



## DIOCESAN INSPECTION REPORT

# St Gabriel’s Catholic Primary School

(Part of Nicholas Postgate Catholic Academy Trust), Allendale Road, Ormesby, Middlesbrough, TS7 9LF

School Unique Reference Number: **140750**

<b>Inspection dates:</b>	22 – 23 June 2022
<b>Lead inspector:</b>	Andrew Krlic
<b>Team inspector:</b>	Angela Spencer

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### St Gabriel’s Catholic Primary School is Choose Judgement

- St. Gabriel’s is a warm and welcoming school that is truly inclusive. All members of the school community live out the school’s mission statement of ‘Learning and loving on our journey with Jesus’.
- All pupils contribute to and benefit from the Catholic Life of the school. Pupils plan and lead events within the local community such as ‘the St. Gabriel’s wave’ which was designed by pupils to cheer up the lonely during the pandemic, the event was so successful that it was featured on a national news channel.
- The school has strong links with the local parish, each week pupils take part in Mass. The pupils sing hymns enthusiastically and have the opportunity to lead readings and prayers. The parish priest is extremely supportive of the school and helps the pupils to grow in faith
- Pupils are actively engaged in Collective Worship, they are proud of their faith and enjoy expressing it. Pupils are confident to design and lead collective worship. They have the opportunity lead both traditional and contemporary worship types. This is a major strength of the school.
- Religious Education is outstanding because all pupils make good progress and can articulate their learning confidently. Pupils enjoy their lessons and their behaviour for learning is exemplary. Teachers at St. Gabriel’s are passionate about their role, teaching is consistently good and some is outstanding. The school should now use a coaching model to share outstanding practice more widely amongst the staff.
- The school’s senior leadership team have a clear vision for the school and share this with all stakeholders. They rigorously monitor the standards of teaching and learning and pupil progress



## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St. Gabriel's is part of Nicholas Postgate Catholic Multi-Academy Trust (NPCAT) formed on 1<sup>st</sup> September 2018. We originally became an academy in April 2014 as part of St. Oswald's Academy Trust, but this was subsumed into NPCAT in 2018.
- The school is a one form entry, broadly average sized primary school and shares a site with the parish church, which is used regularly for worship.
- The school serves an area of significant social and economic deprivation. This is evidenced through IDACI information which shows that around two-thirds of our children come from the 10% of lowest household incomes nationally and around three-quarters in the lowest 20%. Health data shows that 75% of children are from areas which are in the 10% poorest in the country. Unemployment is well above that seen nationally and opportunities locally are limited.
- The proportion of children eligible for support through Pupil Premium is markedly higher than national and is in the top quintile nationally. The deprivation indicator is also close to being double the national average and also in the top quintile.
- The proportion of pupils with special educational needs is in line with the national average overall.
- The large majority of pupils are White British with a very small minority from other ethnic groups. The number of pupils learning English as an additional language is very low.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Share the outstanding teaching practice across the school by:
  - Implementing a coaching model where members of staff receive support and advice in order to move teaching from good to outstanding
  - Allow teacher to take part in joint lesson observations to share outstanding practice.
- Continue to develop the school approach to differentiation by:
  - Ensure that there is a fully consistent approach to differentiation across the school.
  - Provide well planned differentiated in order to scaffold learning for the less able and challenge the most able.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- 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.

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

- Pupils benefit greatly from the Catholic Life of the school, as a result of this pupils are kind, caring and courteous. All pupils actively engage in the Catholic Life of St. Gabriel's. One pupil commented that before she came to St. Gabriel's she did not have any faith and that RE lessons and time in church had given her faith.
- The pupils enthusiastically embrace the demands and responsibilities that come with membership of the school community. The school empowers pupils through a number of leadership roles the Department for Worship, Department for Charity and Department for Mission. The impact of this work can clearly be seen within the locality and beyond.
- Pupils who are members of the Department for Worship meet with the school staff to evaluate and plan the Catholic Life of the school. Pupils value this experience and could clearly articulate the importance of their work.
- The school's Department for Worship is currently leading work on supporting refugees. A backpack was placed in the school chapel to draw attention to the fact that many children across the world have to leave their homes with few possessions. Pupils were writing prayers and providing practical support for refugees. The focus for Collective Worship in upper key stage two was also linked to the issue, pupils took part in meaningful discussion about the topic.
- Staff have high expectations of all pupils, as a result of this behaviour in the school is outstanding. Pupils treat one another with respect and are polite and courteous to visitors. One pupil commented 'teachers treat us with respect and value they really love us and care for us.' Pupils are particularly respectful of those with special educational needs and disabilities (SEND) the school has a designated Hub to support SEND and ensures that all pupils are treated as individuals who are made in the image and likeness of God.
- The school has established strong links with the local parish. Pupils regularly visit the local church for Mass. Pupils benefit greatly from this experience and enjoy singing hymns, reading from scripture and leading bidding prayers. Members of the parish community commented that joining the pupils in Mass is something that they greatly look forward to each week.

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

- The school's mission statement of 'Learning and loving on our journey with Jesus' is clearly lived out by members of the school community. Staff members consistently go above and beyond to ensure that this mission statement is implemented across the curriculum. Staff work hard to provide pupils with a range of opportunities to enhance their faith and spirituality.
- There is a strong sense of community within St. Gabriel's, staff work hard to support and care for pupils and relationships within the school are extremely positive and rooted in Gospel Values.
- Chaplaincy provision within the school is outstanding as a result of this pupils have deep understanding of the Catholic Life of the school. Pupils understood the Church's mission and commented that their faith guided their actions and work.
- The school's curriculum reflects a firm commitment to Catholic social teaching. As a result of this teachers and pupils promote the care of our common home and work hard to respect the dignity of every human person. Each year group had produced a range of work linked to the Pope's encyclical Laudato Si. Pupils were keen to discuss relevant environmental issues such as climate change and recycling offering a range of opinions and possible actions that we could take to tackle the issues.
- The school has clear policies and structures in place relating to the pastoral care of all pupils, this is central to the school's mission. Those who face economic disadvantages are cared for and championed by the school, a good example of this is the school's community kitchen that provides food and supplies to those who need them.
  
- The school's curriculum for pastoral care is well designed to meet the needs of pupils and extends to families and people within the locality. PSHE and RSE are taught in a cohesive manner and linked to Catholic teachings and principles. Parents and pupils commented that the school is a kind and caring place where they all feel that they are part of the same team #TeamStGabriels.

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

- The Catholic Life of the school is given the highest priority by leaders and governors. The school is extremely well supported by the Academy Trust. Leaders at all levels are very ambitious in developing the Catholic Life of the school.
- Leaders know and understand their school well. School self-evaluation reflects effective monitoring, analysis and self-challenge.
- Clear strategic planning and careful self-evaluation is undertaken by school leaders to ensure that the school is constantly improving. The school's Religious Education Co-ordinator shares his vision with all stakeholders and truly champions the Catholicity of St. Gabriel's School.

The school has a well-planned programme of career progression and development to ensure that all staff are well trained to carry out their work. As a result of this staff at all levels are well placed to support and develop Catholic Life.

- The school responds enthusiastically to Diocesan policies and initiatives. Staff who are new to the school have studied towards gaining the Bishop's Certificate in Education. Support staff commented that they were included in all CPD and staff training.

- The school's engagement with parents is exemplary. Parents reported 'We are simply part of the team at St. Gabriel's' the school regularly plans events that include parents and the wider community. Senior leaders from the school communicate regularly with parents and carers to ensure that they are well informed regarding the curriculum. As a result of this parents are keen to support the school and its mission statement.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- 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.

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

- Acts of Collective Worship engage all pupils and inspire them to develop their spirituality. Pupils of all ages actively engage in Collective Worship and value the opportunity to pray and worship together.
- Pupils are confident to plan and lead Collective Worship, they use a range of traditional and contemporary styles. Pupils are visibly uplifted by the worship and inspired to go forth and live out the school's mission. Pupils in key stage one are particularly skilled at taking part in meditative Collective Worship which is expertly led by teaching staff.
- During mass pupils sang hymns enthusiastically, confidently lead readings and prayers. The school has a strong relationship with the parish priest and this enhances worship within the school and in the parish.
- Pupils are aware of other world faiths and are respectful of the beliefs of others and how these may differ from their own.
- Evidence of Collective Worship was well presented in the school's floor books. It was very evident that a range of Collective Worship had taken place that was linked closely to the liturgical year.
- The experience of living and working in a faithful and praying community has a profound and visibly impact upon pupils and staff, irrespective of their faith or background

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is central to the life of the school. Praying together and for others forms a key part of the daily experience for staff and pupils. The school also offers a range of opportunities for the wider community to be involved in prayer.
- The themes chosen for Collective Worship show that pupils have a good understanding of the liturgical year and the Catholic character of the school. Collective worship is also skilfully linked to the Church's wider mission such as the support of the vulnerable and the care for our common home.
- A range of Collective Worship takes place within the school on a regular basis from whole school liturgies to small group meditative Collective Worship and praying the rosary alongside parishioners.
- The school has fostered strong links with the parish and wider community. As a result of this the

school enjoys good attendance at organised worship events and weekly mass. It is clear that the school's provision of Collective Worship is highly regarded in the parish and the locality.

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

- School leaders have expert knowledge of how to plan and deliver meaningful and quality Collective Worship. Leaders have an extensive knowledge of the Church's liturgical year and share this with the staff and pupils.
- Leaders work hard to ensure that Collective Worship is approached in a contemporary manner. As a result of this pupils are fully engaged with worship as it speaks to them on an appropriate level.
- School leaders promote pupil leadership through the Department of Worship. This develops the confidence of pupils. The school places a high value on staff development relating to liturgical formation and Collective Worship.
- Members of the Trust, governors and senior leaders regularly review and report upon the quality of collective Worship in the school. These reports feed into the school's cycle of development and ensure that standards are high.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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.

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- The vast majority of pupils enjoy their RE lessons. Pupils work hard to build their knowledge, vocabulary and skills. They apply these skills well in lessons and as a result of this make good progress in the curriculum.
- The school makes good use of assessment to ensure that groups of pupils including those with SEND make progress that is in line with other pupils. The school employs a range of strategies and interventions such as 'five-minute fix' to help pupils to close any gaps in understanding that they may have.
- Pupil attainment across the school is outstanding. Almost all pupils achieve above average attainment from data that has been collected. Pupils progress in RE is better than in other subjects.
- Behaviour for learning across the school is outstanding, pupils are calm and focused during lessons. During class discussion and debate pupils listen to one another and are respectful of differing viewpoints. Pupils are articulate and confident when speaking about a range of topics.
- Pupils are proud of their work and workbooks; their work is well presented and of high quality. Staff ensure that pupils are given feedback on their work and support pupils in making improvements.

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

- Teachers consistently plan good lessons that are well sequenced and linked to current assessments. Teaching across the school is mainly good and some is outstanding. Senior leaders should now plan to develop teaching across the school by sharing the outstanding practice through strategies such as joint lesson observations and coaching.
- All teachers are confident in their subject knowledge, they have a good understanding of how pupils learn and differentiate tasks in order to challenge and support pupils. As a result of this most pupils make good progress over time.
- Teaching in the Early Years and Foundation Stage is good and activities provided by the teacher were purposeful. Pupils engaged in small drama presentations that demonstrated their understanding of forgiveness. The pupils used driver words to enhance their responses.
- The school uses resources well in order to support teaching and learning. Teaching Assistants ably support pupils and ensure that they make good progress over time.

The school regularly celebrates pupil's achievements and ensures that they are motivated and



engaged in the curriculum. Parents reported that their children enjoy RE lessons and feel as though they can really achieve at the school.

- Teachers provide good feedback to pupils which allows them to make the necessary next steps in their learning. Pupils commented that they valued both verbal and written feedback from teachers and that the clear instructions allowed them to improve the quality of their work.

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

- School leaders and governors ensure that the school's RE curriculum meets the statutory requirements of the Bishop's Conference at every stage. The school gives the required amount of time in the curriculum for the teaching of RE.
- Additional requirements of Bishop Terrance Patrick are embraced by the school and fully implemented for example the work that the school completed during the year of St. Joseph and support for the Missio charity.
- Senior leaders in the school share a vision of pupils who are liturgically and scripturally literate and through careful planning, monitoring and evaluation bring this to fruition.
- The School's RE curriculum lead is outstanding at carrying out his role. He has an inspiring vision for teaching and learning that is backed by a strong subject knowledge and a passion for promoting all elements of RE.
- The school closely monitors pupil progress and takes part in both local and Diocesan moderation. The school's approach to peer marking and moderation gives pupils the opportunity to discuss their work with one another and develop oracy skills.
- RE is given the highest priority on the school's development plan and is well resourced. The school's action and development plans are scrutinized by the link governor for RE and the leadership team from the Trust. The impact of this is a positive cycle of school improvement.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

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

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

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

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**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.

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**RELIGIOUS EDUCATION:****1**

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

1

The quality of teaching and assessment in Religious Education.

2

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

1

## School details

<b>School name</b>	St Gabriel's Catholic Primary School
<b>Unique reference number</b>	140750
<b>Local authority</b>	Redcar & Cleveland/ Nicholas Postgate Catholic Academy Trust
This Inspection Report is produced for the Rt Reverend Terence Patrick Draney the Bishop of Middlesbrough 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.	
<b>Chair of governors</b>	Ian Simm
<b>Choose School Leadership Type</b>	Lindsay Phelps
<b>Date of previous school inspection</b>	March 2015
<b>Telephone number</b>	01642 315538
<b>Email address</b>	enquiries@stgabiels.npcat.org.uk