



St Godric's RC Primary School

Thornley Road, Wheatley Hill, Co Durham, DH6 3NR

School Unique Reference Number: **114271**

Inspection dates:	15 – 16 June 2016
Lead inspector:	Mrs Lisa Stokoe

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Catholic Life:		Good	2
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Godric's RC Primary School is a good Catholic school because:

- The Catholic Life of the school is good. Pupils are actively and willingly involved in a variety of activities enhancing their moral, social and emotional development. They are considerate to the needs of people beyond the school and understand the need for forgiveness.
- The quality of Collective Worship is outstanding. Worship is central to the life of the school and pupils, guided by skilled staff, demonstrate the abilities necessary to deliver high quality acts of worship.
- The quality of Religious Education is good because pupils enjoy Religious Education, can explain its value and are keen to do well, leading to good progress in most lessons.

It is not yet outstanding because:

- All stakeholders need full involvement and therefore ownership in renewing the school's mission statement enabling the whole school community to articulate it and live it as an example to others.
- The standard and consistency of marking and feedback varies across the school. Opportunities for pupils to accelerate progress by responding to teachers' comments are also variable.
- Not all teachers plan to differentiate tasks to enable pupils to achieve their potential.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Godric's is a smaller than average primary school serving the parish of Sacred Heart and English Martyrs.
- The proportion of pupils with special educational needs or a statement of special educational needs is below national average.
- The majority of pupils are white British with 3.7% having English as an additional language.
- The proportion of pupils known to be eligible for pupil premium is similar to that found nationally.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Catholic Life by:
 - Working with all stakeholders to renew and refresh the school's mission statement so that all staff, pupils and governors are able to articulate it and live it as an example to others.
- Improve the quality of Religious Education by:
 - Ensuring that marking provides clear guidance to pupils on how to improve their work and that pupils are given the time they need to respond to feedback in order to move their learning forward consistently across the school.
 - Ensuring pupils are appropriately challenged and engaged with differentiated tasks planned to allow them to achieve their very best.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

1

2

The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.

- Pupils appreciate the community to which they belong. They understand the school's high expectations of behaviour and can clearly articulate how they are encouraged by all staff to 'behave like Jesus did'; as a consequence their behaviour is exemplary. This view is endorsed by pupils themselves as well as staff, governors and parents.
- Pupils are very responsive to the opportunities they are given to support their personal development and as a result they are happy and secure in their own development both spiritually and emotionally. Pupils belonging to both the school council and the Mini Vinnies embrace their responsibilities to serve the needs of others with enthusiasm. They speak with a sense of pride about their recent fundraising efforts such as 'biscuits for refugees' and 'CAFOD - send a cow'.
- Pupils have a good understanding of key liturgical celebrations throughout the year and treat religious artefacts with respect. They have taken part in diocesan activities and celebrations such as Faith 15 and a retreat at the Emmaus Youth Village. They show an interest in, and are developing knowledge of, the religious life of others.

The quality of provision for the Catholic Life of the school is outstanding.

- The quality of provision for the Catholic Life of the school is given a high priority by all. The school is a calm 'beacon of hope' where pupils freely express their feelings of security and sense of belonging.
- The excellent relationships and the close cooperation of the whole school team are key strengths of the school. There is a strong sense of teamwork in all areas of school life evidenced in the quality of relationships between all key partners including support staff and governors. The open door policy of the school is clearly appreciated and effective, as one parent commented, 'any little problem is always sorted out straight away on the same day'.

- Clear policies and procedures are in place, which provide high levels of pastoral support from the school counsellor and family support advisor. These have a significant impact for both pupils and their families and demonstrate the schools explicit commitment to the most vulnerable. Personal, Social and Health Education and Relationship and Sex Education are planned and well taught across the age ranges.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.

- Leaders and managers, including governors, are highly ambitious for all children providing clear direction for the Catholic Life of the school. They are held as a source of inspiration for the whole school community and the development and promotion of the Catholic ethos is seen as a core leadership responsibility.
- A range of monitoring systems are in place which allows leaders to analyse the provision and outcomes of the Catholic Life of the school. Subsequent action planning allows leaders to tackle key areas of development involving all partners and to build on their areas of strength.
- Staff and pupils work together to live out the ethos of the school with appreciation and understanding, consequently pupils have a high regard for the Catholic Life of the school and are keen to improve the school to make it 'the best that it can be'. The school is planning to revisit the school mission statement and renew this with the involvement of all stakeholders, allowing them to be able to live this out in their own lives as an example to others.
- The staff, governors and parents hope that the headteacher and newly appointed parish priest will establish a strong working relationship to aid the growth of the school and its links with the parish community. This leadership team have high aspirations and a clear vision to take the school forward in its future developments.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

1

1

How well pupils respond to and participate in the school's Collective Worship is outstanding.

- St Godric's is a very prayerful and spiritual community where worship is a regular and meaningful part of the day. There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' excellent behaviour.
- Pupils are inspired by, and enthusiastic in, their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their joyful singing and prayerful reflection. By key stage two (KS2) pupils are able to confidently prepare and lead acts of class and whole school Collective Worship as well as voluntary prayer sessions such as the Wednesday morning prayer group led by the Mini Vinnies.
- From the earliest stages pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Adults provide excellent role models for pupils and contribute significantly to their spiritual and moral development and this is evident when pupils lead their own liturgies. This was evidenced following an outstanding key stage one (KS1) Collective Worship where the pupils said it made them feel 'joyful', 'peaceful' and 'happy'.

The quality of provision for Collective Worship is outstanding.

- Acts of Collective Worship are central to the life of the school and a key part of every school celebration. There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that it is both regular and inclusive.
- Collective Worship is carefully planned and resourced using 'Statements to live by' and the liturgical year. Praying together is a regular experience.
- Traditions such as the Rosary have a very high profile in the school and links with the parish Legion of Mary have helped this to grow. Families are becoming more involved in the pupils' religious development through weekly circulation of the Wednesday Word, the travelling cribs during Advent and the Lenten bags for KS2.
- Parents, parishioners and governors are invited to share in various acts of Collective Worship, when appropriate, and many attend events which are timetabled throughout the year; for instance a recent 'Week of Mercy' allowed parents to come into school to pray alongside their child.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- The headteacher and senior leadership team display expert knowledge of how to plan and deliver high quality experiences of Collective Worship. They have a very clear understanding of the Church's liturgical year and use this to very good effect in leading the school in its knowledge and understanding of Catholic rites and symbols.
- Both the headteacher and Religious Education coordinator prioritise the liturgical development for all in school and that time is devoted to this. This was evident in the recent whole staff retreat day on 'the joy of togetherness' and the opportunities for pupils to visit the Emmaus Village and Faith '15.
- The Religious Education coordinator has a very visible presence in school and a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring. Leaders also seek the views of pupils, parents and staff. The responses are highly valued and lead to further actions.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

2

2

2

How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils demonstrate passion and commitment in their lessons, they have very positive attitudes and speak enthusiastically about their learning, some saying it is their favourite subject.
- Pupils value and appreciate the support they receive from their teachers. Pupils in all lessons observed across the school concentrate exceptionally well and are rarely off task ensuring that behaviour for learning is outstanding.
- Outcomes are good overall. Pupils make good progress through early years foundation stage and key stage one and are above diocesan averages at the end of this key stage; however outcomes are below diocesan averages at the end of key stage two. The school is addressing this with additional training for staff.
- Inspection findings and evidence presented by the school show no notable differences between groups of learners.
- Pupils identified as having special educational needs are well supported by highly skilled teaching assistants.

The quality of teaching and assessment in Religious Education is good.

- The teaching in the school is good overall. As a result most pupils and groups of pupils make good progress over time.
- Teachers have high expectations for their pupils and excellent subject knowledge; they use the 'Come and See' materials with confidence to plan interesting and imaginative lessons and use a good range of high quality resources.
- Within lessons, time is usually used effectively to maximise learning opportunities. In some lessons activities are insufficiently differentiated to meet the needs of learners, especially in challenging the more able pupils.
- When marking books teachers do not provide sufficient improvement prompts and guidance as to the next steps in learning consistently across the school. Pupils are not always given further opportunities to respond to feedback and improve pieces of work.
- Support staff are used effectively to reinforce learning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- As a result of clear leadership Religious Education has a very high profile in the life of the school. Governors are regular visitors to the school and are actively involved in the school community. They have a good understanding of the school's performance in Religious Education and are becoming more involved in monitoring and evaluation activities. They are supportive of leaders and staff but also confident and questioning in their approach.
- The commitment and leadership of the Religious Education coordinator, ably supported by the leadership team, has had an impact on raising standards in Religious Education. The Religious Education coordinator has a clear idea of the strengths and areas for development in Religious Education.
- Leaders carry out monitoring and analysis of teaching and learning and the school improvement plan identifies clear steps for ongoing improvement. There is a focus on promoting high standards of teaching which ensures high quality learning.
- Effective assessment systems are in place and the school now has a more accurate picture of pupil achievement. The Religious Education coordinator is working hard to ensure that assessment is used consistently across school.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****2**

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

2

The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

COLLECTIVE WORSHIP:**1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

SCHOOL DETAILS

School name	St Godric's RC Primary School
Unique reference number	114271
Local authority	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
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Executive head teacher	Mrs Jane Lewin
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