



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St. Gregory and St. Patrick's
Catholic Community School**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	St Gregory and St Patrick's Catholic Community School
Address:	Esk Ave, Whitehaven Cumbria CA28 8AJ
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School URN:	112355
Head teacher:	Emma Jackson
Chair of Governors:	Michael Doyle
Lead Inspector:	Mrs Mia Barlow
Team Inspector:	Mrs Nerissa Nicholas
Date of Inspection:	24 th June 2015

INFORMATION ABOUT THE SCHOOL

St Gregory and St Patrick's Catholic Community School is a larger than average-sized infant school in Whitehaven. The vast majority of pupils are from White British heritage. The proportion of disadvantaged pupils and therefore eligible for support through the pupil premium funding is lower than that found nationally. The proportion of disabled pupils and those with special educational needs who are supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.

The school has changed significantly since the last inspection. The school has a new Executive head teacher who has now been in post for over a year. There is also a new deputy head teacher and assistant head teacher. In addition there are only three members of the teaching staff who were here at the time of the last inspection.

There is a new chair of governors and a range of new governors.

There have been significant changes to teaching and learning, including how RE is taught and prayer and liturgy are developed.

PUPILS	YN	YR	Y1	Y2	Y	Y	Y	Total
Number on roll	118	70	60	80				346
Catholics on roll	76	46	42	64				228
Other Christian denomination	23	7	10	10				50
Other faith background								
No religious affiliation	19	17	8	6				50
No of learners from ethnic groups	2	1	1	0				4
Total on SEN Register	5	8	5	5				23
Total with Statements of SEN		2						2

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St. Begh's	106
St. Benedict's	152

TEACHING TIME FOR RE	YN	YR	Y1	Y2	Y	Y	Y	Total
Total teaching time (Hours)	2	2	2	2				8
% of teaching time	10	10	10	10				10

TEACHING TIME FOR ENGLISH	YN	YR	Y1	Y2	Y	Y	Y	Total
Total teaching time (Hours)	5.5	5.5	5.5	5.5				22
% of teaching time	33	33	33	33				33

TEACHING TIME FOR MATHS	YN	YR	Y1	Y2	Y	Y	Y	Total
Total teaching time (Hours)	5	5	5	5				20
% of teaching time	22	22	22	22				22

STAFFING	
Full-time teachers	10
Part-time teachers	2
Total full-time equivalent (FTE)	11
Classroom Support assistants	17
Number of Catholic teachers FTE	5
Number of teachers teaching RE	11
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	NA

ORGANISATION	
Published admission number	90
Number of classes	10
Average class size KSF	24
Average class size KS1	26.6

EXPENDITURE (£)	Last financial year 2012/13b	Current financial year 2013/14	Next financial year 2014/15
Total expenditure on teaching and learning resources	15000	20000	26241
RE Curriculum allowance from above	1000	1000	2000
English Curriculum allowance from above	1000	3000	2000
Total CPD budget	3000	5000	5000
RE allocation for CPD	1000	1000	1500

How the school has developed since the last inspection
<ul style="list-style-type: none"> • Developed a whole school approach for assessment procedures to raise standards in attainment. • Developed a greater understanding of the levels of attainment through review of moderation processes. This has had a positive impact on teaching and learning.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

St. Gregory and St. Patrick's is a good Catholic school with some outstanding features. Staff, pupils, parents and governors justifiably speak with great pride about their school, describing how everyone is part of the team and loved, respected and valued by all. There is a shared drive for continuous improvement. Staff describe the school as 'enlightening, joyful, welcoming, loving, centred in faith and with a drive for high achievement.'

At St. Gregory and St. Patrick's, there is passion, commitment and energy, which together with self-evaluation and monitoring, results in highly effective provision in RE for all pupils. The Catholic ethos is highly valued by staff, governors and pupils alike. The RE subject leader describes how the Catholic ethos is not just what is on the walls or in books, but permeates everything across the school – all of which is done in God's name. Pupils speak with great confidence about how together 'they are a big family who are kind to each other and faithful to God.'

Leaders and managers effectively promote the Catholic life of the school, through the example they set and their focus on keeping Christ at the centre of all that they do. Their self-evaluation is both accurate and reflective and has the capacity to lead to continuous improvement. Governors are committed and well-informed; they are involved in many aspects of school life, offering both challenge and support to further develop the Catholic life of the school. When asked about any barriers to progress, governors reported that they did not see any barriers now just 'An open road ahead of us.' The school is in a very good position to move forward.

Prayer is central to the school and clearly very important to pupils who report that they enjoy Religious Education (RE) and speak confidently about the importance of their faith. Pupils in Year 2 are able to describe how Christians have a responsibility to the world and they are developing high expectations of what this actually means. Children in the Foundation Stage talk about how God made all the world and all the different animals. One child stated that God could only do that 'because He is so so special.'

Leaders and managers now have effective monitoring systems in place. The headteacher together with senior leaders, has great passion, drive, skills and

knowledge, which is used to continually improve pupils' progress. Staff are well supported by senior leaders, this support, together with well targeted professional development opportunities, is a great strength of the school.

CAPACITY FOR SUSTAINED IMPROVEMENT

The school has an outstanding capacity for sustained improvement due to the commitment and hard work of staff and governors, the quality of teaching, accurate self-evaluation and the relentless drive for improvement that is evident throughout the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Track the progress of pupils in each area (strands within each attainment target) to further develop standards in Attainment Target 2 - Learning from Religion.
- Further adapt teaching and learning to promote attainment of boys in some cohorts.
- Continue to develop the Catholic Life of the school by embedding the recently established monitoring and evaluation procedures to inform future developments.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

- 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
1
2
1

Pupils place very high importance on the Catholic life of the school describing with great pride how everybody 'loves one another as Jesus loves us all.' They report that they know they are there 'to learn, to love God and to stay safe.' Pupils speak with great maturity (even though the oldest children are just seven years old). They speak with passion and confidence about the importance of kindness, forgiveness and of being faithful to God and to each other. Whilst talking about forgiving someone who hurts them, one child said that no matter "how many times they hurt you, as long as you tell the teacher, then you just forgive and forgive and forgive for ever because that is what Jesus did." Even the very youngest children speak confidently about the school's mission, which is 'achieving great things through the love of God'.

Many pupils take on responsibilities in school beyond lessons and are committed to activities benefiting the wider community. Examples include: the school council, librarians, collecting food parcels and supporting a range of charities and good causes e.g. Nepal earthquake, CAFOD, food bank, shoe box appeal and Macmillan.

Prayer and liturgy are great strengths of the school and play a central role in its daily life; it is clearly valued by staff and pupils alike. Themes are planned relating to liturgical seasons and to the RE curriculum. From the Nursery upwards, children show interest, high levels of reverence and respect, and respond thoughtfully: They are at ease with silent reflection. Even the youngest children are encouraged to begin to lead prayer and liturgy by leading the sign of the cross and starting the prayer. By Year 2, pupils are leading many elements of class prayer and liturgies at an age appropriate level. They are familiar with key formal prayers and also confident with leading short, spontaneous prayers. Pupils report that they enjoy prayer because it 'reminds them of Jesus' and is 'a special time – talking to God, being calm, peaceful and quiet'. Pupils write their own special prayers.

Governors and school leaders show a deep commitment to the Church's mission. Staff report that the senior leaders and governors are excellent role models and live out the Catholic mission of the school in all that they do, even when this presents great challenges. The head teacher, senior leaders and RE subject leader are deeply committed to making a difference in the pupils' lives. They

speaking with passion about providing the very best for every child, developing them to achieve the best that they can 'within the love of one another and the love of God.' This year, priorities have been set through rigorous self-evaluation, where governors hold the school to account for its Catholic life. Well-informed and committed governors make a significant contribution to the Catholic Life of the school ensuring that prayer and liturgy are central to every part of school life. Staff are well supported through training and development opportunities, sharing good practice within the school and with other local schools. The learning environment confirms that the Catholic faith is central to the school.

Christ is at the centre of this school community, and this is reflected in the way that senior leaders, governors, staff and pupils support each other and in the atmosphere of trust, respect and support that is so evident. Governors and school leaders ensure that prayer and liturgy are central to the life of the school. There is a whole school commitment to ensuring that Prayer and Liturgy are of a high quality, and the impact of Continuing Professional Development provided by the RE subject leader is clearly visible. Many opportunities are provided for staff and pupils to grow in faith, for example through professional development, by undertaking the Catholic Certificate of Religious Studies (CCRS). As a result, staff in the Foundation Stage lay very good foundations in Prayer and Liturgy which are then developed across Key Stage 1. Staff include all the key elements and children are well supported in their prayer life, so that they become confident in leading many elements of prayer and liturgy. The liturgical seasons and feasts are focal points in the life of the school. Opportunities are provided for parents, parishioners and other members of the school community to be involved in the Catholic life of the school, for example collecting for charities and sharing in prayer and liturgy.

The school works well with the parishes and there is a strong sense of community with Christ firmly at the head. The Parish Priest has been involved in planning and leading training, reaffirming the Catholicity of the school alongside the RE subject leader for staff and governors. There are plans to work with the RE subject leader to further strengthen the links between the parish and the school during the coming year through supporting the RE curriculum and planning regular visits by priests into school and increasing pupil visits to church.

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

2

2

Pupils report that they enjoy RE and this was confirmed during the inspection where it was clear that pupils were engaged and motivated in the lessons observed. Even the youngest children say that they like being taught about God and Jesus and singing songs about Him. They are confident in expressing God's love for them, with one child saying, "God loves us all and I love him too!" Children in the Foundation Stage are able to use some religious vocabulary when talking about work in their RE books and are familiar with some key stories and events from the Bible, which they know is 'God's special book'. They are beginning to recognise that their beliefs have an effect on the way they should behave for example 'We should be a friend to everyone because Jesus was a friend to everyone'. As pupils progress through the school, they are able to identify stories from both the Old and the New Testament. They are able to explain how these stories affect our lives. Pupils in Key Stage 1, report that they especially enjoy looking at the 'big questions' in RE.

Tracking from the current year shows that children enter the Foundation Stage with knowledge and experience of RE below that expected for their age. However, they make good, and sometimes outstanding progress so that when entering Key Stage 1 many children's attainment is almost in line with national expectations. Good, and sometimes outstanding, progress in Key Stage 1 results in the vast majority of pupils leaving the school with attainment in RE at least in line with national expectations. Tracking of progress of all groups of children this year - including the very able, those with special needs, pupils in receipt of pupil premium and boys and girls, show that progress is at least good for all groups. Senior leaders are aware that pupils achieve better in some areas of RE than others and plan to use this to inform planning, particularly in Attainment Target 2 - 'learning from religion'. In some cohorts, senior leaders have identified that boys do not attain as highly as girls. Plans are in place to address this issue.

Governors and school leaders ensure that staff share their clear and enthusiastic vision and commitment to religious education. The curriculum meets all the requirements of the national Curriculum Directory. 'Come and See' is the main RE scheme used and school leaders are now supplementing this with a wide range of other teaching and learning opportunities to add breadth, balance and to engage all pupils. There is some coverage of other Christian faiths and other world

faiths within the curriculum and school leaders are eager to extend this further at an age appropriate level. There is evidence of effective monitoring of both the curriculum and the quality of teaching this year. Governors receive regular reports from the headteacher and the subject leader about RE and are also involved directly in monitoring RE across the school. The high quality of monitoring shows a capacity for outstanding impact in future years. There is a culture among staff of sharing, respecting one another and facing challenges together. Staff speak highly of the support and example provided by leaders and managers.

Well planned strategies ensure that expertise within and beyond the school is used to develop effective teaching, learning and assessment. This leads to stimulating, memorable and very relevant learning experiences. Lessons observed during the inspection in both the Foundation Stage and Key Stage 1, showed examples of excellent practice. Good relationships between staff and pupils, along with the in-depth knowledge that teachers have of their pupils contribute to the positive learning culture within the school. High quality assessment, marking and feedback are used consistently across the school. There are many examples of marking and feedback being used to add additional challenge to pupils who report that teachers always show them how to improve. Pupils are excited by the challenge of moving on and progressing and report that they like the 'pink' marking comments that help them to improve further. Pupils say that there is nothing that needs to be done to make their learning in RE any better, with one pupil stating that the only thing that would make RE even better would be to "do RE every single day."

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. 	1
<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. 	1
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. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

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