

# St Godric's RC Primary School

Carrhouse Drive, Framwellgate Moor, Durham, DH1 5LZ

School Unique Reference Number: **114271**

<b>Inspection dates:</b>	06– 07 May 2014
<b>Lead inspector:</b>	Elaine White

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Godric's RC Primary School is an outstanding Catholic school because:

- The Catholic Life of the school is outstanding. Governors, senior leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. It is a welcoming place where everyone is loved and respected and the love of learning is evident in all aspects of the school.
- The quality of Religious Education is outstanding. The quality of teaching and learning overall is outstanding. Lessons are creative and challenging, which inspire and encourage children to think about their faith and how to live their lives.
- The quality of pupils' response to and participation in Collective Worship is outstanding. Christ is at the centre of everything that takes place at St. Godric's.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Godric's is an average sized primary school on the edge of Durham City serving the parishes of St Godric's and Our Lady and St Bede's.
- Children's skills on entry to the school are typical for their age.
- The proportion of pupils who are known to be eligible for the pupil premium is well below average.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported at school action plus is well below average and there are 3 pupils who have a statement of special educational need.
- The majority of pupils come from a white British background.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- The school should continue with the identified plans and actions taken that are already in place and leading to improvement.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- 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.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils at St Godric's are proud of their religious identity and make an outstanding contribution to the Catholic Life which has a very high priority across the school.
- All pupils are at the centre of shaping the school's mission and ethos and are actively involved. They take on responsibilities very enthusiastically, such as Religious Education Ambassadors, Minnie Vinnies, Minnie Buds, Mediators, Make a Difference Group and school councillors, as well as being active members of the Fair Trade Group. Pupils take full advantage of the many opportunities offered to them and take a leading role in those activities which promote the school's ethos both within the school and the wider community.
- Pupils demonstrate a strong sense of belonging to the school community. They are alert to the needs of others and seek justice, responding willingly to the needs of those beyond the school. They articulate their views with confidence explaining the purpose of fundraising for various charities such as Cafod 'Family Fast soup and bread lunch', Operation Christmas Child, Asylum seekers Project, Good Shepherd Appeal and many more.
- Pupils show an extremely good understanding of the importance of key celebrations throughout the liturgical year, both in school and within the parish community. They understand that religious belief and spiritual values are important for many people.
- All pupils throughout the school have a well-established understanding of the school's mission statement as a result of being actively involved in its formation.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The provision for the Catholic Life of the school has the highest possible priority with the school's mission statement, 'We love, value and respect each other', permeating throughout the school, ensuring that Christ is at the centre of all that takes place at St Godric's. The mission statement is clearly embedded throughout the school and is an inspiring expression of the educational mission of the Church.
- The school is a happy and prayerful community and its Catholic character is reflected through attractive displays and the use of artefacts providing a stimulating learning environment.
- All staff and leaders have high expectations and a shared vision with regard to the school's ethos and to the Church's mission in education. They are involved in living out the school's mission statement and are fully committed to provide quality opportunities to enable all pupils to know that Christ is at the centre of everything they do. There is a strong team spirit amongst all staff and sharing knowledge and good practice is common place.

- All staff play an active part in the delivery of the school's pastoral programme and are committed to ensuring the highest possible outcomes for pupils. Pastoral care is central to the success of the school. Pastoral programmes are thoughtfully designed, carefully planned and celebrate Catholic teachings and principles.
- The school is attentive to the pastoral needs of both staff and pupils ensuring that everyone's needs are understood and catered for. Opportunities for spiritual retreats at St Antony's, Durham are provided for staff whilst pupils have the opportunity to work with the Diocesan Youth Mission Team at Allensford.
- The behaviour policy promotes the highest expectations of behaviour reflecting Gospel values to which all pupils aspire, resulting in exemplary behaviour and positive relationships throughout the school.
- From the moment you enter St Godric's it is apparent that this is a school committed to the Catholic tradition and ethos.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The leadership of the school in promoting the Catholic Life is outstanding. The headteacher, who is a very positive presence around the school, has a very clear understanding of Catholic education and of the role of the Catholic school. She is embedding this very effectively throughout the school so that pupils, staff and parents recognise and support its realisation.
- The headteacher, along with other senior staff members and governors, have a deep commitment to the Church's mission in education; personal development and high quality care are paramount. They are outstanding role models providing very clear direction for improvement and ensure that opportunities for pupils' spiritual and moral development are frequent and these have significant impact. The headteacher has a strong sense of purpose and clear vision and she encourages and supports all of the staff who are deeply committed to the ethos of the school and ensures that everyone is a witness to the faith and are themselves living Gospels.
- The school's self-evaluation is rigorous, identifying correctly the areas for further development and is explicitly focussed on the Catholic Life of the school.
- Parents speak very highly of the school; they have a clear understanding of the school's mission and are highly supportive of it. They are extremely proud of their school and commented on the warm welcome and 'open door' policy, "I have always felt so welcome by all members of the staff who go out of their way to support all families".
- Governors discharge their statutory and canonical duties well. Through attendance at the regular meetings and their many visits to school, they work very effectively with the staff and headteacher, committed to upholding the strong caring ethos that exists throughout. They are highly ambitious for the school.
- The outstanding leadership of the Catholic Life at St Godric's ensures that all pupils are extremely well cared for and nurtured in a caring, safe and supportive environment.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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

- St Godric's is a prayerful community. There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' exemplary behaviour and consideration for others. Pupils respond to, and participate in Collective Worship is outstanding.
- The Wednesday Word underpins the themes for Collective Worship which are interwoven with quality scripture, reflection and active participation by pupils, all of which are enhanced through good use of information and communications technology (ICT).
- Pupils are reflective and focussed during Collective Worship demonstrating a deep awareness and commitment to their faith and from the earliest age participate fully in prayer.
- Pupils themselves plan independently, lead prayer and worship confidently, demonstrating their good understanding of the Gospel message. They participate in voluntary prayer opportunities at different times of the Church's year and display an excellent understanding of the Church's liturgical year, responding appropriately to the different celebrations. They are creative and resourceful in their planning of liturgy and want it to be the best it can be.
- Adults provide good role models for the children and contribute significantly to the spiritual and moral development of the pupils.
- Pupils show respect for different faiths and are aware that religious beliefs are important.

#### **The quality of provision for Collective Worship is outstanding.**

- Acts of Collective Worship are central to the life of the school and make a significant contribution to the moral and spiritual needs of the pupils. There is a clear policy for Collective Worship with opportunities for staff and pupils to pray together in a variety of forms of worship. Staff demonstrate a very good understanding of the Church's liturgical heritage, its rites and seasons and are passionate about ensuring that pupils have access to high quality experiences of the Church's liturgical life.
- Collective Worship is carefully planned and resourced to reflect the liturgical year, linked to the Sunday Gospel, whilst also embracing current issues.
- A wide variety of forms of prayer, including traditional prayers, scripture, music, symbols and artefacts are modelled extremely well for the pupils. Traditions such as Stations of the Cross and the Rosary are very much part of the school year.
- Parents, parishioners and governors are invited to share in various acts of Collective Worship, when appropriate. Encouraging further family participation in school and parish events, such as the travelling crib, is an important part of the school's life.

- There is a great sense of community at all levels which is evident in the quality of relationships that exist between everyone, staff, governors, pupils and parents. One parent commented "St Godric's is a wonderful school with a very caring staff who go over and beyond their duty to care for everyone".

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- The headteacher and senior leadership team offer outstanding leadership. They are enthusiastic and display expert knowledge of how to plan and deliver high quality experiences of Collective Worship. They show a real depth of passion and commitment and have a clear vision and sense of direction and understanding of what is required to bring about further development and they share this very successfully with other staff.
- All staff are quick to embrace and deliver new initiatives and share enthusiasm with their pupils, one example being the recently developed meditation programme.
- Senior leaders regularly seek the views of pupils, staff and parents regarding the quality and significance of Collective Worship in school and respond to these findings appropriately such as the recent questionnaire which was sent out to parents and pupils. The views of everyone involved in the school are valued and acted upon to ensure high quality Collective Worship continues to evolve throughout the school and parish community.
- Interviews with governors, headteacher and parish clergy, along with the scrutiny of both pupil and parent questionnaires reflect the importance of true partnership, evaluation and a mission to ensure the best for all pupils.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- The pupils' quality of learning and progress in Religious Education is outstanding.
- Pupils start St Godric's with knowledge and skills that are in line with what is expected for their age. They make good and outstanding progress across the early years foundation stage (EYFS) as their individual educational needs are well met from the moment they enter the school. Pupils continue to make outstanding progress throughout key stages one and two.
- Pupils achieve outstandingly well both academically and personally. Teachers plan lessons very well, set challenging targets for pupils to achieve in their work; consequently, from their starting points all groups of pupils make rapid and sustained progress.
- The pupils demonstrate good levels of enjoyment and enthusiasm for Religious Education and have very positive attitudes to learning. The pupil questionnaires confirm their enjoyment. One child commented. "I love Religious Education lessons because we do lots of good things".
- Those pupils identified as having a special educational need are exceptionally well catered for. The school is highly effective at meeting their needs by ensuring that work is closely matched to their ability. Excellent support from teaching assistants and support workers ensures that their attainment and progress are similar to that of other pupils.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

#### **The quality of teaching and assessment in Religious Education is outstanding.**

- The quality of teaching and learning overall is outstanding. Teaching is outstanding and never less than consistently good. Teachers are highly effective at meeting the needs of all groups of pupils. They thoroughly and regularly check pupils' learning and plan creative activities that motivate pupils to want to learn. Pupils make rapid and sustained progress as they try their very best at all times.
- Teachers' questioning helps to extend pupils' understanding exceptionally well. Teachers intervene where necessary to deal with pupils' misconceptions or to provide useful feedback so that learning is outstanding. They structure their lessons so that pupils are encouraged to work with each other in order to discuss their learning.
- Pupils are provided with rich experiences that make learning exciting, promoting their spiritual, moral, social and cultural development extremely well.
- Teachers throughout the school use innovative approaches to capture and enthuse pupils

for example in EYFS where pupils were asked to take on the role of news reporters and report upon 'the coming of the Holy Spirit'. In key stage one, 'hot seating' was used successfully to explore the feelings of the disciples on Easter Sunday morning whilst in key stage two pupils were using their ICT skills to show understanding of the task ahead for the disciples by drawing up detailed action plans which outlined their preparations for when they became witnesses for Jesus.

- The quality of marking and feedback is consistently outstanding. Pupils are given clear points for improvement which very effectively improve pupils' skills and ensure they make good progress.
- The school has an accurate picture of pupils' achievement in Religious Education. It has a rigorous tracking system which effectively informs planning to ensure that all pupils are appropriately challenged.
- Experienced and very skilled teaching assistants and support workers make a very positive contribution to pupils' outstanding learning and progress both in and out of lessons. They work very flexibly with pupils across the school and use a range of teaching methods to help increase pupils' understanding and skills.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The leadership and management of Religious Education is outstanding. The headteacher who is also the Religious Education co-ordinator provides strong and highly effective leadership so that all pupils achieve exceptionally well. She is hard working, deeply committed and has the professional drive and religious conviction to ensure that Religious Education continually moves forward; she plays an integral part in the success of the school.
- The headteacher is supported extremely well by a dedicated senior leadership team and staff who are all ambitious for the school and pursue excellence.
- Staff and governors are kept well informed of the priorities which are identified through the strategies undertaken to evaluate the provision and outcomes for pupils. They are well informed and knowledgeable about the schools' strengths and further areas for development. Governors are regular visitors to the school and are committed to the development of the school providing appropriate support and challenge to the headteacher and Senior Leadership team.
- The Religious Education curriculum meets the requirements of the Bishops' Conference and is given a high profile throughout the school, contributing very effectively to the pupils' spiritual and moral development.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**COLLECTIVE WORSHIP:****1**

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

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The quality of provision for Collective Worship.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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**RELIGIOUS EDUCATION:****1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education

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## SCHOOL DETAILS

<b>School name</b>	St Godric's RC Primary School
<b>Unique reference number</b>	114271
<b>Local authority</b>	Durham
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 schedule follows criteria set by the National Board of Advisers and Inspectors.	
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<b>Head teacher</b>	Mrs Catherine Craig
<b>Date of previous school inspection</b>	May 2007
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