



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST GABRIEL'S CATHOLIC PRIMARY SCHOOL

#### HIGHER FOLDS, LEIGH

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Inspection Date Tuesday 30<sup>th</sup> April 2013

Inspectors Mrs Maria Eves  
Mrs Marie Connolly Mrs Sue Bannister

Unique Reference Number 106506

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 249

Chair of Governors Mr Damian Roach

Headteacher Mrs Cathie Williams

School address Kensington Drive  
Higher Folds  
Leigh  
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Date of last inspection 25<sup>th</sup> January 2011

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St Gabriel's school is a larger than average sized Catholic Primary School serving the community of Higher Folds Leigh.
- The school is situated in an area with above average levels of social and economic deprivation.
- There are 249 children on roll of whom 87 are baptised Catholic, 80 come from other Christian denominations and 8 from other faith or religious traditions. Seventy four have no religious affiliation.
- There are 15 teachers (including Headteacher) of whom 12 teach Religious Education and 2 have a suitable qualification in Religious Education. Five teachers are baptised Catholic.
- Both the headteacher and Religious Education co-ordinator have been in post since September 2012.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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## **Overall effectiveness:**

St. Gabriel's is a good school in providing Catholic Education.

## **Inspection Judgements**

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding. The school is a welcoming and inclusive community. The rich diversity of cultures and beliefs within the school and community is positively valued and celebrated.
- Pupils know the school's Mission Statement and actively respond to the core values developed by the school. The planned review of the Mission Statement will further strengthen this and ensure ownership by all those involved in the school community.
- Pupils have a strong sense of belonging to the school community and value and demonstrate a high level of respect for others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community, for example house captains, prefects and school council. Key Stage One children act as playtime friends supporting their peers demonstrating care, consideration and fairness for all.
- Pupils are actively involved in developing the Catholic character of the school by the way they confidently lead and participate in collective worship, lead whole school assemblies and participate in parish and community celebrations with enthusiasm and a sense of togetherness.
- Pupils benefit from participation in away days and retreat activities, for example they were actively involved in a prayer relay with St. Mary's Secondary school and the local primary schools. Pupils recently took part in Let's Sing and have also benefitted from school based retreats.
- Behaviour of pupils is outstanding. Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities. They support local, national and international charities, for example Nugent Care, Cafod, Shoe Box appeal and World Gifts in addition to raising funds for a school in Africa. They show great respect and understanding of other faiths and religions. This is a strength of the school.

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

- Pupils' achievements and enjoyment in Religious Education are good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.

- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is good, as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is good with some outstanding practise observed.
- Pupils show interest, respond well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- The pupils' enthusiastic singing enriches the prayerful experience. They reflect in silence and join in community prayers appropriately and with confidence.
- Pupils are exceptionally confident preparing and leading worship in Key Stage 2 and the younger children are beginning to develop these skills.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is good.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.
- Where teachers' subject knowledge is secure they deploy a range of teaching styles to motivate and inspire pupils. Open questioning, hot seating and talking partners are used well to develop pupils' confidence, challenge their thinking and enable them to make good progress.
- Teaching generally encourages pupils' enjoyment and enthusiasm of Religious Education.
- In the best lessons teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends pupils' knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Good use is made of time and resources. Teaching assistants make an excellent contribution to lessons, supporting children with additional needs. Information and Communication Technology is effectively used to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated.
- The assessment of pupils' work in Religious Education is good.
- The school has good assessment strategies which provide accurate and detailed information on the achievement of all the pupils.

- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

The extent to which the Religious Education Curriculum promotes pupils' learning is good.

- The curriculum is good in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Creative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently and is a strength of the school.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school and takes into account and is sensitive to the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Catholic life of the school in the way they plan and implement improvement to outcomes for pupils.

- All who form part of the school community including parents, clergy, governors and children will be involved in the development and review of the Mission Statement. Its aims and practical objectives will direct and guide every aspect of school life and it will become a useful tool by which the school can evaluate its effectiveness.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements.
- Many opportunities are provided for the staff and pupils to play an active part in the Catholic life and Mission of the school. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge.
- Their accurate analysis provides a basis to celebrate the school's strengths and outlining areas for development.
- The school provides induction and on-going in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- The quality of Collective Worship is good. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. This is a strength of the school.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school through the web-site, newsletters, meetings and attendance at assemblies and celebrations.
- Governors are good in fulfilling their responsibilities. Strong and focussed leadership from governors has effectively helped to shape the direction of the school ensuring, at all times, that St. Gabriel's is a Catholic school serving the community of Higher Folds.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers promote and evaluate the provision for Religious Education in school and although requiring improvement the planned development of the tracking of pupils' attainment and achievement will greatly strengthen improvement to outcomes for pupils. This will provide valuable robust data that will identify trends, progress and attainment for individual groups. It will also identify any gaps in provision and it will enable the school to effectively benchmark with other schools.
- There is a programme for the monitoring of teaching and the evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Professional development opportunities are provided and there is a commitment to ongoing professional development to enable all staff to gain secure subject knowledge and further develop their skills in teaching Religious Education.
- Assessment information is collated by the subject leader and shared with the leadership team and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.

- The subject leader and headteacher, although they have only been in post since September 2012, are demonstrating exceptional practise in guiding Religious Education. They have introduced new initiatives as and when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated at all levels.

## **What the school needs to do to improve further?**

- Continue to implement the areas for development identified in the school's own self evaluation document particularly:
  - undertake a review of the Mission Statement involving all stakeholders. This will strengthen the shared vision and ensure ownership by all who make up the school community;
  - arrange appropriate professional development to ensure all staff have secure subject knowledge and confidence in teaching Religious Education;
  - develop the tracking system to enable robust analysis of data to impact on planning and provision resulting in improved outcomes for all pupils.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	3

<b>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</b>
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