



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St. Gregory's Catholic Primary
School,
Workington**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	St. Gregory's Catholic Primary School
Address:	Furness Road Workington CA14 3PD
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School URN:	112339
Head teacher:	Mrs C Holder
Chair of Governors:	Mr Kevin Greenhow
Lead Inspector:	Mrs Mia Barlow
Team Inspector:	Mrs Angela Hill
Date of Inspection:	15 th June 2016

INFORMATION ABOUT THE SCHOOL

- St Gregory's Primary School serves St Gregory's, Workington, in the recently formed parish of Christ the Good Shepherd in Workington. There are three other schools in the parish (St Mary's Harrington, St Patrick's Workington and St Joseph's Catholic High School, Workington.) There are two other churches in the parish (St Mary's Harrington and Our Lady & St Michael's Workington.)
- Almost all pupils are of White British heritage.
- The proportion of pupils eligible for free school meals is 43.3% compared with national average of 26%. The proportion of pupils with special educational needs is 19.7% compared to the national average of 13%.
- The roll has increased since the last inspection and now averages around 248 pupils including a Nursery. There are currently 10 classes in school.
- The school has faced very challenging circumstances since the last inspection. There has been a significant amount of staff absence and a high turnover of staff. The absence of staff includes that of the headteacher due to illness.
- An Executive Headteacher (EHT) (from an outstanding local Catholic school) was asked by the LA and Diocese to take over the leadership of the school and began working in school in February 2016. She works strategically and directs the headteacher (HT). The EHT is a permanent appointment and she will continue to lead the school when the headteacher retires in July. A new deputy headteacher has recently been appointed.

PUPILS	Y N	YR	Y1	Y2	Y3	Y4	Y5	Y6
Number on roll	29	30	24	43	38	31	27	26
Catholics on roll (percentage)	31	33	46	33	26	35	52	27
Other Christian denomination	13	10	6	19	17	15	8	9
Other faith background	0	0	1	0	0	0	0	1
No religious affiliation	7	10	6	10	11	4	5	9
No of learners from ethnic groups	0	0	0	0	0	1	0	0
Total on SEN Register	0	3	3	9	7	6	5	5
Total with Statements of SEN	0	2	0	2	0	1	0	1

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Christ the Good Shepherd	86

Exclusions in last academic year	Permanent	0	Fixed term	1
Index of multiple deprivation	0.34			

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.25	2.25	2.25	2.5	2.5	2.5	2.5	16.5
% of teaching time	10	10	10	10	10	10	10	10

Masses and assemblies and daily prayers are in addition to this time

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	6	6	6	7	7	7	7	46
% of teaching time	26	26	26	28	28	28	28	27

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	6	6	6	6	39
% of teaching time	22	22	22	24	24	24	24	23

STAFFING	
Full-time teachers	10
Part-time teachers	3
Total full-time equivalent (FTE)	11.7
Classroom Support assistants	11
Percentage of Catholic teachers FTE	23%
Number of teachers teaching RE	10
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	10
Average class size KS1	22
Average class size KS2	24.4

EXPENDITURE (£)	Last financial year 2014-15	Current financial year 2015-16	Next financial year 2016-17
Total expenditure on teaching and learning resources	£6,658	£6,000	£8,000
RE Curriculum allowance from above	£800	£800	£1,500
English Curriculum allowance from above	£2,500	£5,000	£2,500
Total CPD budget	£8954	£5056	£9000
RE allocation for CPD	£1000	£2800	£2800

How the school has developed since the last inspection
<ul style="list-style-type: none"> Assessment data has been used to track progress throughout the year and from year to year. Progress of different groups of children is tracked and analysed

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

3

KEY FINDINGS

St. Gregory's Catholic school is a rapidly improving school with many good features and an outstanding capacity for further improvement. St. Gregory's school has been through a period of turbulence and change which has had an adverse impact. However under the direction of the Executive Headteacher there is rapid improvement evident.

At St. Gregory's there is an unfaltering message "everything is about and for the pupils." Governors, staff, parents and parishioners take great pride in their pupils describing them as "kind, caring and respectful." The pupils themselves talk about doing things the 'St. Gregory's way'. They report that they wear their school badge with pride, adding that even when they are not at school they still try to follow the St. Gregory's way.

There is a strong Catholic ethos fostered by senior leaders, governors and the priests of the parish. One pupil reported that "this school makes me feel proud to be Catholic and proud to be part of a Catholic school." Governors are well informed and show their commitment and dedication, providing both support and challenge. The level of effective challenge and strategic planning that the governors now provide was clearly evident during the inspection.

Prayer is central to the life of the school and pupils show great respect and reverence during times of prayer. They enjoy contributing to and leading prayer and liturgy. Pupils describe how "collective worship makes them feel respected and loved."

Pupils report that they enjoy Religious Education (RE) and are able to speak confidently about their learning. Pupils generally make good progress in RE. At the time of the inspection there was a lack of moderated assessment of higher achievement over the last two years. Recent work in pupils' books show evidence of higher expectations, improved outcomes and the development of strong religious literacy. This is one example of the rapid improvement currently happening in the school.

Long term staff absence and high staff turnover have affected monitoring of RE. However, well planned systems are now in place and are beginning to have a very positive impact. Some excellent teaching and learning was observed

during the inspection. Collaborative work amongst staff is now strengthening the provision of RE for pupils.

CAPACITY FOR SUSTAINED IMPROVEMENT

The school has an outstanding capacity to improve due to:

- The passion, drive and influence of the Executive Headteacher.
- The clarity of the governors about how to continue the improvement of the school.
- Pupils who take great pride in their school.
- Strong parish links.
- The enthusiasm of staff and collaborative work taking place.
- The high quality of self-evaluation that is now taking place.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure that monitoring of teaching and learning continues to develop to ensure consistency of high standards across the school.
- Continue to develop the RE provision to ensure that assessment is closely linked to learning in all year groups so that pupils know what they need to do to improve.
- Continue the collaborative work recently started to ensure that recent improvements in pupil outcomes are maintained and that the curriculum is rich and vibrant for all pupils.
- Retain moderated assessment of pupils' work at all levels to show attainment and provide evidence of accurate assessments.

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
2
2
2

Pupils speak with great pride about the Catholic Life of the school and describe themselves as 'children of God.' Pupils have a strong sense of responsibility to each other and to the wider world. Older pupils have many responsibilities including School Council, Rotakids, fundraising, roles within school such as 'buddies' and prefects. Every year pupils take part in the Samaritans Shoebox appeal; a bake off for cancer research and the 'tenner' challenge; supporting the foodbank. Pupils speak with great compassion about the importance of supporting others and are able to relate this to the Corporal Works of Mercy. During this Year of Mercy, all charitable works have had a focus on the Corporal Works of Mercy.

Children from the Foundation Stage take part in periods of prayer and help to prepare them by choosing religious artefacts for the focus, and listening carefully to the scripture story and enthusiastically joining in the prayers. As pupils move into Key Stage 1 their contributions and responsibilities increase. During the inspection, the pupils in a Key Stage 1 celebration were respectful, entered the hall and greeted the question, 'Why do we light a candle?' with a resounding, 'Jesus is the Light of the World.' Their responses to the scripture passage are thoughtful and reflect the work being covered in class and in previous assemblies. At both these celebrations it was evident that the children have a good understanding of what is expected of them, following clear, and consistent modelling by the staff. Pupils in Key Stage 2 take on increasing responsibility within prayer and liturgy creating an ethos of respect and reverence. Pupils from Year 6 plan and lead prayer and liturgy selecting the visual focus, the music, scripture, and prayers. In the prayer and liturgy observed during the inspection they created an atmosphere of reverence and sacred silence and led prayers with confidence.

Pupils have a good knowledge of a wide variety of prayers and are developing a good understanding of the religious seasons and feasts. They are considerate and sensitive to the needs of others. Pupils emphatically state that no-one would ever be left out at St. Gregory's school; there would always be someone to help them. Pupils talk about no 'child being invisible'; all children are noticed and cared for at St. Gregory's.'

Governors and school leaders are committed to the school's Catholic Mission. Led by the EHT and senior leaders, there is accurate identification of the school's strengths and areas for further development. Governors are influential in determining the needs of the school and in defining its Catholic character. There is evidence of well-planned whole school prayer and liturgy from staff and senior leaders. Liturgical seasons are marked and celebrated. The two priests of the parish have a positive impact on the Catholic life of the school. Pupils attend Mass each week and there are strong parish links.

Pupils have a very clear understanding of the school's mission and feel that they too have a responsibility to develop this. They are able to speak confidently about how their beliefs are reflected in their actions. The spiritual learning environment and religious displays confirm that the Catholic faith is central to the life of the school.

Opportunities are provided for staff to grow in faith and knowledge. The training provided highlights the importance of the school mission and the collaborative work in place strengthens this. Opportunities are provided for parents, parishioners and other community members to be involved in the Catholic life of the school and this is also one of its great strengths. The inclusion of all is a central goal and a shared vision.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

3

- 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

3

Pupils report that they enjoy RE and observations confirmed that they are highly engaged and motivated during RE lessons. A lesson observed during the inspection in Key Stage 1 showed high standards and expectations and that they are differentiated for all groups of learners. The lesson observed in Key Stage 2 showed great creativity, excellent use of resources and challenge provided for all pupils. High expectations were also clearly evident in this lesson. This lesson was closely linked with assessment and progress was evident for all groups of pupils.

Whilst there is a range of attainment across different cohorts, most pupils make at least good progress in RE. Children enter the Foundation Stage with attainment well below age-related expectations in RE. They make good progress throughout the Foundation Stage and enter Key Stage 1 with some pupils achieving almost in line with national expectations. As they progress through the school most make good progress so that by the end of Key Stage 2 the vast majority of pupils' attainment is in line with national expectations. Some pupils are recorded as achieving above age related expectations. Whilst there is limited evidence of externally moderated assessments from previous years, recent external moderation confirms the accuracy of assessment including assessment of higher ability pupils' work for this school year.

Progress is clearly tracked by senior leaders and is evident in the tracking for all groups of pupils including boys, girls, pupils with special educational needs and pupils in receipt of pupil premium. There is evidence of monitoring by the executive head having an impact of improving outcomes for pupils in RE. Systematic plans are in place to continue the development of RE across the school.

Due to the absence of key staff there is little evidence of monitoring of teaching and learning in RE since the last inspection. This is now in place but needs to be embedded to maximise the effectiveness. Recent monitoring activities completed by the EHT and governors show good identification of the schools strengths and areas for development. This is another area where the school has outstanding capacity for improvement under the leadership of the EHT.

The RE curriculum meets the requirements of both the Curriculum Directory and the Bishops' Conference directive. A great deal of excellent work has recently

taken place on curriculum planning; this is beginning to have a positive impact on the quality of pupils' work, teaching and assessment. There is a very clear drive to develop the curriculum and early examples of curriculum development show that when this is embedded provision for RE will improve dramatically.

Great improvement in pupils' recent work clearly demonstrates significant improvements in the quality of RE. Learning is now more closely linked to assessment. The use of assessment, marking and feedback is developing across the school and this is an area that the EHT and senior leaders intend to develop further through clear action plans, collaborative work and rigorous monitoring. Next steps include ensuring pupils know what they need to do to improve. It is important now that provision for RE including assessment and feedback becomes consistently good across the school. Recent rapid improvements indicate that this is well underway and the school is in an excellent position to further improve.

Parents speak highly of the school and parental and community involvement is high and recognises recent improvements. Parish links are a great strength of the school and there are many links with other schools in the area.

Following challenging times the governors are showing great strength, commitment and a strong sense of direction. The EHT has already made a huge impact and staff show enthusiasm for working collaboratively and learning from each other.

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	3
<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. 	3

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	3	3	3