



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Dean Gibson Primary School,
Kendal**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:

Dean Gibson Catholic Primary School

Address:

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Kendal
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School URN:

112341

Headteacher:

Mrs S Tansey

Chair of Governors:

Mrs M Calnan

Lead Inspector:

Mrs A Delaney

Team Inspector:

Mrs A Brogden

Date of Inspection:

20th May 2016

INFORMATION ABOUT THE SCHOOL

Dean Gibson is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school mainly serves the parish of Holy Trinity and St George close to the centre of Kendal. It is a smaller than the average-sized primary school with 168 pupils currently on roll, of whom approximately 57% are baptised Roman Catholic and 68% of teachers are Roman Catholics. The proportion of pupils who join or leave the school over the course of a school year is average. There is some incidence of social challenges in the locality and children's attainment on entry to school is below the national average. 7% of pupils are from backgrounds where English is not their first language.

The proportion of pupils supported through SEN is average and those supported through school action plus or with a statement of special educational needs is broadly average but reducing over time. The proportion of pupils known to be eligible for the pupil premium is around the national average.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	23	14	27	35	25	17	227	168
Catholics on roll	11	9	9	22	15	12	17	95
Other Christian denomination	8	2	6	6	0	0	5	36
Other faith background	0	0	1	2	22	16	10	99
No religious affiliation	4	3	11	5	4	2	5	34
No of learners from ethnic groups	1	0	3	3	2	1	2	12
Total on SEN Register	1	3	2	1	6	2	3	20
Total with Statements of SEN	0	0	0	2	0	1	0	3

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

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17
% of teaching time	10	10	10	10	10	10	10	

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	7.5	7.5	7.5	7.5	7.5	7.5	7.5	52.3
% of teaching time	30	30	30	30	30	30	30	

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	

STAFFING	
Full-time teachers	8
Part-time teachers	1
Total full-time equivalent (FTE)	7
Classroom Support assistants	7
Number of Catholic teachers FTE	68%
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	N/A
Teachers with CTC	1

ORGANISATION	
Published admission number	210
Number of classes	7
Average class size KS1	21
Average class size KS2	26

EXPENDITURE (£)	Last financial year 2014-15	Current financial year 2015-16	Next financial year 2016-17
Total expenditure on teaching and learning resources	£5000	£6500	£4500
RE Curriculum allowance from above	£2000	550	£1500
English Curriculum allowance from above	£3000	£550	£3000
Total CPD budget	£7500	£3775	£2000
RE allocation for CPD	£2500	£1500	£750

How the school has developed since the last inspection
<p>The new leadership team, appointed since the last inspection, have a vision for RE and are working to drive and embed improvements: This is having a positive impact on standards within RE.</p> <p>Most aspects for improvement since the last inspection have been actioned and have had a positive impact on raising standards in RE and on access to and participation in prayer and liturgy.</p> <p>The school has a good capacity to sustain these improvements. The <i>strong</i> leadership and the commitment of staff and governors demonstrate this. Issues arising from in-house moderation meetings and self-evaluation have identified areas for further improvement.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

Dean Gibson is a good Catholic school with some outstanding features. It is very welcoming and has inclusion for all as a central goal. Most pupils enjoy attending and have positive attitudes to learning. Pupils deepen knowledge of their faith throughout their time in school and are able to increase their understanding of other faiths. The school lives out its Mission Statement daily. This states that "We believe that every child is a unique creation of God. By following the teachings of Jesus Christ, we promise to provide educational and other opportunities so that our children may realise their potential and enjoy a fullness of life." Governors play a significant part in leading the strategic direction of the school in the community it serves. The school is acting upon the recommendations of the last inspection and these are beginning to have an impact. Since the last inspection a new headteacher and deputy head teacher have been appointed and they are committed to improving standards.

The Catholic Life of the school is outstanding and the commitment of governors, staff, parish clergy and catechists to support pupils in their prayer life and growth in faith has been a priority. Staff set good examples, are proud of their school and work well together. The spiritual, moral, social and cultural development of pupils is outstanding and has an impact on everyday life at Dean Gibson. This can be seen in the way pupils respond to each other and to the notion of living out the common good in the world. Gospel values permeate school life and pupils are helped to grow in faith, make the most of their abilities, and become the very best they can be.

Opportunities for prayer and liturgy are excellent; pupils celebrate these with reverence and are able to pray confidently. They make full use of resources available to them and appreciate the accessibility of the prayer area.

The quality of RE is good, pupils are provided with unique opportunities to deepen their faith, to understand Catholic traditions and practices, and progress well in their learning. Teachers have good subject knowledge in RE and they are well supported in terms of professional development. Pupils enjoy RE and the curriculum is being developed to meet the needs of all learners in line with diocesan and national guidelines. Governors and leaders take account of the 'Fit for Mission? Schools' guidance and have it as a standing agenda item at governors meetings to report on improvements and future plans.

CAPACITY FOR SUSTAINED IMPROVEMENT

The Headteacher has the growing confidence and the expertise to lead the school in improvement in RE. Together with her very able and supportive governors she will ensure that the school continues to improve.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Continue to raise standards by:
 - Continue to develop and embed assessment systems to track progress of all groups and set targets for development
 - Ensuring consistency in marking so that pupils know what they have done well and what their targets are to improve further
- Celebrate successes by furthering opportunities for pupils in all year groups to celebrate the diversity of the faith and culture that exists within the school and in the wider community.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- 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

1

1

1

Pupils make an outstanding contribution to the Catholic Life of the school and greatly benefit from it. Gospel values permeate the school life and pupils are helped to grow in faith, make the most of their abilities and become the very best they can be. They are at the heart of a deeply embedded culture of care and concern promoted by leaders, managers and the whole staff team.

Pupils are proud of their religious backgrounds and beliefs. They are reflective and respectful of those with beliefs different from their own. They are well aware of the needs of other people and seek to support others through awareness raising, for example in assemblies and fund raising. On the day of the inspection some older pupils were seen celebrating the work of the "Mini Vinnies" and were eager to talk about previous fundraising activities and plans for the future. Pupil behaviour is good and a strong pastoral team supports vulnerable children and their families. This is underpinned by outstanding spiritual, moral, social and cultural development. Pupils treat others with respect and acknowledge that their behaviour always has consequences. There is an atmosphere of reconciliation where pupils learn to forgive and to start each day afresh, recognising Christ in everyone as they grow together in faith and love to serve the community.

Governors and school leaders are totally committed to the Church's mission in education as expressed in the diocesan *'Fit for Mission? Schools'* document. Governors make a significant contribution to the Catholic Life of the school, they are very experienced and passionate about their school and able to challenge, as well as to support, where necessary. They are regularly involved in monitoring and evaluating the Catholic Life of the school. Continued professional development is effective and staff meet regularly to share ideas and plans and to moderate work. All staff are supported in developing the Catholic Life of the school and regularly gather together for prayer and liturgy. Governors, clergy and school leaders ensure that the prayer and liturgy of the Catholic Church are central to the life of the school and a key part of every school celebration. They plan the school calendar around the liturgical seasons and feasts, bringing them to life and deepening knowledge and understanding of them. All pupils are assisted and supported in their prayer life and are becoming skilled in preparing and leading prayer. Pupils enjoy school Masses and liturgies and make use of the prayer area. They appreciate being given time to pray to celebrate and to reflect. Themes for prayer and liturgy are chosen by older pupils and staff: These show a good

understanding of the Church's mission; they include the spiritual aspirations of all pupils, for example inspirational people and saints.

The quality of provision for the Catholic Life of the school is outstanding. It is a welcoming, friendly community with a strong family ethos where everyone has the opportunity to grow in faith and to use their individual gifts; as a consequence pupils flourish. The school is a harmonious community, focused on responding to the fundamental needs of the human person. There is a wholehearted expression of the relationship between faith and action where the virtues are an intrinsic part of school life. Prayer and liturgy are central to the life of the school and resources are used well to achieve priorities set.

Staff set good examples, are proud of their school and work well together. There are positive relationships with the parish, catechists, parents, governors, staff and with pupils that everyone works hard to develop. The school have worked closely with the Parish Priest who is a regular visitor to prepare pupils with catechists for the sacraments of Reconciliation and Eucharist. He also advises staff and pupils in preparation of Masses and liturgies. Liturgies and Mass are celebrated on Holy Days and at other special times in the school year, for example the start and end of the school year, and the end of terms. Key Stage 2 pupils plan and prepare for termly class Masses. The school engages well with the local community, ensuring that pupils respect and understand the notion of belonging. It develops and expresses its ecclesial dimension through partnership with the diocesan family of parishes and cluster work with schools. This is being continued and further embedded through The Year of Mercy.

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 are able to talk about their work in RE, what it means to them and what they gain from it: they show interest and enthusiasm in their learning and have pride in their work. One pupil described her RE work as "Super".

On entry to the school in Foundation Stage, baseline assessment shows that children have very little knowledge or understanding of the Catholic faith or of its traditions. However they make good progress in the first year and this is built on through Key Stage 1, where standards have improved over the past three years and are now in line with standards in reading and writing. By the end of Key Stage 2, many pupils have made good progress and standards in RE are in line with standards in writing.

Improvements have been made to tracking within RE since the last inspection and this good practice now needs to be embedded. Tracking needs to show progress from pupils starting points and demonstrate that most pupils make rapid and sustained progress in RE particularly at upper Key Stage 2.

Leadership and management of the RE curriculum are good. The head teacher, who is also the subject leader, is dedicated to driving improvement and together with the leadership team, has started tracking groups of learners, but the impact on attainment of this tracking and analysis needs to be more rigorous and appropriate targets set for development. Governors have an understanding of attainment and progress in RE. They now need to be informed of the progress and standards of all groups reported to them termly. It would help to include in the summer term report, levels of progress in RE between Key Stage 1 and Key Stage 2 along with other core subjects. This would give governors a clearer picture of pupils' achievement across the school. Priorities for RE have been identified and set.

Governors and school leaders are committed to the school's Catholic mission and to its place in RE. The delivery of curriculum RE takes account of the Curriculum Directory and the diocesan document '*Fit for Mission? Schools*'. There is good variety and use of resources for RE and teachers pay great attention to providing a good learning environment in the subject. RE displays in classes and around the school are of a high standard and make a positive impact on the knowledge and understanding of all learners. For example some icons made by pupils line a

corridor. These have been made by children who were selected so that the activity would enhance their self-esteem, providing opportunities to nurture the whole child.

The RE curriculum effectively provides pupils with an insight into the life and teachings of Jesus Christ and the relationship between faith and life. With a variety of strategies it ensures that all pupils are able to make progress. However, improved lesson planning for different groups and individuals and consistent 'next step' marking would enable pupils to have a sharper focus to their learning and to understand how to improve their work. The RE curriculum provides good opportunities for spiritual and moral development and it raises pupils' awareness of the common good. Pupils in all year groups now need to be provided with further opportunities to learn about the faith and cultural backgrounds of pupils within school and in the wider community. Teachers are developing their subject knowledge in order to further inspire pupils and contribute to their progress as learners. As a result, in lessons observed pupils concentrate, are eager to learn and achieve well. Many cross-curricular links are made and teachers enjoy the freedom to extend pupils learning beyond the RE lesson.

Communication with parents is good; there is annual reporting of attainment and progress in RE alongside other core curriculum subjects. The newsletters contain information about RE.

Parents appreciate the work of the school, as shown in the parents' questionnaires returned to the diocese for the inspection. They state that their children are happy in school, they are made to feel welcome and that the school meets the religious needs of all pupils, including those who are not Catholic.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	1
<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. 	1
<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	1	1	1
Religious Education	2	2	2	2