



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Gregory and St Patrick's Catholic  
Infant School  
Whitehaven**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:** St Gregory and St Patrick's Catholic Infant  
**School**

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Cumbria  
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**School URN:** 112355

**Headteacher:** Mrs Kirsty Rowell

**Chair of Governors:** Mrs Steph Power

**Lead Inspector:** Mrs Jacqueline Hampson

**Team Inspector:** Mrs Nerissa Nicholas

**Date of Inspection:** 9<sup>th</sup> June 2022

## INFORMATION ABOUT THE SCHOOL

St Gregory and St Patrick's Catholic Infant School is a larger than average sized infant school situated in Whitehaven in the Diocese of Lancaster. There are currently 329 pupils on roll of whom approximately 38% are baptised Catholic. A small proportion of pupils have other faith backgrounds. Approximately 44% have no religious affiliation. This percentage has risen since the last inspection. Most pupils are of White British heritage.

The school serves the parishes of St Begh's and St Benedict's in Whitehaven.

Since the last inspection there have been significant changes to staffing, including the appointment of a new headteacher and two new assistant headteachers. The pandemic led to a significant number of long-term staff absences.

Two thirds of the teachers are of the Catholic faith. One third of the teaching staff have gained the Catholic Certificate in Religious Studies (CCRS).

PUPILS	YPN	YN	YR	Y1	Y2	Total
Number on roll	<b>46</b>	<b>81</b>	<b>60</b>	<b>68</b>	<b>74</b>	<b>329</b>
Catholics on roll	13	28	19	31	33	124
Other Christian denomination	4	5	6	2	15	32
Other faith background	4	1	0	8	15	28
No religious affiliation	25	47	35	27	11	145
No of learners from ethnic groups	1	2	1	6	1	11
Total on SEN Register	1	6	4	2	5	18
Total with Statements of SEN	1	3	3	0	2	9

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	<b>16.3</b> (top 20% most deprived)			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Begh's	61
St Benedict's	63

TEACHING TIME FOR RE	YR	Y1	Y2	Total
Total teaching time (Hours)	66	65	56	187
% of teaching time	10%	11%	13%	11.5%

<b>TEACHING TIME FOR ENGLISH</b>	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Total</b>
Total teaching time (Hours)	66	65	56	187
% of teaching time	36%	21%	20%	26%

<b>TEACHING TIME FOR MATHS</b>	<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Total</b>
Total teaching time (Hours)	66	65	56	187
% of teaching time	18%	21%	26%	22%

<b>STAFFING</b>	
Full-time teachers	11
Part-time teachers	2
Total full-time equivalent (FTE)	12.4
Percentage of Catholic teachers FTE	65%
Number of teachers teaching RE	11
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	1 (+1 to begin Sept)
Chaplaincy staffing	

<b>ORGANISATION</b>	
Published admission number	80
Number of classes	9 (+Nur and Pre Nur)
Average class size KS1	25

<b>EXPENDITURE (£)</b>	<b>Last financial year 201__</b>	<b>Current financial year 201__</b>	<b>Next financial year 201__</b>
Total expenditure on teaching and learning resources	26,305	27,481	25,000
RE Curriculum allowance from above	1,500	1,500	2,000
English Curriculum allowance from above	3,000	3,500	2,000
Total CPD budget	6000	6000	6000
RE allocation for CPD	1000	1000	1000

<b>How the school has developed since the last inspection</b>
<p>Since the appointment of the current headteacher and two assistant headteachers, there has been a drive to ensure Gospel values are at the heart of the school's work. All aspects of improvement since the last inspection have been actioned.</p> <p>There is very good capacity for improvement. All staff work together to ensure good outcomes for pupils. There are excellent relationships in school.</p>

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

2

### CATHOLIC LIFE

2

### RELIGIOUS EDUCATION

2

### KEY FINDINGS

St Gregory and St Patrick's is a good Catholic school where the mission statement, 'Achieving great things through the love of God', is based on the teaching of Jesus to 'love one another as I have loved you' and guides the work of leaders and staff in this inclusive Catholic community.

Pupils have positive attitudes to learning and enjoy coming to school. They benefit from the opportunity to contribute to aspects of the Catholic life of the school. For example, they hear the Word of God regularly, pray together and enjoy fundraising for those in need.

The Catholic identity of the school is strong. The focus on Gospel values is evident throughout the school, in displays, in Religious Education (RE) lessons, in daily interactions and in discussions with all members of the school community. Several long-standing members of staff spoke to inspectors about how Gospel values were now truly embedded and the core of school life, impacting positively on all relationships in the school community.

Leaders and managers effectively promote the Catholic life of the school, by keeping the teachings of Christ at the heart of all they do. The headteacher has built a leadership team which is based on a 'servant leader' model. Their service to all other members of the school community is evident in all interactions.

Outcomes for pupils in curriculum RE are good. Pupil RE workbooks reflect their hard work and thoughtful approach to lessons. Teaching is good across the whole school and pupils are becoming religiously literate.

There is evidence of staff accessing professional development opportunities, including support from RE leaders. Leaders recognise the need to continue to provide these opportunities, so that all staff have the knowledge and skills required when delivering and assessing the RE curriculum, in order to challenge and inspire all pupils.

Parents are overwhelmingly supportive of the school. On the parental survey, one parent commented that the school had helped their children grow in faith

and love. Others commented on the quality of the RE curriculum.

#### **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

- Share the best practice across the whole school so that all prayer and liturgy is both catechetical and spiritual.
- Ensure there are effective professional development opportunities (including working with colleagues in other Catholic schools) to further develop the subject knowledge of all teachers so as to enable them to challenge and inspire all pupils.

## PART A: CATHOLIC LIFE

### 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
- 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

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Inspection finds that the extent to which pupils contribute to and benefit from the Catholic Life of the school is good. Through their interactions with each other and with staff and visitors to school, pupils seek to demonstrate Gospel values in action. Pupils who demonstrate the week's Gospel value in action are given the 'golden jumper'. Other pupils are able to explain why this is awarded.

They make visitors feel welcome in school and they treat each other with care and love, demonstrating an understanding of the importance of forgiveness.

Pupils are able to speak about the ways in which they contribute to the Catholic life of the school. They engage in charitable works, including support for local foodbanks. During Mental Health Week, they made and hand-delivered postcards for the local community, sharing a message of love for others.

Daily worship takes place from entry to school at age two. During inspection children in the Nursery were able to put their hands together and sit in silence, listening to music about God's wonderful world. All children were fully included, both with the help of support staff and through the signing of the final hymn.

During inspection pupils in the Reception class showed reverence when listening to scripture. They reflected on the baptism of Jesus in the river Jordan by John the Baptist and on opportunities to 'wash sins away'.

In Key Stage 1 pupils are able to sit in silence and listen to scripture. They know some traditional prayers and are able to speak about prayer at various times of the school day. Pupils are beginning to take leadership roles in prayer and liturgy. For example, they take turns at leading traditional prayers in the classroom.

Overall, pupil participation in, and leadership of, the prayer and liturgical life of the school is good. Pupils show reverence and respect during times of prayer. However, there are some inconsistencies across the school when prayer and liturgy and curriculum RE can become less defined. Leaders should ensure that the best practice is shared across all year groups, so that the content of prayer for all pupils is both catechetical and spiritual.

Inspection finds that the leadership and management of the Catholic life of the school are good.

The headteacher and all staff are good role models for pupils. Governors, school leaders and the parish priest are fully involved in the day-to-day life of the school, regularly joining staff and pupils for worship. They ensure that prayer and liturgy are central to the life of the school and are a key part of every school celebration. In particular, the link governor for RE works closely with the headteacher and RE leaders.

Governors ensure there is a clear plan for support for staff new to the school, including those who are not Catholic. This includes mentors, training and appropriate reading material.

Inspection finds that the quality of provision for the Catholic life of the school is good.

The prayer and liturgy of the Catholic Church are given a high profile in school. One of the strengths is the consistency of approach to worship across the whole school. In all classes, children are seated in a circle around a focal point, which, along with the chosen scripture and prayers, reflects the liturgical season. All pupils are encouraged to 'go forth' by writing short prayers, looking in the grounds for signs of God's creation or speaking to family members at home. Class prayer bags are taken home by pupils who are then able to share the Gospel and prayers with their families.

The headteacher and RE subject leader maintain links with the other local Catholic schools which provide benefits for staff and pupils. For example, moderation of pupils' work with other colleagues and sharing of resources.

Under the direction of the headteacher, all staff in school work hard to ensure there are extremely close links between the school, home and parish.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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

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Inspection finds that the extent to which pupils enjoy and achieve in curriculum RE is good. RE holds a central place within the curriculum and there is a shared commitment from all staff and governors to provide high quality RE for all pupils.

The vast majority of pupils' report that they enjoy RE lessons and this was evident in lessons observed during the inspection across the school. Pupils are engaged with the teaching and they respond with enthusiasm to questions, showing a developing level of religious vocabulary. Questioning encourages pupils to think about their learning in RE and supports them in making links to prior learning. Pupils have a good knowledge of Bible stories appropriate to their ages and are beginning to relate the teaching within these to their own every day lives.

In lessons observed in Year 2, pupils talked about how God wants us to live, making links with the Ten Commandments, Gospel values and the school rules. They were engaged with their learning and resources, and effective questioning skills were used to develop their understanding. Pupils in Key Stage 1 are able to talk about some key figures from the Bible such as St Paul. Children confidently proclaimed that even if we sometimes made mistakes and break some of God's rules, He will still love us and would forgive us as long as were sorry. Some children were able to reflect on which of the commandments were more difficult to follow and express some thoughts on why this was.

In Foundation Stage, children show a developing religious literacy and good levels of engagement with RE. During the inspection they were able to talk about the disciples as Jesus' friends, knowing some by name, and were able to talk about how Judas was 'bad' to Jesus. Discussion with the teacher led the children to say that Jesus forgave him and that is something that good friends do. They were then able to make links with their own friendships and recognised that they needed to forgive their friends just as Jesus did.

Pupils enter the Foundation Stage well below age related expectations in RE. They make good progress across the key stage and by the end of Key Stage 1 standards in RE are generally in line with national average.

Pupils are well supported by teaching assistants within lessons.

Inspection finds that the extent to which leaders and managers monitor and evaluate the provision for RE is good.

Leaders and managers have a shared commitment and show real passion for the school's Catholic mission and its place in RE. The curriculum fully meets the requirements of the RE Curriculum Directory.

Senior leaders and the RE governor conduct a range of monitoring activities relating to provision which has identified areas for development within curriculum RE. After a recent evaluation of the RE curriculum, leaders identified a need to develop provision for learning at Attainment Target 2 (AT2) and have since increased opportunities for pupils to achieve within this element of the curriculum through introducing 'I wonder' lessons. This is already having a positive impact across the school.

Pupil progress is tracked across the school and shows good progress from low starting points.

Staff report that they are well supported by the subject leader, head teacher and each other and the strong team ethos was very evident during inspection. The headteacher has ensured that there is a Catholic senior leader within each team to ensure that less experienced staff have good support for planning the curriculum. This helps to ensure a consistency and quality of provision across each year group. The staff also value the support and guidance provided by the parish priests.

Inspection finds that the quality of provision for curriculum RE is good.

The RE curriculum has been reviewed and adapted by the leadership team to develop provision for the children. The curriculum provides good opportunities for spiritual and moral development. It raises awareness of other world faiths with a focus on Islam and Judaism, and is responsive to the variation of faith background in the school population. For example, Syrian refugees within the school community recently shared with the other children their celebration of Eid.

The school has developed a creative HRSE curriculum which links effectively to the RE curriculum and Gospel Values work and is age appropriate, focusing on building positive relationships. The school views this as a learning behaviour and the children are introduced to this aspect of the curriculum using their Learning Behaviour Mascot, Buddy the Dog. Parents are fully informed about the content of the HRSE curriculum and were consulted throughout the process of developing the HRSE provision.

Staff ensure that learning is stimulating and memorable through age appropriate and practical activities which meet the needs of groups and individuals. For example, pupils experienced some of the sacraments through role play i.e. Baptism, marriage. This ensures pupils engage well with their RE and are keen to learn. Good use of ICT maximises learning.

Pupil books and conversations with the pupils show there is consistency of quality teaching in RE. Teachers listen to, observe and question pupils during lessons, recording their comments on post-its in the pupils' books. Teachers use 'hot marking' in order to ensure marking is purposeful for pupils in an age appropriate way.

Assessment of RE has recently changed in the diocese and, in line with this change, the school is now using the Age Related Expectations document to assess attainment in RE. There is evidence of effective use of this assessment across the school and tracking of data shows good progress is being made.

A wide range of high quality resources are used to support teaching and learning in RE.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</b>
<b>Capacity for sustained improvement</b>	<b>2</b>
<b>Catholic Life</b>	<b>2</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>2</b>
<b>Religious Education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Religious Education</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>