

Inspection of Saint Gabriel's Catholic Primary School

Allendale Road, Ormesby, Middlesbrough TS7 9LF

Inspection dates: 23 and 24 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy and feel safe at this school. They are polite and respectful to each other. Staff expect pupils to behave well, and they do. Pupils work hard and are proud of their work. Pupils say that bullying is rare. If it does happen, they know there are plenty of adults who will sort out their concerns quickly. Relationships between adults and pupils are highly positive.

Memorable experiences are linked to the curriculum subjects. Pupils enjoy visiting places like the Riverside Stadium. Staff make sure that everyone is included on visits. They make special arrangements for pupils who might find the trips, including residential, difficult.

Pupils are excited by the new library and the wide range of books they can borrow. The librarians relish their role in helping others choose books. Some read with the younger children.

Leaders organise breakfast in school for any pupil who would like it. There are several after-school clubs. The Year 6 pupils attend SATs club. They say that this is helping them to learn more in mathematics.

Parents and carers are encouraged to come into school with events like the 'Booknic' in Reception class. Leaders use social media well to keep parents up to date with their child's learning and behaviour.

What does the school do well and what does it need to do better?

The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). It is well sequenced and designed to build up subject knowledge in small steps. In science, this includes teaching pupils to think like scientists. History is well planned so pupils can learn about differences between past and present and why things change over time. Activities are chosen carefully to match pupils' needs. Teachers check to make sure that pupils understand new learning. Any pupil who is struggling is spotted quickly. They then receive support such as a daily reading session or additional teaching. A new assessment system has recently been introduced. This is helping teachers know if there are any gaps in pupils' learning in subjects such as history.

Reading is prioritised by senior leaders. Pupils read a wide range of books in whole-class lessons and have a good understanding of the texts. Recently, a new phonics programme was introduced to help pupils learn to read. Although all staff received training, some staff members approach the teaching of reading differently to others. Staff sometimes break the pupil's focus on reading the words by pointing to pictures and use methods that distract the reader. This means that some pupils are hindered from reading fluently. More training is needed to make sure the teaching of phonics is consistent. There are many checks on the progress pupils make in reading.

Sometimes staff do not use this information quickly enough to close gaps in learning.

In early years, the morning routines are well structured. The youngest children learn songs and rhymes. They confidently join in with actions. The older children focus on language and mathematics skills. The curriculum is planned and sequenced across all the areas of learning to make sure the children are ready for the next stage in school. The children enjoy using the outside area.

The school's curriculum for personal, social and health education prepares pupils well for life in modern Britain. Pupils understand what makes relationships healthy. They know how to stay healthy both physically and mentally. The Year 6 girls have sessions on seeing themselves positively. Organised by a charity, this supports their move to secondary school. The boys have sessions to think about the skills they need to make a good start at secondary school. Pupils speak highly of this special time together and believe the programme helps them build confidence. Leaders arrange for pupils to meet people who are employed in a range of jobs and business start-ups. This encourages them to do well in their studies.

Senior leaders are effective. They have built a team of staff who are determined to provide a high-quality education. Throughout the COVID-19 pandemic, the staff provided online learning. The school kept in touch with all the families. Considerable thought was given to pupils returning to school. Leaders focused on pupils' mental health needs and catch-up in basic skills.

The local governing body provides leaders with a good deal of challenge and support. This is particularly based on the expertise of the governors, gained in their own workplace. They ensure that leaders have strong links with the church and wider community.

The trust provides high quality challenge and support, especially for pupils with SEND. Together with school leaders, they make sure the right sort of help is in place. Pupils who access the school's enhanced resource provision are fully integrated into the life of the school. They access the full curriculum and their needs are being met.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in school. Staff have a clear understanding of what to do, and what to be aware of, to ensure that pupils are kept safe. Pupils and families who need support are identified quickly. Leaders make sure partner agencies give the right help to families.

Safeguarding is part of the curriculum. Pupils learn how to keep themselves safe online, especially when using mobile phone apps.

Leaders put safeguarding first when employing new staff. Staff receive regular training and updates. They have a clear understanding of the school's procedures for safeguarding and implement them effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not recognise well enough that some pupils' phonics knowledge is insecure. Assessment in phonics is being developed. This means that some pupils are falling behind their peers. Further training is needed to ensure that all staff approach early reading delivery the same way, and that continuous assessment is used to inform planning. Leaders should ensure that there is a consistent approach to the teaching of phonics by all staff.
- In a small number of subjects, assessment is at an early stage of implementation. This means the teachers and learners do not have a comprehensive picture of how the pupils are getting on. Leaders should ensure that assessment procedures are in place across all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140750
Local authority	Redcar and Cleveland
Inspection number	10211115
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	Board of trustees
Chair of trust	Joseph Hughes
Headteacher	Lindsay Phelps
Website	www.stgabriels.npcat.org.uk
Date of previous inspection	10 January 2017, under section 8 of the Education Act 2005

Information about this school

- This school is part of the Nicholas Postgate Catholic Academy Trust
- There has been a new senior leadership team appointed since the last inspection.
- The school uses three registered alternative education providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher, early years leader and special educational needs coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, science and history. To do this they met with curriculum leaders, visited lessons, looked at

pupils' work, listened to pupils read and met with teachers and pupils. Inspectors also looked at curriculum documentation for early years.

- The lead inspector met representatives of the local governing body, including the chair. She also met with the Catholic Director of Education, the chief executive officer, the senior standards officer, the inclusion officer and the reading support officer from Nicholas Postgate Catholic Academy Trust.
- Responses to the parent survey were also taken into consideration.

Inspection team

Mary Cook, lead inspector

Her Majesty's Inspector

Michael Reeves

Ofsted Inspector

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