

**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  
CA22 2BD

**Telephone Number:** 01946 820320

**Email address:** [admin@st-bridgets-pri.cumbria.sch.uk](mailto:admin@st-bridgets-pri.cumbria.sch.uk)

**School URN:** 112348

**Headteacher:** Mrs Pam Douglas

**Chair of Governors:** Mr William Moran

**Section 48 Inspector:** Mr Chris Wilkins

**Date of Inspection:** 22<sup>nd</sup> November 2013

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

## INFORMATION ABOUT THE SCHOOL

St Bridget's Catholic Primary School is a smaller than average primary school that mainly serves the parish of St Mary in an area of economic deprivation. There are currently 171 children on roll of which 83 (48%) are baptised Catholic. At the end of Year 6 the majority of pupils go on to attend the local Academy. This is a change from recent years as most pupils used to move on to attend St Benedict's Catholic High School. The current head teacher was acting head teacher at the time of the last inspection.

## FACTUAL INFORMATION

### Pupil Catchment:

Number of pupils on roll:	171
Planned Admission Number of Pupils:	30
Percentage of pupils baptised Catholics:	48.5%
Percentage of pupils from other Christian denominations:	29%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	22%
Percentage of pupils from ethnic groups:	5%
Percentage of pupils with special needs:	18.7%

### Staffing

Full-time teachers:	6
Part-time teachers:	4
Percentage of Catholic teachers:	80%
Percentage of teachers with CCRS:	40%

### Percentage of learning time given to RE:

NR	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

### Parishes served by the school:

St Mary's, Egremont

**Overall Effectiveness**

2

**Capacity for sustained improvement**

2

## **MAIN FINDINGS**

St Bridget's is a good and improving school with several areas that are outstanding. The school has a strong and vibrant prayer life and pupils are given opportunities to plan and lead acts of Collective Worship from Year 1 onwards. Outstanding leadership of the Catholic Life of the school, and of Religious Education, is ensuring that pupils are improving their understanding of the Faith and also in terms of their readiness for the future. The school is well led by the head teacher who is passionate about moving the school forward and works well with parents, staff and the parish towards this aim. Governors work closely with the head teacher and are strong and supportive, providing outstanding challenge and support to the school. They are well informed about the progress and the needs of the school and use this information sensitively in their decision making processes.

Staff are all strongly focused on providing high quality teaching for the pupils. The quality of self-evaluation is very good and the school has an accurate view of itself which enables excellent decision making.

St Bridget's is an inclusive school, where all children are valued and respected. Parents are supportive of the school's work and think highly of what the school does. Pupils are polite and eager to learn.

### **Capacity for Sustained Improvement**

The school's capacity for sustained improvement is good. The school has effectively addressed the issues raised at the last inspection. Pupil tracking and analysis are detailed and accurate, pupils are involved in planning Collective Worship and the school has strong local and international links. The provision for Catholic education is good. The head teacher is consistent in her drive to improve the school and is well supported by challenging and knowledgeable governors. Staff are committed to, and passionate about, the school and all it provides for the pupils. The RE subject leader is effective and proactive in her work and works hard for the school.

## What the school needs to do to improve further

- Strengthen pupils' understanding about diversity by giving them a better knowledge about the faith and cultural backgrounds of other UK communities.
- Make sure that activities set for pupils, especially the more able, are always at the right level of difficulty.
- Further enhance children's spiritual development by bringing families and the parish community closer together.

## PUPILS

### How good outcomes are for pupils, taking particular account of variations between different groups

2

Pupils enter the school with a very low understanding and experience of religion. They make good progress over the course of their time in the Foundation Stage but still enter Key Stage 1 below national expectations. They continue to make good progress throughout Key Stage 1 and, by the end of the key stage, are almost in line with national expectations. Pupil tracking data and pupil interviews make it clear that pupils make good progress and by the end of Key Stage 2 most pupils are in line with national expectations.

Pupils talk enthusiastically about RE and obviously enjoy their lessons. They are clear about the cross curricular opportunities they are given and how this supports their learning.

When pupils discuss their work they demonstrate a developing understanding of the Catholic faith and the Mass. Pupils enjoy RE and talk enthusiastically about their work. For example, Year 6 pupils were able to explain how their Pilgrimage to Lancaster Cathedral supported their learning.

The quality of learning for pupils with particular learning needs and/or disabilities is very good. Clearly differentiated targets and activities, as well as carefully planned roles for additional adults in the classroom, mean that children are confident and able to access the curriculum.

Pupils enjoy coming to St Bridget's and are proud of their contribution to school life and to their local community, which is outstanding. They show good attitudes in all aspects of school life and describe the caring nature they show to each other. They speak confidently about all the interaction they have in the local community and how they support each other within

the school environment. They enjoy a varied curriculum including the Enterprise Challenge, Fairtrade Fortnight and the anti-bullying day.

Pupils participate well in assemblies and class worship and have well established opportunities to lead and plan Collective Worship. For example, in a Key Stage 1 act of Collective Worship, children confidently led a well-structured prayer service. In a Key Stage 2 assembly, pupils listened to the Word of God reverently, and then spoke clearly about their work in Religious Education during the week. They described the Recipes for Friendship they had devised in Year 4 and a Year 5 child explained the work they were undertaking examining stereotyping. When interviewed, pupils expressed their wish to attend even more Masses at church and described their enjoyment of Father Peter's visits to school.

## **LEADERS AND MANAGERS**

### **How effective leaders and managers are in developing the Catholic Life of the School**

<b>1</b>
----------

The outstanding leadership of the school at all levels is based on a focus to provide the best possible outcomes for the pupils.

The head teacher is clear about her desire to further improve all aspects of the school. She ensures that the Mission Statement is known and lived out throughout the school. The School Development Plan gives high priority to RE and to the Catholic life of the School. Information is regularly given to parents about the RE curriculum, parish events and community involvement. There is careful thought given to the resourcing of RE and as a result staff have all they need to teach effective lessons. She regularly reports to Governors ensuring that they have the necessary information to make strategic decisions. She is committed to the school and provides outstanding leadership.

The role of the RE subject leader is well-developed and she leads the staff effectively and efficiently. She gives excellent support to staff which is valued and appreciated. The curriculum is well planned to provide good opportunities for all pupils. There is rigorous monitoring of RE through work scrutiny and lesson observations. This has resulted in a clear vision for improvement in RE. There is similar monitoring and observation to support and improve Collective Worship.

Governors have the necessary expertise to move the school forward. They are well informed, seeking appropriate advice when necessary. This enables them to make excellent decisions in determining the direction of the Catholic life of the school. The Governing Body is highly effective in providing support and challenge to the head teacher. They understand the

school's performance in RE and know what needs to be done to improve standards. They fully meet their statutory and canonical responsibilities.

Leaders and managers have established good links locally that benefit the pupils and the local community. This supports pupils' well-being and understanding about working in partnership with others for the common good. Examples of this are strong links with local schools and a high level of participation in local events such as the Active Servicemen's Parade and the area Advent service. Good links exist with the parish family and Father Peter is a regular visitor in School. Parents are proud of the work of the school and the RE curriculum. One parent commented "I am very well informed about what they are learning and new topics coming up in the future."

School leaders ensure that pupils have a good knowledge of the wider world through their links with a Malawi School and activities such as the 'Samaritan's Purse' shoebox appeal. Pupils speak knowledgeably about Franklin, a child in El Salvador sponsored by the school. Developing improved knowledge about diverse communities in the UK will further improve pupil understanding of Community Cohesion.

## **PROVISION**

### **How effective the provision is for Catholic education**

<b>2</b>
----------

The teaching of RE is good. Lessons are well-paced and well-planned, and delivered in a wide variety of ways that ensure pupils are interested and engaged in their learning. This leads to good levels of understanding. It means that they are focused in terms of the outcomes they want pupils to achieve. Lessons observed in Year 2 and Year 6 were interesting for the pupils and engaged them. More challenging questions could be used more to really provoke thought in the most able pupils.

Resources for RE are wide ranging and used thoughtfully. Adults providing support in lessons are confident and able, ensuring the progress of pupils across the ability range. Effective marking makes sure that pupils are receiving academic guidance at the level they need it. They have RE curriculum targets relating to their particular level of ability and this ensures they are focused in their learning. Overall assessment and academic guidance is good across the school and is monitored regularly and carefully ensuring that the school has an accurate picture of pupil progress.

The curriculum for RE has been designed and adapted effectively by the school taking into account the needs of the pupils. It is good because it is based on a whole school approach and is consistently applied. The school plans effectively and ensures that opportunities for learning are sought

beyond RE lessons; these are then included in planning and also communicated to parents.

Provision for Collective Worship is good. Assemblies and liturgies are well-planned and contribute to pupils' spiritual development. From Year 1 pupils are involved in the planning and delivery of Collective Worship in class. During key stage assemblies pupils are given opportunities for reflection enabling them to consider personally the relevance of what they are being taught. Children have taken part in joint services with the parish family; parents and carers are invited to take part in workshops that help them to support their children in prayer. There is a good range of formal and informal prayer opportunities and pupils are confident in sharing prayers in class and school liturgies.

## SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding**

Grade 2 **Good**

Grade 3 **Satisfactory**

Grade 4 **Unsatisfactory**

<b>Overall effectiveness</b>	<b>2</b>
<b>The school's capacity for sustained improvement</b>	<b>2</b>
<b>PUPILS How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>2</b>
• how well do pupils achieve and enjoy their learning in Religious Education?	2
❖ the quality of pupils' learning and their progress	2
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
❖ pupils' attainment in Religious Education	2
• to what extent do pupils contribute to and benefit from the Catholic Life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	2
<b>LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic Life of the School?</b>	<b>1</b>
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils?	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	2
• how effectively leaders and managers promote Community Cohesion?	2
<b>PROVISION How effective is the provision for Catholic Education?</b>	<b>2</b>
• the quality of teaching and purposeful learning in Religious Education?	2
• the effectiveness of assessment and academic guidance in Religious Education?	2
• the extent to which Religious Education curriculum meets pupils' needs?	2
• the quality of Collective Worship provided by the school?	2