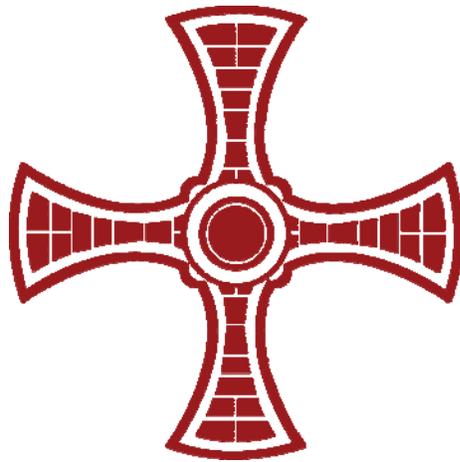


DIOCESE OF **Hexham & Newcastle**
SPIRITUALITY, FORMATION & EDUCATION SERVICE



Section 48 Inspection Report

**St Philip Neri RC Primary School
Dunston, Gateshead**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	St Philip Neri RC Primary School
Address:	Ellison Road Dunston Gateshead NE8 2QU
Telephone Number:	0191 4604378
Email address:	stphilipnerircprimaryschool@gateshead.gov.uk
School URN:	108394
Headteacher:	Mrs Lucie Stephenson
Chair of Governors:	Mr Paul Hutchins
Inspector:	Mrs Maureen Galbraith
Date of Inspection:	23 and 24 May 2012

This Inspection Report is produced for the Rt. Reverend Séamus Cunningham, the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St Philip Neri is a smaller than average primary school situated in an urban and industrial setting in Gateshead. It serves two parishes, St Philip Neri, Dunston and Immaculate Heart of Mary, Lobley Hill and approximately 91% of the pupils are baptised Catholics. The school serves a broad social mix of families and the proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is also well below the national average. Most pupils are of white British origin with a small percentage from other ethnic groups or who speak English as an additional language.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll: 128

Percentage of pupils baptised RC: 91%

Percentage of pupils from other Christian denominations: 7%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 2%

Percentage of pupils from ethnic groups: 3.9%

Percentage of pupils with special needs: 1.6%

Staffing

Number of full time teachers: 5

Number of part time teachers: 1

Percentage of Catholic teachers: 75%

Percentage of teachers with CCRS: 50%

Percentage of learning time given to Religious Education:

FS	10%	Yr 4	10.4%
Yr 1	10%	Yr 5	10.4%
Yr 2	10%	Yr 6	10.4%
Yr 3	10.4%		

Parishes served by the school:

St Philip Neri, Dunston

Immaculate Heart, Lobley Hill

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic education	1
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The school's capacity for sustained improvement	1
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MAIN FINDINGS

St Philip's is an outstanding school which makes outstanding provision for Catholic education. Governors, managers and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. The school is a very inclusive and welcoming community where the Gospel message of caring and sharing is seen in action. Priorities for improvement since the last inspection have been met and there is a drive for continuous improvement for the good of the whole school community. Staff set good examples and pupils are very proud of their school and work well together. Excellent relationships and communication are key strengths of the school. Parents have a high opinion of the school and are keen to express it. The school has an outstanding capacity for sustained improvement.

Pupils are very enthusiastic about their school community and are happy to come to school which results in them being highly motivated, having positive attitudes to learning and achieving well. From well below nationally average starting points, pupils make good progress across the school and achieve high standards by the end of key stage two (KS2). Less able pupils are well supported and the school is increasingly challenging more able pupils in Religious Education (RE) though this needs to be a continued focus, especially at key stage one (KS1). Pupils benefit greatly from the opportunities provided to contribute to the Catholic life of the school, an example of which is their exemplary behaviour towards each other. They respond to worship with reverence and respect and many are developing independent skills in preparing and leading worship. The promotion of pupils' spiritual and moral development is outstanding.

The provision for Catholic education is outstanding. Teaching and learning are good overall and promote very good progress. Assessments are accurate and as a result of shared target setting, pupils are aware of how to improve their work. Marking, however, is inconsistent across the school and pupils are not always given time to act on advice given. The RE curriculum is rich, varied, focused on raising standards and meets the needs of all pupils. The quality of collective worship is outstanding. Personal development and care of pupils is exceptionally good.

The leadership and management of the Catholic life of the school and RE are outstanding. The headteacher, RE coordinator and chaplain work extremely well together and ensure that the school's shared mission, vision and aims are driven forward. This results in continuing improvement to outcomes for pupils. Performance in RE is monitored and evaluated effectively resulting in targeted actions to bring about improvement. This is supported through high quality professional development which benefits all pupils. Knowledgeable governors visit often and provide both challenge and support. Both the development of partnerships and the promotion of community cohesion are outstanding.

What the school needs to do to improve further

Raise standards in RE by:

- maintaining a continued focus on planning to accelerate learning for higher attainers, especially at KS1
- developing consistency in marking so that in all classes specific pointers are given to pupils on the next steps in their learning
- giving pupils time to act on advice given after their work has been marked

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups	1
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From well below average starting points on entry to school, pupils make good progress in RE through foundation stage (FS) and KS1 and this accelerates in KS2. Inspection findings showed little difference between the progress of boys and girls, Catholic pupils and those other than Catholic. Pupils with special educational needs are well supported and make at least good progress given their capabilities and starting points. Current work indicates an improving progress trend for more able pupils with greater acceleration in KS2. Evidence also indicates that learning from Religion (attainment target one (AT1)) is slightly stronger than learning about Religion (attainment target two (AT2)) though the school is looking at alternative ways of recording assessment. Given their starting points on entry pupils' knowledge, skills and understanding are developing well according to their age and capacity. Standards overall are average in KS1 but high at the end of KS2. By the end of KS1, most pupils attain level two (L2), which is the standard expected of them. By the end of KS2, most pupils attain level four (L4) and a minority level five (L5), though current work indicates a rising trend. Pupils speak enthusiastically about RE have very positive attitudes and show high levels of enjoyment.

Pupils make an outstanding contribution to the Catholic life of the school and benefit greatly from it. They take responsibility seriously, seeing their role as buddies, school councillors and in pastoral groups as important because it is about looking after people as Jesus asked us to do. They confidently express their own views and feelings, demonstrate a deep understanding of how important it is to forgive and be forgiven and are aware of the needs of others. Pupils respect the beliefs of others and build relationships with people from all walks of life. They take responsibility for their actions and show a keen interest in spiritual, moral and ethical issues.

Pupils response to and participation in collective worship is outstanding. They participate in, lead and prepare prayer and liturgy with enthusiasm and increasing ease and confidence. Vibrant acts of worship enable a high level of pupil participation in a variety of ways including music and liturgical dance. Pupils know what constitutes good worship; they also know and value a variety of ways of praying. Many are acquiring a range of skills which allow them to lead worship in a range of contexts. In large and small gatherings, pupils are respectful, reverent and prayerful. They demonstrate a wide knowledge of religious seasons, feast days, traditional prayers and other faiths.

PROVISION

How effective the provision is in promoting Catholic education	1
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Teaching in RE is good overall, though outstanding in some instances. Teachers demonstrate strong subject knowledge and plan activities based on prior knowledge. In planning and lessons observed, activities were carefully differentiated to match pupil abilities. However, work in some books indicates a need to continue the focus on challenging the more able, especially at KS1. Varied teaching styles, good questioning, high quality resources, including ICT and use of support staff, all ensure pupils are engaged and motivated and make at least good progress. As a result of sharing targets and success criteria, pupils are beginning to understand how well they are doing and what is expected of them.

Assessment is outstanding with rigorous systems providing accurate, up to date information about achievement and progress for all groups of learners. Assessments are regular and systematic and both internal and externally moderated work show levelling is accurate. Pupils are involved in self-assessment and can confidently speak about using the 'I Can Statements' as targets to improve their work. Teachers' marking is becoming more focused and sometimes gives advice to pupils about how to improve their work, though this is not consistent across the school. Moreover, pupils are not always given time to act on advice given. The school sets challenging targets for pupils and is carefully monitoring progress towards them.

The RE curriculum meets the pupils' needs exceptionally well. It is enriched through a variety of imaginative and well planned strategies and relevant resources, including visits, visitors and first hand experiences, which engage and motivate the pupils. Planning ensures full coverage of the curriculum and identifies pupils' prior learning. The RE curriculum provides excellent opportunities for and impacts very positively on pupils' spiritual and moral development as evidenced by the mature response of upper KS2 pupils to scenarios. A high number of pupils take advantage of extended, school opportunities. The curriculum meets the requirements of the Bishops Conference well.

Collective worship is outstanding. Prayer is central to the life of the school and given a high priority. Acts of worship are inclusive and well planned enabling pupils to take a very active part. The development of prayer and liturgical experiences are ably supported by the school chaplain whose role is highly valued by pupils and staff alike. A wide range of opportunities are planned for pupils, staff and wider community to pray and worship together, with involvement of families facilitated and encouraged, resulting in a positive impact on parents and families. Pupils are becoming increasingly skilled, confident and independent in preparing and leading worship in upper KS2.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School	1
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Leaders and managers are outstanding in promoting provision for the Catholic life of the school. Leaders have a strong sense of the mission of the church and the role of the school in expressing it. They provide clear direction for the Catholic life of the school which is a priority, along with the spiritual and moral development of pupils. Focused staff training has developed awareness, understanding and commitment to the school's strong Catholic ethos. Consequently, pupils are able to articulate the distinctive mission of the school well. Highly effective school self-evaluation ensures that all aspects of the Catholic life are continuously improving. Strong links exist between the school, parents and parish.

The monitoring and evaluation of the provision for RE is outstanding. Outcomes for most pupils are at least good, and in some cases high, as efficient and improving assessment strategies are having a positive impact on pupils' learning, progress and standards. The skills of the RE coordinator and headteacher complement each other well and all staff are kept informed about priorities identified from a range of systematic monitoring activities undertaken to evaluate the provision and outcomes for pupils. Leaders have well targeted plans in place which are under constant review to ensure maximum impact for pupils.

Governors are very highly committed to the Catholic ethos of the school. They discharge their canonical duties extremely effectively. They make regular visits to the school and are involved in RE evaluation activities. They monitor the school's data and information, review the school's work and act upon their findings. Being very well informed, they place the well-being and all round development of pupils at the heart of their work. They are extremely supportive of leaders and staff but are also confident and questioning in their approach. They have a good understanding of stakeholder views and know what needs to be done to raise standards further.

Leaders and managers are very successful at developing partnerships with other providers and organisations. The school engages in an excellent range of partnership activities which provide rich and varied experiences for the pupils which the school alone would not be able to provide. These strong links with other Catholic primary and secondary schools, the Diocese, parish and local organisations impact significantly on pupils' achievement, well-being and Catholic life of the school. Joint staff training and shared leadership projects with other local Catholic schools also ensure that staff see that pupil opportunities are extended. The parish community has close links with the school and joins in celebrations with them.

Leaders and managers promotion of community cohesion is outstanding. The school is an inclusive community with a clear, shared vision and strong sense of belonging. Leaders respect difference, value diversity and ensure equal opportunities for all. Many opportunities exist for pupils to engage and collaborate with each other through the school pastoral system and 'School Linking Project'. As a result pupils recognise, respect and celebrate differences and have a strong sense of the common good. The school has established international links with a school in Kenya and a parish in India and holds events to aid local, national and international communities.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
How good outcomes are for pupils, taking particular account of variations between different groups	1
how well pupils achieve and enjoy their learning in RE	1
the quality of pupils' learning and their progress	1
the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
pupils' standards of attainment in RE	1
the extent to which pupils contribute to and benefit from the Catholic life of the school	1
how well pupils respond to and participate in the school's collective worship	1
How effective the provision is in promoting Catholic education	1
the quality of teaching and purposeful learning in RE	2
the effectiveness of assessment and academic guidance in RE	1
the extent to which Religious Education curriculum meets pupils' needs	1
the quality of collective worship provided by the school	1
How effective leaders and managers are in developing the Catholic life of the School	1
how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils	1
how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils	1
the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met	1
how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	1
how effectively leaders and managers promote community cohesion.	1