to stimulate class discussions and reflection.
- In addition to a variety of high quality religious displays around the school,

written and pictorial evidence relating to all aspects of Catholic Life and Collective Worship are also a key part of each class prayer area. These high-quality prayer areas are an important feature of every class. They are regularly changed to reflect the liturgical calendar and provide a focus for daily class prayer.

- Beautifully presented class journals depict the joyful faith journey pupils receive and are proud to share.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.**

- Collective Worship is very well organised and planned by the Religious Education subject leader and parish priest.
- All Collective Worship has a clear purpose, message and direction. Themes for Masses and assemblies reflect the liturgical calendar to ensure pupils have a developing understanding of the Church's seasons and feasts.
- Staff are exemplary role models and guide pupils in Collective Worship. They receive excellent support from senior leaders and the parish priest to enhance planning and leading Collective Worship in a wide variety of contexts.
- Governors are frequent visitors to school, they regularly share celebrations and Catholic Worship with pupils and staff.
- The monitoring of Collective Worship is contributed to by governors, senior leaders, staff and pupils. All outcomes are recorded.
- The parish priest works closely with the headteacher and Religious Education subject leader to promote and evaluate the quality of Collective Worship.
- The conclusions drawn from all monitoring and evaluation outcomes are shared with all staff and governors and are used to inform future planning.

## SCHOOL DETAILS

Unique reference number	145687
Local authority	Staffordshire
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Multi- Academy Company
Age range	4 – 11 Years
Gender of pupils	Mixed
Number of pupils on roll	236
Appropriate authority	Board of directors
Chair	Mr James O'Hara
Headteacher	Mr Ben Grove
Telephone number	01782973888
Website address	<a href="http://www.ourlady-st-werburgs.staffs.sch.uk">www.ourlady-st-werburgs.staffs.sch.uk</a>
Email address	<a href="mailto:Admin.OLSW@ctkcc.co.uk">Admin.OLSW@ctkcc.co.uk</a>
Date of previous inspection	09/05/13

## **INFORMATION ABOUT THIS SCHOOL**

- Our Lady and St Werburgh's School is an average sized Catholic primary school located in the Clayton area of Newcastle-Under-Lyme. The school serves the parish of Our Lady and St Werburgh. The parish church is located next to the school.
- The percentage of Catholic pupils is currently 98%.
- The percentage of disadvantaged pupils is significantly below the national average.
- The percentage of pupils with special educational needs and/or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry in line with national expectations.
- Since the last inspection there has been several changes within the governing body. The school has recently converted to academy status becoming part of the Christ the King Catholic Collegiate.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by 2 Diocesan Inspectors, Dominic Collins and Victoria Brickley
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across 4 Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of governors, the Catholic Life link governor, the headteacher, the Religious Education subject leader, parish priest and parents.
- The inspector attended a whole school Mass, Collective Worship and school assembly. They undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan and learning journals.