



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Cuthbert's Catholic Academy
Blackpool**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:

St Cuthbert's Catholic Academy

Address:

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School URN:

141115

Executive Headteacher:

Mrs Sarah Smith

Chair of Governors:

Mr Barry Leyland

Lead Inspector:

Mrs Rachel Ballard

Team Inspector:

Mrs Adrienne Delaney

Date of Inspection:

4th October 2018

INFORMATION ABOUT THE SCHOOL

St Cuthbert's Catholic Academy is an average-sized school situated just outside Blackpool town centre. It serves an area of high deprivation and the number of pupils eligible for free school meals is above the national average. The academy serves the parish of St Cuthbert. Pupils are taught in single age classes from Nursery to Year 6. The number of pupils from minority ethnic groups and pupils who speak English as an additional language has increased over the past few years. The percentage of disadvantaged pupils in the academy is above the national average.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	29	28	29	30	30	30	27	203
Catholics on roll	13	16	11	17	16	17	19	109
Other Christian denomination	4	0	4	8	5	6	1	28
Other faith background	2	2	3	1	0	2	3	13
No religious affiliation	10	10	11	4	9	5	4	53
No of learners from ethnic groups	12	13	11	12	8	8	9	73
Total on SEN Register	2	1	3	1	2	4	3	16
Total with Statements of SEN	1	0	0	0	0	1	1	3
Exclusions in last academic year	Permanent		0	Fixed term		0		
Index of multiple deprivation percentile	187 2.45%							

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Cuthbert's	45

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	8.75	8.75	8.75	8.75	8.75	8.75	8.75	61.25
% of teaching time	35%	35%	35%	35%	35%	35%	35%	

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	6.25	36.25
% of teaching time	20%	20%	20%	20%	20%	20%	25%	

STAFFING	
Full-time teachers	8
Part-time teachers (including leaders)	5
Total full-time equivalent (FTE)	13
Classroom Support assistants	16
Percentage of Catholic teachers FTE	54%
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	9
Average class size KS1	30
Average class size KS2	30

EXPENDITURE (£)	Last financial year 2017/18	Current financial year 2018/19	Next financial year 2019/20
Total expenditure on teaching/learning resources	£30,800	£25,000	TBC
RE Curriculum allowance from above	£900	£1500	TBC
English Curriculum allowance from above*	£11000*	£10,000*	TBC
Total CPD budget	£7600	£5000	TBC
RE allocation for CPD	£3500	£2000	TBC

How the school has developed since the last inspection

Since the previous inspection, St Cuthbert's has become part of The Blessed Edward Bamber Catholic Multi-Academy Trust with Christ the King Catholic Academy and St Mary's Catholic Academy.

A new executive headteacher has been appointed and works across both primary academies.

Leaders have used this time of change to reflect on current practice and have actively worked with diocesan advisors and staff within the Trust. There have been opportunities to work with other Catholic primary schools in Blackpool for activities such as moderation of work and joint events.

The work of the whole trust has ensured that more able pupils are better challenged in RE and marking has improved to demonstrate that pupils are responding to next steps in their learning.

The academy has an excellent capacity for sustained improvement. The new leadership team and the commitment of staff and directors illustrate the capacity to improve further.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

St Cuthbert's is a good Catholic academy, which successfully guides pupils in their faith. The dedication and drive of the executive headteacher, staff and directors leads to continuous improvement with secure and improving outcomes for all pupils.

Upon entering St Cuthbert's, visitors are aware of its Catholic identity particularly through displays where scripture, prayers and the Mission Statement are evident. Displays around the academy celebrate learning experiences and the achievements of pupils and provide evidence of their learning and enjoyment of curriculum RE.

Pupil behaviour and attitudes to learning are good. Pupils enjoy coming to the academy and are very proud to be part of this Catholic community. They benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the academy. For example, they could state what makes their school different from other schools "we pray more" and "we welcome people with outstretched arms like Jesus." Pupil participation in, and leadership of, the prayer and liturgical life of the academy are good.

The headteacher ensures that there is a clear, shared vision for this fully inclusive academy, which is understood by all. Staff, directors and pupils speak of a strong sense of belonging to this Catholic community. One pupil stated "Our school is a good school where everyone is welcome. It doesn't matter where they come from." Directors and academy leaders are totally committed to the Church's mission in education.

Due to the commitment and drive of the academy leaders, including directors, all staff have opportunities for Continuous Professional Development (CPD) in Religious Education and Catholic Life and some have completed, or are studying for, the Catholic Certificate in Religious Studies (CCRS). As a result, staff are confident in teaching curriculum RE and are authentic witnesses to the Catholic Faith.

Outcomes for pupils are good and improving in curriculum RE, with pupil premium and English as an Additional Language (EAL) groups doing as well as all pupils.

From low starting points all pupils make good progress with excellent progress this year with 90% of pupils attaining expected in Year 2. Attainment across Key Stage 2 is good and improving. Pupils speak confidently about their RE lessons and can reflect on their learning.

Staff are held to account regularly and pupil progress in curriculum RE is measured termly alongside other core subjects. The academy has devised a process of monitoring called Data and Feedback Informed Teaching and Learning (DAFITAL) to conduct their monitoring that is common for all core subjects. This system is rigorous and robust and ensures that pupils are not missing out on vital learning. This is a strength of the academy.

RE subject champions have had a very positive impact on the improvement in RE and Prayer and Liturgy. Their collaborative support and expertise has had positive effects on teaching and learning for Newly Qualified Teachers. In addition to this, the development of a new scheme of work has enriched pupil experience of the Catholic life of the academy.

All teaching is good and is effective in engaging and enthusing pupils and ensuring that they learn well. Teachers' planning is good and is focused on meeting the needs of all pupils and on raising standards. Marking is having an impact throughout the academy and helps pupils understand how to improve their work.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure the targets set as a result of assessment are clearly met and celebrated.
- Evaluate the new scheme of work to ensure that it is meeting the needs of all pupils and offers a good balance of learning in all of the attainment strands.
- Continue to enrich the faith and religious life of staff through CPD and through prayer.

CAPACITY FOR SUSTAINED IMPROVEMENT

1

All priorities for improvement since the last inspection have been successfully addressed. The executive headteacher, senior staff and board of directors demonstrate total commitment to the ethos and mission of Catholic education where continuous improvement in every aspect of the academy is a priority. The academy's capacity for sustained improvement in all areas is outstanding because of rigorous assessment and monitoring processes leading to clear, challenging targets and appropriate priorities.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- 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

2

2

2

Inspection confirms the academy's judgement that pupils make a good contribution to the Catholic Life of the academy.

Pupils regularly lead and take responsibility for shaping activities with a religious character. Pupils show a good understanding of the liturgical year and understand the importance of key celebrations throughout the liturgical year.

During inspection, pupils in upper Key Stage 2 planned and led prayer and liturgy in class, on the theme of 'Give and you shall receive'. They chose scripture, a prayer and led a reflection on God's message from the scripture, which enabled their peers to give appropriate responses such as "we shall give to others". In all three key stages during inspection, pupils showed great reverence and respect during times of prayer and reflection.

Staff speak positively about how leaders and managers enable them to contribute to the Catholic Life of the academy. They feel their contributions are recognised and they value the support they are given. The staff regularly meet together for prayer and they feel that this has had a positive impact on their work within the academy, particularly in supporting pupils' spiritual development. During the inspection, the headteacher led a liturgy that posed the question of 'how open to Jesus are you?' Staff were given time to reflect on how ready they were to welcome Jesus.

The academy's self-evaluation of the leadership and management of its Catholic Life is good and inspection confirms this judgement. Directors and leaders ensure the Catholic mission of the academy is at the heart of all they do within the academy. Gospel values underpin all the work of the academy trust and guide them when evaluating and in ensuring the best possible outcomes for pupils. Leaders and staff are developing a good relationship with the local parish clergy who now regularly engage with the pupils and parents through being involved in academy activities. During the inspection, inspectors joined a Year 4 class Mass where the pupils engaged with and answered questions posed to them by the

priest about St Francis. The pupils demonstrated reverence appropriately and sang joyfully with the hymns.

The executive headteacher leads by example and inspires the staff and pupils, by making her beliefs and values known to all in the academy, through every personal interaction. Working with the directors, she ensures an authentic, vibrant experience of belonging to a Catholic community for pupils and staff.

Inspection confirms the academy's judgement that the quality of provision for the Catholic Life of the academy is good.

Staff are authentic witnesses to their faith and this is recognised by pupils, who use their example to learn about and reflect upon their own faith with enthusiasm and confidence. For example, when asked how you feel when you pray, one Year 1 pupil said, "It makes you feel that God is with you."

Through the commitment of all those in the academy to its Catholic mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. They recognise that each of them has a call from Jesus, to do kind and charitable works, helping those in need. For example, pupils' contributions to local and wider community charities such as, Street life, St Vincent de Paul, Brian House and Mary's meals, often giving of their time throughout the school day to raise money for these chosen charities.

Parents are overwhelmingly supportive of the academy and feel that Catholic values influence every part of life within the academy.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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

2
1
2

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

Pupils enjoy RE and have positive attitudes towards their learning. During inspection the behaviour and attitudes to learning shown by the pupils in their RE lessons was very good. Lessons seen during the inspection demonstrated high expectations and good teacher subject knowledge.

During inspection, pupils in the Early Years made good progress in learning about creation. After learning that they are precious to God, one pupil, whilst in continuous provision, said "Jesus is precious to me," demonstrating that faith in Christ is being spoken of with enthusiasm. Teachers reinforced learning and key vocabulary throughout the lesson and continued to support the learning whilst conducting activities, so that children were able to talk about Jesus and the family relationships that are precious to them.

In Key Stage 1 children were able to use their understanding of the greatest commandment to discuss how they can show love for one another. Pupils demonstrated very good knowledge of the commandments and who a neighbour might be to them. Pupils in Year 6 demonstrated their knowledge of who our global neighbours are and showed they understood that they had a responsibility to support neighbours all around the world even though we don't see them. They created action plans that demonstrated how they could help. All pupils understood the command to love our neighbour and could articulate that through scripture we learn why we have this responsibility to help.

The academy's baseline data shows that most children enter the academy with very limited knowledge of the Catholic faith. Good teaching in the early years means that, by the end of the reception year, many pupils are working within the expected level of attainment. A good proportion of pupils make at least two levels progress from Key Stage 1 to Key Stage 2. As a result, standards of attainment at the end of Key Stage 2 are good. Year 2 attainment last year was very strong with 90% of pupils making expected progress. Leaders are confident that this progress in attainment can be sustained each year leading to outstanding progress in the future. Systems are in place to ensure that pupils who are not achieving are supported to be able to make good progress. Across the whole academy all pupils from different groups, including pupil premium and EAL pupils, Catholics and pupils with special educational needs and/or disabilities (SEND), make good progress through all three key stages.

Monitoring and evaluation procedures of RE are outstanding. Leaders have successfully ensured that very effective monitoring, assessment and tracking systems are in place and are having a positive impact on pupils' learning, progress and standards over the last year. They accurately inform areas of both strength and development. Leaders and managers, including directors, use the academy's tracking system to monitor the progress of individuals as well as of different groups of pupils and effectively challenge any underperformance.

The quality of provision in RE is good with excellent capacity for improvement. Teachers' planning for RE ensures that lessons build on prior learning and fully meet the needs of all pupils. Teachers seek to provide pupils with first hand activities and memorable learning experiences.

The executive headteacher, subject leader and subject champions provide very good support for staff in the delivery, resourcing and assessment of curriculum RE. A new scheme of work has been devised collaboratively with secondary and primary teachers, within the academy trust to ensure coverage and progression.

The scheme incorporates the Religious Education Curriculum Directory (RECD) and the use of a range of other resources. Where necessary, diocesan support is used, for example; the Diocesan Leader of Education (DLE) has provided support for staff on the quality of evidence at Attainment Strand 2. As a result, staff are confident, using a range of stimulating resources to engage all pupils.

The academy deploys support staff very effectively to assist pupils with additional needs and they make a significant contribution to the learning and progress of these pupils. This assistance includes individual and group support largely within classes.

Across the whole academy very good subject knowledge enables teachers to ask challenging questions and to aim for higher levels in curriculum RE. A good range of teaching styles, excellent questioning techniques, clear explanations and well-paced lessons ensure that most pupils maintain their enthusiasm about their learning and make good progress in attainment target one (learning about religion) and in Attainment Target 2 (learning from religion).

Marking in RE across the whole academy is good and ensures that pupils know how well they have done as well as what they need to do to improve further. Pupils are given time to respond to marking and this helps them to move their learning on. Pupils' are clear about how their learning is assessed and can talk about their targets for improvement.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	1
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	1	2	2