



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Begh's Catholic Junior School,
Whitehaven**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	St Begh's Catholic Junior School
Address:	Coach Road, Whitehaven, Cumbria CA28 7TE
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School URN:	112354
Headteacher:	Mrs. Catherine Mallard
Chair of Governors:	Rev. Deacon Stephen Scott
Lead Inspector:	Mr. Chris Wilkins
Team Inspector:	Mrs. Angela Hill
Date of Inspection:	7 th June 2018

INFORMATION ABOUT THE SCHOOL

St Begh's is a larger than average Junior School serving the parishes of St. Begh's and St. Benedict's in Whitehaven. 73% of pupils are Catholic. There are a small number of children from faith backgrounds other than Christian. There has been a significant change of staff in the last year with 3 new teachers joining the school.

The percentage of pupils with special educational needs and or disabilities including those with Education Health Care Plans (11%) is below the national average.

Almost all pupils are of White British heritage. The proportion of pupils who are known to be eligible for pupil premium is above average. The school was placed in Special Measures by Ofsted in 2016.

PUPILS	Y3	Y4	Y5	Y6	Total
Number on roll	58	58	79	73	268
Catholics on roll	48	38	56	54	196
Other Christian denomination	5	14	19	15	53
Other faith background	0	3	0	2	5
No religious affiliation	5	3	4	2	14
No of learners from ethnic groups	3	4	2	4	13
Total on SEN Register	4	9	6	10	29
Total with Statements of SEN	0	0	0	1	1

Exclusions in last academic year	Permanent	0	Fixed term	8
Index of multiple deprivation	0.149			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Begh's, Whitehaven	156
St Benedict's, Whitehaven	81
St Mary's, Kells	15
St Mary's, Cleator	9
Other	7

TEACHING TIME FOR RE	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.58	2.58	2.58	2.58	10.32
% of teaching time	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5.8	5.8	5.8	5.8	23.3
% of teaching time	23%	23%	23%	23%	23%

TEACHING TIME FOR MATHS	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	20
% of teaching time	20%	20%	20%	20%	20%

STAFFING	
Full-time teachers	10
Part-time teachers	2
Total full-time equivalent (FTE)	11
Percentage of Catholic teachers FTE	70%
Number of teachers teaching RE	12
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

ORGANISATION	
Published admission number	60
Number of classes	10
Average class size	26.8

EXPENDITURE (£)	Last financial year 2017_	Current financial year 2018	Next financial year 2019
Total expenditure on teaching and learning resources	£25,000	£21,000	£21,000
RE Curriculum allowance from above	£2000	£2000	£2000
English Curriculum allowance from above	£2000	£2000	£2000
Total CPD budget	£8000	£8000	£8000
RE allocation for CPD	£1000	£1000	£1000

How the school has developed since the last inspection
<ul style="list-style-type: none"> • The school has continued to develop an assessment and tracking system to monitor attainment and progress. • Pupils have more opportunities to learn about, and meet people from, different faith backgrounds. • Good staff training has increased teacher knowledge and understanding of how to enable all pupils to achieve well.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

The quality of Catholic Life and Religious Education at St Begh's is good overall. The leadership of the school by the headteacher and deputy headteacher is good and there is a strong sense of mission within the school community. Governance of the school is good. Governors are actively involved in all aspects of school life regularly sharing the achievements of the pupils. The Prayer and Liturgy are good and improving as leaders are finding ways to increase the understanding of pupils. Leadership of Religious Education is well focused and will be developed further by greater evaluation of data to improve outcomes for pupils. There are systems in place for planning, monitoring and assessment in RE which will lead to continual improvement in the subject. Teaching of RE is well organised across the school so that staff can support each other and as a result is good. Pupils' attainment and progress in the subject is good. The pupils are very happy at the school, are well behaved and their parents are pleased with the overall provision.

KEY FINDINGS

- ❖ Pupils are positive about their school and are proud to be part of St Begh's. They are keen to share examples of stewardship and talk about how they help others in need.
- ❖ Staff are overwhelmingly supportive of the leadership of the head and deputy and are grateful of the opportunities they have been given to develop themselves professionally.
- ❖ There is a strong and developing relationship with the parish.
- ❖ The school has an excellent relationship with the supportive parent community.
- ❖ The school meets the requirements for the Bishops' Conference of England and Wales in the teaching of RE.
- ❖ The leadership team, with the governors and its Pastoral and Spirituality Group is working with increasing confidence and with growing effectiveness.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure that all pupils are given the opportunity to show their ability in their work by designing tasks that challenge all pupils and enable them to demonstrate their knowledge.
- To continue to develop effective assessment procedures, that positively impact on pupils' attainment and progress, including the recording of accurate baseline data.
- Ensure that leaders and managers translate their clear vision for improvement into practice by:
 - Evaluating the impact of monitoring procedures.
 - Further development of cluster work.

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

St. Begh's Catholic Junior School is a welcoming school. The Mission Statement: *'Walking hand in hand in the footsteps of Christ'* is prominently displayed in the school entrance and all around the school. It genuinely expresses the way the school community seeks to live out its faith.

The school is particularly fortunate in having the parish church very close to the school. The Parish Priest is a regular visitor to the school. He celebrates class and whole school Masses and seasonal liturgies on a regular basis with pupils and staff, both in school and in church. As a result, children are learning the Mass responses, have a better understanding and are able to participate more fully in the Mass.

Pupils readily lead and take on additional responsibilities for helping to shape the school's Catholic Life. They played an active part in the review of the school Mission Statement and also designed the school's attractive outdoor prayer garden.

Pupils are particularly aware of the needs of others and are keen to seek justice for all within and beyond the school. They organise a range of charitable fund raising activities throughout the year such as sponsoring a snow leopard and buying shelter boxes for disadvantaged communities. They were particularly keen to provide gifts for refugees at Christmas. Pupils are inspired to engage with these positive activities by gospel values and are able to express the connection between faith and action.

Pupils are increasingly knowledgeable about a number of saints. Each class is also associated with a particular saint and pupils know much about their own and other saints. They were able to speak knowledgeably about Saint Bega to whom the school prayer room is dedicated.

Prayer and Liturgy is well organised within the school. A weekly assembly sets the topic for the week and follow up resources are provided for a reflection each day. This helps the pupils retain knowledge and gives them the opportunity to reflect more deeply as the week progresses. Pupil behaviour during Prayer and Liturgy is reverent and respectful. Pupils are skilled, relative to their age, in their

ability to explain religious symbols. They have a good understanding of the Church's Liturgical Year and know many of the formal prayers of the Church.

The school's leadership is committed to further improving the Catholic Life of the school. The headteacher sets high expectations for all members of the school community and encourages all staff to share their ideas and to take initiative in their various roles. Staff feel fully supported by the headteacher and deputy headteacher and value their leadership. Regular meetings of the Pastoral and Spiritual Group enables staff and governors to evaluate and reflect together upon aspects of the school's life and work, leading to priorities for the development plan. The Chair of Governors is clear that the evaluation the impact of initiatives in Religious Education and the Catholic Life of the school is the next development step.

Good monitoring of the provision for the Catholic Life of the school has led to the successful implementation of various projects and staffing arrangements. Developments such as St Bega's Prayer Room the prayer garden and the creation of the "Our Journey in Faith" section of the school website have all responded to community or pupils' needs and have furthered the quality of Catholic Life in the school. Pupils are able to identify and explain the various aspects of school life that add to its Catholic nature.

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

3

2

The pupils at St. Begh's enjoy their RE lessons and can explain its value. The pupils benefit from the variety of resources employed by the teachers to support their learning and understanding.

In one Year 6 lesson observed during the inspection, pupils confidently identified similarities and differences between The Shema prayer and traditions in Judaism with Christianity. The teacher provided interesting resources for the children to independently explore, including ICT and religious artefacts. One pupil compared the practice of touching the Mezuzah and kissing the fingers with the use of Holy Water to bless ourselves as we enter Church.

In a Year 3 observed lesson, the teacher used focused questioning and partner work to support the pupils in forming their answers, developing their knowledge and understanding of what it means to be a Christian. The teacher had high expectations of behaviour; the pupils responded positively and were engaged throughout the lesson.

The governors and school leaders have ensured that each year group has a practising Catholic teacher to aid in the planning and delivery of the curriculum RE. The leadership has a range of monitoring activities which focus on provision and Catholic Life but need further development on pupil outcomes. The school has developed a tracking system to record pupil's attainment and progress but needs to establish systematic evaluation of that data, which clearly identifies the school's strengths and areas for development, to form the basis for further improvement.

In her monitoring, the RE subject leader identifies the need for consistency across the year groups in their response to children's work. There is evidence of structured marking to scaffold the learning of children who need support and comments to provide opportunities for deeper reflection; this practice needs to be further embedded. In the self-evaluation and during discussions, the headteacher acknowledged an issue with baseline data; this is to be addressed as part of the transition work with the Infant school and the wider Catholic cluster.

The teachers have received appropriate professional development to support the planning and assessment of the RE curriculum and they have valued the time spent with colleagues within the Catholic cluster; sharing experiences and good practice which is to continue. The teachers make effective use of a range of good

quality resources to challenge and inspire pupils; contributing to their deeper understanding and good progress as learners.

The Religious Education curriculum is delivered through a wide range of quality resources, including material from the Catholic charity Caritas which provides further opportunities for spiritual and moral development. During an observed lesson, the Year 5 pupils worked in partnership to establish the difference between what we want and what we need. The teacher's questioning then supported them to reflect on their answers and explore the developing themes of physical and spiritual nourishment.

Pupils interviewed as part of the inspection, described enthusiastically how their RE is supported by trips to places of worship and visitors representing World Faiths. They demonstrated a good knowledge of traditional prayers and are very proud of their own School Prayer, which was devised in partnership with Year 10 students (past pupils of St. Begh's) from St. Benedict's Catholic High School. There has been a whole school approach to improving knowledge about Saints; the children have responded eagerly and were able to share examples.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
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. 	3
<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	3	2	2