



DIOCESE OF
SHREWSBURY

DIOCESAN EDUCATION SERVICE

...committed to encouraging 'fullness of life'

SECTION 48 INSPECTION REPORT:

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

School:	St Gabriel's Catholic Primary School
Address:	Well Lane Alsager Stoke on Trent ST7 2PG
Tel No:	01270 875770
URN:	111339
Headteacher:	Ms R Caulfield
Chair of Governors:	Mr K Fox
Date of Inspection:	3 July 2012
Inspectors:	Mrs C Morgan Mrs A Kelly

St Gabriel's Catholic Primary School

Mission Statement

'It is the mission of this Catholic School to enable our children to become aware of the world that God has given them and to recognise their vocation and responsibilities within it.'

As a school we are concerned with the education of the whole child – spiritual, physical, intellectual, moral and emotional. We believe that every child has an inherent value as a person to aim to develop their feeling of self-worth by allowing them to develop their potential in all areas of the curriculum and by encouraging their own particular interests and strengths.

Children should not be allowed to experience repeated failure. Some measure of success, together with the experience of understanding, love and discipline motivates and helps to develop a positive attitude to learning.

At St Gabriel's we aim to create an atmosphere where the pupils have the desire to strive for excellence in all that they do. The atmosphere is such that the children are able to develop and mature in the knowledge, love and practice of the Catholic faith.

Our school is an inclusive community which cares, teaches and upholds Christian standards. The children are encouraged to appreciate and respect diversity, through study of other cultures.

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		29	30	30	25	30	30	33	207
Catholics on roll		13	24	17	17	18	20	24	133
Other Christian denomination		10	6	7	7	11	7	8	56
Other faith background		2		2	1	1	3	1	10
No stated religious affiliation		4		4					8
Number of learners from ethnic groups									
Total on SEN Register		1	4	3	5	4	5	2	
Total with Statements of SEN								1	1
FSM							2		

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Gabriel's Alsager	193
St Winefride's Sandbach	14

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St Thomas More Catholic High School Crewe	6
St Joseph's Catholic Academy Stoke on Trent	5

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)		2.25	2.25	2.25	2.5	2.5	2.5	2.5	16.75

STAFFING	
Full-time teachers	6
Part-time teachers	3
Total full-time equivalent	8
Support assistants	8
Percentage of Catholic teachers f.t.e.	56%
How many teachers teach RE (P) f.t.e.	7
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	0

Published admission number	30
Number of classes	7
Average class size KS1	30
Average class size KS2	30

FINANCIAL DATA

EXPENDITURE (£) 10000	Last financial year 2010/2011	Current financial year 2011/2012	Next financial year 2012/2013
RE	500	1500	500
English	500	1500	1000
Mathematics	2500	500	500
Science	750	750	200

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	1
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St Gabriel's is an outstanding school, led by a dedicated headteacher who is supported by governors and the parish priest; they have a vibrant vision for the school and Catholic Education. There is an excellent leadership team with committed staff and supportive parents.

Teaching is outstanding and the standard of Religious Education provided is very high. Gospel values are central in everything the school undertakes, whether in school or in the community. Pupils' behaviour is excellent and attainment is well above average in all Key Stages.

Pupils, parents and the local communities hold the school in high regard. The pupils have a very clear understanding of the values their school promotes and how they impact on their lives and the lives of those around them.

What the school could do to improve further

As identified in the Religious Education Action Plan the school should:

- continue to develop the assessment of Religious Education throughout the school, building on the excellent practice already present.
- continue to build up resources
- set up a 'Mini Vinnies' group.

PUPILS	1
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Pupils at St. Gabriel's make very good progress in each Key Stage. In the lessons observed pupils concentrated very well and were consistently on task. They engaged in peer discussions with ease, using religious language to explore and explain their thoughts and feelings. Standards of attainment on entry are broadly in line with other local schools and the standards learners achieve in Religious Education are high. Assessment shows that the vast majority of pupils achieve at least Level 4 by the end of Key Stage 2.

Pupils confidently express their own views and beliefs and are extremely proud of their backgrounds. They have a strong sense of their identity as pupils of St. Gabriel's. They value the opportunities they have to worship with the parish communities and the ways in which they come together to celebrate key points in their faith journey. Children listen attentively and show great respect during times of prayer and reflection. They value their teachers and each other. Behaviour is almost always good, with teachers helping to sort out any problems as they arise although they say there is hardly ever any. All pupils show great respect for each other and for the adults who work with them. They are eager to share their thoughts on how they can contribute to the school and to the needs of others in the wider world. They feel the school is perfect as it is; pupils' ideas for improvement focused on the road outside, to make it safer for them and their parents.

PROVISION	1
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Pupils are enthused by consistent, highly effective teaching. As a result of this and the high quality marking of their work, pupils learn extremely well and make exceptional progress during their time at St. Gabriel's. In the lessons observed, teaching was outstanding and teachers' excellent subject knowledge ensured that pupils made considerable progress within lessons. Pupils' behaviour was outstanding; they used religious language in their written and oral responses and were highly motivated by the inspiring use of technology and other resources. Other adults were used very effectively to support learning for individuals and groups.

The school has rigorous assessment strategies in place across all year groups. Pupils are involved in evaluating their own achievements and are well aware of what they should do to improve further. Following the implementation of the new Religious Education scheme earlier this year, the school plans to develop this further through moderation of assessments.

At St. Gabriel's there are continuous efforts to improve the highly effective learning opportunities for pupils. Work on developing spirituality through the use of reflection in Religious Education lessons has had an excellent response from pupils who are enthusiastic and highly motivated. Collective Worship at St. Gabriel's is outstanding. Pupils show a deep respect for and understanding of the mission of the church. Parents and parishioners are welcome at school Masses and assemblies that take place throughout the year. Pupils enjoy their 'reflective learning' in Religious Education.

LEADERS AND MANAGERS**1**

The Head teacher is deeply committed to the Catholic life of the school. Along with Governors and the senior leadership team, the staff work hard to promote the Catholic ethos, which is evident throughout the school. There is a continuous drive for improvement in all areas and staff are supported and challenged to develop their own understanding of the Church's mission in education. This, in turn, means that pupils have a high level of understanding of the school's mission and see themselves as part of 'one big family', which works together in an exemplary way.

Leaders and managers have highly effective, robust systems for monitoring and evaluating Religious Education in the school. Although the new Religious Education scheme has only been implemented since January 2012, as assessment is linked to standards of attainment, the groundwork is in place for further development of this area. Through scrutiny of planning, lesson observations, work scrutiny and assessment, leaders review the impact of the curriculum and assessment on the work of the pupils. Governors, in their work in committees, are very effective in promoting high quality Religious Education. The extremely supportive Parish Priest has made significant efforts to involve the school in the life of the parish and vice versa. Governors provide significant challenge and work hard to ensure the Catholic dimension of the school has the highest priority. They have a clear plan for the development of the school in all areas. They discharge their canonical and statutory responsibilities through the very effective systems in place for evaluating and monitoring the work of the school. Governors engage very effectively with parents, pupils and staff and have a very good understanding of their views.

There are a variety of partnership activities across the curriculum and in other areas. The strong links with the pre-school on site and with other providers enable the pupils to achieve exceptionally well and to make considerable progress. Pupils feel involved and that their views are listened to and acted upon. Leaders and managers are very effective at working with others beyond the school to ensure that all pupils benefit from dialogue and collaboration with those from different backgrounds. Every year, the vicar allows the school to present its Nativity play in the large Anglican church. Pupils work hard to support local and global charities.




All are made welcome in the school. Pupils are involved in decision-making and there is an atmosphere of respect and concern for all.

PARENTS QUESTIONNAIRE

98 returned

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	93	5			
2	I am happy with the values and attitudes that the school teaches	89	69			
3	I am made to feel welcome in school	76	22			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	64	30	2		2
5	The school gives me a clear understanding of what is taught in Religious Education	65	30	2		1
6	The school enables my child/ren to achieve a good standard of work in Religious Education	82	14			2
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	68	26	2		2

QUESTIONNAIRE YEAR 2

		yes 	sometimes 	no 
1	Do you like being at this school?	28		
2	Do you find out new things in Religious Education lessons?	28		
3	Are your Religious Education lessons interesting?	28		
4	Do you get help when you are stuck?	27	1	
5	Do you have to work hard?	28		
6	Do teachers show you how to make your work better?	28		
7	Do other children behave well?	22	6	
8	Are teachers fair to you?	28		
9	Do teachers listen to your ideas?	28		
10	Are you given responsibility?	28		
11	Do you enjoy your times of prayer together?	28		

QUESTIONNAIRE YEAR 6

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	24	6		
2	Do you find out new things in Religious Education lessons?	26	4		
3	Are your Religious Education lessons interesting?	13	13	4	
4	Do you get help when you are stuck?	27	2	1	
5	Do you have to work hard?	26	4		
6	Do teachers show you how to make your work better?	24	6		
7	Do other children behave well?	9	21		
8	Are teachers fair to you?	30			
9	Do teachers listen to your ideas?	24	5	1	
10	Are you given responsibility?	27	3		
11	Do you enjoy your times of prayer together?	23	6	1	

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	
How effective the school is in providing Catholic Education	1
How good outcomes are for pupils, taking particular account of variations between different groups	1
How effective the provision is in promoting Catholic education	1
How effective leaders and managers are in developing the Catholic life of the school	1
The school's capacity for sustained improvement	1

PUPILS	
How good outcomes are for pupils, taking into account of variations between different groups	1
How well pupils achieve and enjoy their learning in Religious Education	1
<ul style="list-style-type: none"> • <i>The quality of pupils' learning and their progress</i> 	1
<ul style="list-style-type: none"> • <i>The quality of learning for pupils with particular learning needs and/or disabilities</i> 	1
<ul style="list-style-type: none"> • <i>Pupils standards of attainment in Religious Education</i> 	1
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils respond to and participate in the school's collective worship	

PROVISION	
How effective the provision is for Catholic Education	1
The quality of teaching and how purposeful learning is in Religious Education	1
The effectiveness of assessment and academic guidance in Religious Education	1
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS	
How effective leaders and managers are in developing 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 and plan for 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 all pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	1
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	1