

# Inspection of St Godric's Catholic Primary School, Durham

Carrhouse Drive, Framwellgate Moor, Durham DH1 5LZ

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Inspection dates: 23 and 24 November 2021

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

## **What is it like to attend this school?**

Pupils are proud to be part of this school. They feel happy and safe. Leaders make sure that they include the school's Catholic ethos of 'love, respect and value' within all areas of school life. Older pupils take their responsibilities as buddies for the younger children seriously. Relationships between staff and pupils are extremely positive.

The headteacher has high expectations for all pupils. She makes sure that teachers provide opportunities for pupils to develop both academically and emotionally. Pupils display first-class learning behaviours. They are engaged in their lessons and contribute confidently to learning discussions. Adults help pupils to recognise and manage their emotions well. Pupils show understanding and support for other pupils who may struggle to manage their own emotions. As a result, behaviour and attitudes are exceptional.

Pupils have a strong understanding of how to keep themselves safe. They recognise the dangers of being online and know when to ask for help if they are worried. Leaders provide opportunities for pupils to learn from a range of visitors, such as the those from the NSPCC and mental health charities. Pupils' self-confidence and resilience are extremely well developed.

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

Leaders have embedded a well-sequenced mathematics curriculum. This begins from the earliest stages in Reception. Teachers ensure that all pupils have the opportunity to discuss their mathematical learning. Any pupils who are learning remotely are fully included in these discussions. In subjects such as history and art, teachers provide learning activities that develop pupils' understanding of their local area. For example, virtual lessons from the University of Durham have enabled pupils to view artefacts from local historical sites. However, leaders have not identified how knowledge in these subjects will progress from Reception through to Year 6. As a result, pupils do not develop a secure subject knowledge that prepares them for future learning.

Teachers use assessment well in reading and mathematics to identify misconceptions or gaps in pupils' understanding. However, teachers do not address these gaps quickly enough. Small-group or individual interventions to support pupils who are at risk of falling behind do not take place on a regular basis. This means that some pupils do not receive the support they need to catch up quickly.

Leaders ensure that provision for pupils with an education, health and care plan is well developed. Teachers meet these pupils' needs well. High-quality adult support enables these pupils to take part fully in lessons. Assistance for other pupils who require additional support is not as strong or consistent. This means that learning slows for these pupils.

Leaders have prioritised the teaching of early reading. Teachers plan phonics sessions in a precise sequence. They check how well the pupils are learning. Children in Reception and pupils in key stage 1 make rapid progress when learning to read. Pupils read books that match their phonic knowledge. However, support for pupils in key stage 2 who still struggle to read is less consistent. Leaders do not ensure that these pupils benefit from the same precise approach to the teaching of phonics.

Provision for pupils' personal development is exemplary. Leaders have thought carefully about the changing needs of pupils following the impact of the COVID-19 pandemic. Leaders provide rich opportunities for pupils to discuss news topics on a local and global scale. Pupils understand that their actions can have an impact on the lives of others. Leaders have ensured that pupils learn how to be active and responsible citizens. Teachers provide first-rate opportunities for pupils to develop their understanding of fundamental British values. Pupils understand well that there is a range of faiths and cultures that are different from their own. Leaders, with the support of the diocese, have ensured that the policy for relationships education sensitively develops pupils' understanding of different family structures.

All members of staff are proud to be part of this school. Senior leaders value their opinions and prioritise their workload and well-being. Leaders use regular reports, newsletters and social media updates to communicate effectively with parents and carers. Many parents welcome this support. Governors know the school well. Regular visits help them to understand curriculum developments. However, they do not use this information efficiently to provide thorough challenge to leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding lead has ensured that all staff receive regular training. Staff follow reporting procedures consistently and thoroughly. Online records evidence leaders' diligence in ensuring that all pupils are safe. This includes checking pupils' safety during any period of remote learning. Leaders work effectively with safeguarding partners. Teachers provide opportunities for pupils to learn how to recognise positive and negative relationships and how to ask for help if they are worried. Safeguarding is a clear priority of all members of this school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teachers do not consistently act upon assessment information to address gaps or misconceptions in learning. This means that some pupils do not make fast enough progress in reading and mathematics. Leaders should ensure that robust systems are in place to ensure that all pupils receive the support they need to catch up quickly.

- The curriculum plans for the foundation subjects (for example, history and art) do not support teachers to build pupils' knowledge sequentially. Pupils do not have the opportunity to build upon core subject knowledge in each year group. Leaders need to identify the key knowledge and skills that pupils must learn from Reception to Year 6, so that they achieve well in all areas of the curriculum.
- Governors do not make effective use of their monitoring visits to hold leaders to account. They have limited impact on the ongoing developments within the quality of education. The local authority and representatives of the multi-academy trust should ensure that governors have the training they need to carry out their roles effectively.

## 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

<b>Unique reference number</b>	148207
<b>Local authority</b>	Durham
<b>Inspection number</b>	10199415
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Mark Stephenson
<b>Headteacher</b>	Catherine Craig
<b>Website</b>	<a href="http://www.st-godricsrc.durham.sch.uk">www.st-godricsrc.durham.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- St Godric's Catholic Primary School converted to become an academy school in November 2020. When its predecessor school, St Godric's Roman Catholic Voluntary Aided Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The last section 48 denominational inspection of the predecessor school, St Godric's Roman Catholic Voluntary Aided Primary School, took place on 14 and 15 November 2018. Inspectors judged the school to be outstanding.
- The headteacher and deputy headteacher, who were in post before the school became an academy, remain in post.
- Most senior leaders, teaching staff and governors have been appointed since the inspection of the predecessor school in 2007.
- The school does not use any alternative provision.

## 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 had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, the deputy headteacher, the chief executive of the multi-academy trust and representatives of the local governing body, the diocese and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the leader for early years, reviewed the early years welfare requirements and observed children within the setting.
- In addition, inspectors met with the subject leader for personal, social and health education and viewed examples of resources and pupils' work.
- Inspectors observed pupils' behaviour in lessons and around school, including at lunchtime. Inspectors also met with groups of pupils to discuss their views of the school.
- To judge the effectiveness of safeguarding, inspectors scrutinised the records for the safer recruitment of staff and held a meeting with the designated safeguarding lead. Inspectors met with staff to check their understanding of safeguarding and the impact of any training received. Additionally, inspectors met with members of the governing body to discuss their statutory responsibilities.
- Inspectors talked to parents at the end of the school day and considered the responses to Ofsted's survey, Parent View, including 79 free-text responses. In addition, inspectors considered the responses to the staff and pupil surveys.

## **Inspection team**

Alex Thorp, lead inspector

Her Majesty's Inspector

Kate Byrne

Ofsted Inspector

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