



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Bridget's Catholic Primary School,
Egremont**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:

St Bridget's Catholic Primary School

Address:

**St Bridget's Lane,
Egremont
Cumbria
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School URN:

112348

Headteacher:

Mrs Suzanne Smith

Chair of Governors:

Mr Paul Farran

Lead Inspector:

Mrs Frances Wygladala

Team Inspector:

Mrs Angela Hill

Date of Inspection:

10th October 2018

INFORMATION ABOUT THE SCHOOL

St Bridget's is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. The school serves the parish of St Mary's in Egremont. It is a smaller than average sized primary school with 173 pupils currently on roll of whom approximately 39% are baptised Roman Catholic. Pupils' attainment on entry to school is below the national average. All pupils are from White British backgrounds and the proportion of pupils supported for SEN is above the national average. The School serves a broad socio-economic area and has a high proportion of vulnerable and disadvantaged families to support. Since the last inspection a new Headteacher has been appointed and the school has recently introduced a nursery.

PUPILS	Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	26	26	29	19	27	22	29	21	173
Catholics on roll		8	12	6	10	7	17	7	67
Other Christian denomination		13	12	9	13	12	9	10	78
Other faith background		0	0	0	0	0	0	0	0
No religious affiliation		5	5	4	4	3	3	4	28
No of learners from ethnic groups		0	0	0	0	0	0	0	0
Total on SEN Register		2	5	6	3	3	5	6	30
Total with Statements of SEN		1	1	2					4

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	3			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Mary, Egremont	67

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2	2	2	2.25	2.25	2.25	2.25	15
% of teaching time	10%	10%	10%	10%	10%	10%	10%	

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	25%	25%	25%	25%	25%	25%	25%	

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	25%	25%	25%	25%	25%	25%	25%	

STAFFING	
Full-time teachers	7
Part-time teachers	2
Total full-time equivalent (FTE)	7
Classroom Support assistants	8
Percentage of Catholic teachers FTE	72%
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	0

ORGANISATION	
Published admission number	30
Number of classes	8
Average class size KS1	24
Average class size KS2	26

EXPENDITURE (£)	Last financial year 2017/2018	Current financial year 2018/2019	Next financial year 2019/2020
Total expenditure on teaching and learning resources	£10,000	£10,000	Not yet available
RE Curriculum allowance from above	£500	£1500	
English Curriculum allowance from above	£3000	£1000	
Total CPD budget	£2000	£2000	
RE allocation for CPD	£500	£500	

How the school has developed since the last inspection
<p>All issues for improvement since the last inspection have been successfully addressed.</p> <p>Pupils are aware of other faiths and religions through assemblies and visits, they understand what it is like to live in a multi-cultural society.</p> <p>RE books and marking show how pupils are challenged to think, reflect and respond to questions posed by teachers, with the more able showing a higher level of thinking.</p> <p>Families and the parish community are brought closer together in many ways e.g. weekly Mass for each year group, sharing Parish and school news on each other's newsletters, social and multi-generational activities, parishioners volunteering in school and on trips. Also posting information on social media to share the contribution of school with the wider community.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

OVERALL EFFECTIVENESS

St Bridget's is an outstanding Catholic school, where rigorous and accurate self-evaluation leads to continuous improvement. Excellent leadership at all levels ensures a shared, ambitious vision which fosters the highest of expectations for all members of the school community. The school is very welcoming and inclusive; pupils enjoy coming to school and they have positive attitudes to learning.

The quality of provision for the Catholic Life of the school is outstanding. The commitment from Parish clergy, governors and staff to support pupils and families in their prayer life and grow in faith is a priority. Staff and governors set good examples, are very proud of their school and work hard together. The school has met the changing needs of the community it serves and has prioritised staffing with clear vision, mission and purpose. Excellent relationships and communication between home, school and parish are key strengths and pupils are prepared for, and taken to Mass on a regular basis. Parents have a high opinion of the school and are regularly encouraged to participate in school life, for example through Masses, RE workshops and social activities. The spiritual, moral, social and cultural development of pupils is outstanding and has a positive impact on everyday life in school.

The opportunities for Prayer and Liturgy are outstanding and everyone lives out the mission statement, 'Learning to love, pray and grow together as a community in the light of Jesus Christ'. Pupils act with reverence and join in prayers confidently, they plan and lead prayer and worship from an early age and sing with great enthusiasm. Christ is at the centre of the school community and Gospel values permeate through everything the school seeks to achieve. Relationships between pupils, teachers and support staff are excellent and effective; they contribute to pupils' obvious eagerness to learn. The learning environments are well resourced with religious artefacts and the displays around school are excellent and used well to enhance learning.

The quality of Religious Education (RE) is outstanding; teaching is consistently good or better, in line with other core curriculum subjects. The curriculum effectively provides pupils with a deep insight into the life and teachings of Jesus Christ and the relationship between faith and life. Staff are well supported by senior leaders and teachers have good subject knowledge in RE, enabling pupils to enjoy and achieve well in their RE lessons. Leaders and managers have robust monitoring systems in place and set priorities for the development of the subject. As a result, progress is good for all groups of learners, regardless of their starting points – many of which are very low.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Continue to review the curriculum and implement new resources as appropriate.
- Embrace the 'call to holiness' in the Year of the Eucharist to enhance provision through shared liturgies with local schools.
- Further develop regular assessment and moderation meetings to share best practice.
- Continue to develop community links with the parish to strengthen the children's understanding of the Catholic tradition.

CAPACITY FOR SUSTAINED IMPROVEMENT

All priorities since the last inspection have been successfully addressed. The outstanding leadership and commitment of staff and governors illustrates a capacity to improve further. The school's capacity for sustained improvement in all areas is good because of accurate self-evaluation leading to clear, challenging targets and appropriate priorities.

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

The Catholic Life of the school is outstanding. St Bridget's is a welcoming, friendly and inclusive community with a strong family ethos where everyone is valued and where pupils and staff flourish. Governors, managers and staff have high expectations and a shared vision of the Catholic mission and ethos. There is a wholehearted expression of the relationship between faith and action. The Prayer and Liturgy are central to the life of the school, are of high quality and form a key part of every school celebration. This was witnessed in several classrooms as well as a whole assembly led by the Headteacher. The home, school and parish partnership is a strength and has been a focus since the last inspection.

All staff members at St Bridget's are committed to supporting the Catholic ethos and this culture is intrinsic to the life of the school. The school is a calm and prayerful community that provides a stimulating, learning environment to reflect the school's mission and its Catholic character. Staff and governors work hard to develop and enhance the school for the benefit of everyone and respond effectively to the changing needs of the community. The nurture group and 'blue room' are examples of this, where pupils are given space and time to learn and reflect. The pastoral care is outstanding and vital to the school's mission, working with families to bring about change and improve life chances for pupils. Pupils respond well to the many opportunities to pray for example, the harvest liturgy, saying decades of the rosary in October, Advent service, Stations of the Cross and feast day Masses. They take part in, lead and prepare prayer and liturgies with enthusiasm and confidence from an early age and singing is a strength. During inspection pupils in Reception were developing their understanding of prayer and learning they could share their worries with God. In Year 2 the liturgy was on the harvest and pupils were focussing on giving thanks to God and sharing food donations with people in need. In Year 3, pupils led a liturgy on 'Jesus is the light of the world' and asked their peers to reflect on what this meant and what choices had to be made to show it. The pupil's knowledge and understanding of the Catholic Life of school is greatly enhanced by their participation in and contribution to all aspects of school life, this includes planning fundraising activities for chosen charities and inviting elderly members of the local community for an annual dinner and entertainment. Pupils have a desire to support others and are very pro-active, one stated that as a school 'they like making a difference to others'.

Pupils at St Bridget's are nurtured within a strong Catholic ethos; pupils can express their views and beliefs with confidence and are able to refer to the teaching of Jesus, as witnessed in pupil interviews. Catholic principles and values underpin behaviour and relationships, resulting in a strong shared vision for the Catholic Life of the school: this encourages best behaviour and focused learning at all times where pupils feel safe, valued and are capable of forgiveness. Pupils are aware of the needs of others and seek

justice for all within and beyond the school community. The school is a very 'giving' community, supporting many different local, national and global charities for example the local foodbank, MacMillan Cancer Care, Mary's Meals, CAFOD and sponsoring Franklin, a child in El Salvador.

All governors and school leaders are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the Catholic philosophy of education and the Gospel values which underpin all aspects of the school. Pupils are chosen each term to be 'Beacons' as excellent role models, they wear their badges with pride and lead by example. The headteacher and subject leader provide a clear direction for the Catholic Life of the school which is given the highest priority, along with the spiritual and moral development of pupils. Staff stated the Headteacher was 'an inspirational leader who wanted the best for everyone in school'. Staff lead liturgies and as pupils move through the school they take on increasing responsibilities. Leaders observe Prayer and Liturgy throughout the school and provide feedback to pupils and staff. As pupils progress through the school, they develop their religious literacy, knowledge and skills and they can plan prayer and liturgies with greater meaning.

Leaders and managers ensure that parents have a thorough understanding of the Catholic life of the school through the website, social media, weekly newsletters and a termly RE newsletter, these are appreciated, as shown in the very positive responses to parent questionnaires and discussions with staff and governors. Plans are in place to continue to develop community links with the parish to strengthen the children's understanding of the Catholic tradition by working with parish clergy, staff and catechists. One parent stated that *'the Catholic faith runs through everything they do as a school, the pupils are treated as individuals and nurtured and loved'*. Another parent stated *'it is clear that the school's Catholic values influence all aspects of school life, they are developing well-grounded, independent members of our local community'*.

St Bridget's works effectively with many agencies and schools in the locality. Governors, leaders and managers are planning to embrace the 'call to holiness' in the Year of the Eucharist to enhance provision through shared liturgies with local schools, building on the well-established assessment and moderation meetings.

Staff are well supported by senior leaders and have access to a range of professional development opportunities, the subject leader analyses feedback from staff questionnaires and plans for improvements. Foundation governors access annual training from the diocese to increase their understanding and effectiveness, working on behalf of the Bishop.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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

1

1

1

The Religious Education at St. Bridget's Catholic Primary School is outstanding.

The pupils enjoy RE and are completely engaged in their learning. They confidently share their knowledge and enthusiasm in lessons and take obvious pride in the work they produce in their books and for the displays in classrooms and around the school.

In a Year 1 lesson, the pupils confidently identified differences and similarities between Jesus' childhood and their own. During a discussion about how families show love, a pupil described how Mary would 'wrap Jesus up and keep him cosy,' which they went on to compare with their own bedtime routines and feeling safe.

In an excellent Year 6 lesson, observed during the inspection, a pupil described a parable as, 'an earthly story with a heavenly meaning,' and explained how they were able to use different art works depicting the story of the Prodigal Son to explore, 'how we understand different situations in families.' The Class Teacher's skilful questioning allowed the pupils to delve deeper and expand on the themes of unconditional love, forgiveness, repentance and our relationship with God. In both lessons, the children settled quickly to their work and continued in a calm and studious manner; sharing ideas and resources appropriately.

The RE curriculum at St. Bridget's is truly inclusive and reflects a real sense of belonging. Inspectors were shown a video of a pupil with additional needs leading a Year 2 class in the Hail Mary, using Makaton language programme signs. This was also uploaded to the school website to share with families and the Parish.

Marking in RE is effective and responsive, creating a dialogue with the teacher and informing assessment towards the Attainment Targets, in particular, AT 2ii.

The RE Subject Leader (RESL) has devised a rigorous monitoring programme, alongside the Headteacher, which includes lesson observations, work scrutiny and Prayer & Liturgy observations. Moderation of RE work is carried out at Staff Meetings, with other local Catholic Primary Schools and the RE Subject Leader also attends the annual Diocesan Moderation Meeting; these pieces of work form a high quality portfolio resource.

Through the monitoring, the RESL identified AT 2ii, as an area for development. Together, the staff have developed effective strategies, including Challenge Questions and focused feedback which have addressed the issue and impacted positively on pupil attainment.

The Early Years Leader has developed an excellent, comprehensive Reception Baseline Assessment, in line with the AT Targets and Strands which are used throughout the school; pupils typically produce a very low baseline score. This is expected to improve, however, due to the introduction of a Nursery Class. Progress from the Early Years to the end of Key Stage 2 is rapid and sustained and achievement at the end of Key Stage 2 is consistently high.

The Headteacher and RE Subject Leader regularly analyse collected data for all pupils, disadvantaged, SEND and EAL pupils to inform the extensive RE Development Plan; reflecting both the Catholic Life and Religious Education, with a strong focus on success and impact.

Governors and leaders are committed to the school's Catholic mission and are well aware of the requirements of Curriculum RE and place it central to school life. The Headteacher and RE Governor ensure that all Governors are well informed of the progress and attainment of pupils. They have worked tirelessly, with the staff, to develop a curriculum with a firm foundation reflecting the RE Curriculum Directory and the Diocese of Lancaster Curriculum Framework and provide pupils with an insight into the life and teachings of Jesus Christ, the relationship between faith and life and the importance of respecting other world faiths. These are supported with good quality resources and accessing appropriate professional development addressing the needs of staff. There are plans to continue to review the curriculum and implement new resources as appropriate. The school has written long term plans for Human Relationships and Sex Education (HRSE) and is incorporating the skills into the appropriate lessons across the curriculum.

RE is a prominent focus of the annual school report and gives a clear insight into what their child has been learning and how they have responded. Parents are kept well informed about the RE Curriculum at St. Bridget's through termly RE newsletters and the vibrant school website.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
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	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	1

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