



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St. Patrick's Catholic Primary  
School, Workington**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:**

**St Patrick's Catholic Primary School**

**Address:**

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Workington,  
Cumbria  
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**School URN:**

**112340**

**Head teacher:**

**Mrs Sheryl Slack**

**Chair of Governors:**

**Mr David Jones**

**Lead Inspector:**

**Mrs Sharon Barnett**

**Team Inspector:**

**Mrs Frances Wygladala**

**Date of Inspection:**

**4<sup>th</sup> July 2017**

## INFORMATION ABOUT THE SCHOOL

St Patrick's is a Catholic Voluntary Aided primary school situated on the town of Workington, Cumbria. The school serves the parish of Christ the Good Shepherd in the Diocese of Lancaster. It is a below average-sized primary school with 205 pupils currently on roll: of whom approximately 56% are baptised Roman Catholic. Pupils are taught in single age classes from Reception to Year 6. Pupils' attainment in RE on entry to Reception is well below the national average. The vast majority of pupils are White British, the proportion of disabled pupils and those who have special educational needs is below average. The proportion of pupils known to be eligible for free school meals is above the national average. The number of pupils from ethnic minority backgrounds and those who speak English as an additional language is below the national average.

PUPILS	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	29	30	30	31	31	26	28	205
Catholics on roll	15	18	16	17	18	14	16	114
Other Christian denomination	10	7	10	10	9	8	9	63
Other faith background	0	1	2	0	0	0	0	3
No religious affiliation	4	4	2	4	4	4	3	25
No of learners from ethnic groups	0	2	3	5	1	1	3	15
Total on SEN Register	3	4	4	3	2	6	5	27
Total with Statements of SEN			1			1		2

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.20			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Christ the Good Shepherd	121

TEACHING TIME FOR RE	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.67	2.67	2.67	2.67	18.2
% of teaching time	10%	10%	10%	11%	11%	11%	11%	10.5%

TEACHING TIME - ENGLISH	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	N/A	5hrs	5hrs	5hrs	5hrs	5hrs	5hrs	30
% of teaching time	N/A	20%	20%	20%	20%	20%	20%	20%

<b>TEACHING TIME - MATHS</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Total</b>
Total teaching time (Hours)	N/A	5hrs	5hrs	5hrs	5hrs	5hrs	5hrs	30
% of teaching time	N/A	20%	20%	20%	20%	20%	20%	20%

<b>STAFFING</b>	
Full-time teachers	9
Part-time teachers	0
Total full-time equivalent (FTE)	9
Classroom Support assistants	9
Percentage of Catholic teachers FTE	55%
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

<b>ORGANISATION</b>	
Published admission number	30
Number of classes	7
Average class size KS1	30
Average class size KS2	30

<b>EXPENDITURE (£)</b>	<b>Last financial year 2016-17 Spent</b>	<b>Current financial year 2017-18</b>	<b>Next financial year 2018-19</b>
Total expenditure on teaching and learning resources	£14,000	£10,000	£10,000
RE Curriculum allowance from above	£2,000	£1,500	£1,500
English Curriculum allowance from above	£2,000	£2,500	£2,500
Total CPD budget	£10,000	£10,000	£10,000
RE allocation for CPD	£1,500	£1,500	£2,000

<b>How the school has developed since the last inspection</b>
<p>St Patrick's Catholic Primary School was previously inspected in June 2012. All aspects for improvement since the last inspection have been actioned and have had a positive impact on raising standards in RE and on ensuring pupils have access to and participate in Prayer and Liturgy.</p> <p>The school has an outstanding capacity for sustained improvement. The outstanding leadership and the commitment of staff and governors illustrate the capacity to improve further. Issues arising from in-house moderation meetings and self-evaluation have identified areas for development and improvement in support of maintaining standards of attainment and progress in R.E.</p>

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

1

### CATHOLIC LIFE

1

### RELIGIOUS EDUCATION

1

### KEY FINDINGS

St. Patrick's is an outstanding Catholic school. The Catholic ethos is treasured by staff, governors and pupils alike. Staff, pupils, parents and governors justifiably speak with great pride about their school, describing how everyone is part of a 'family' who are all equally committed to providing the very best for the pupils.

The headteacher ensures that there is a clear, shared vision for this fully inclusive school, which is understood by all. She leads the school with dedication, care and compassion. Staff, governors and pupils speak of a strong sense of belonging to this Catholic school. One pupil told inspectors, 'We all get along together. We care for each other and forgive each other just as Jesus wants us to'. Governors and school leaders are totally committed to the Church's mission in education.

Excellent relationships and communication between home, school and parish are key strengths. From the moment visitors enter the school they are aware of its Catholic identity through display, where scripture, prayers and the mission of the school are celebrated. Display around the school is a celebration of the learning experiences and achievements of the pupils, as well as providing evidence of their learning in and enjoyment of curriculum RE.

Parents and parishioners have a high regard for their school and welcome the opportunity to participate in school life. They regularly join the pupils and teachers for whole school Masses as well as participating in whole school liturgies. Parents report that they feel welcome and that the children talk confidently about their learning. 'We feel blessed to have our child part of St. Patrick's family'. The spiritual, moral, social and cultural development of pupils is outstanding.

Pupils speak with great confidence about how together they 'walk in the footsteps of Jesus'. The quality of provision for the Catholic Life of the school is outstanding.

The prayer and liturgical opportunities offered by staff are outstanding. The introduction of the prayer bags has had a positive impact on the opportunities for the children to share their faith and learning at home. One parent reported, 'I have never really shared my prayer life with my children and the bags allow me to do this'.

As the children grow in their understanding, they articulate their faith confidently and are keen to learn more and to ask searching questions about their own and other people's faiths.

The teaching of Religious Education throughout the school is outstanding. The curriculum is carefully planned and continually evaluated to ensure the academic needs of all learners are met. Teachers are highly skilled in teaching RE; there is continual investment in good quality professional development. This investment is supported fully by the governing body.

Rigorous analysis of attainment clearly demonstrates rapid and sustained progress. The proportion of pupils making two levels of progress from Key Stage 1 to Key Stage 2 over the past three years has continued to increase with most children achieving Level 4 and an increased number achieving Level 5.

The school's RE curriculum is designed to ensure that all pupils are challenged and inspired during their lessons. Observations of teaching and learning by the headteacher and the RE governor, together with regular book scrutiny and pupil discussions confirm this. Teaching is consistently good and often outstanding. The curriculum effectively provides pupils with a deep insight into the life and teachings of Jesus Christ and the relationship between faith and life.

## **CAPACITY FOR SUSTAINED IMPROVEMENT**

The school has an excellent capacity for sustained improvement due to:

- Outstanding leadership and management.
- The commitment and dedication of the headteacher, clergy, staff and governors.
- Accurate and reflective self-evaluation and a continuous drive for improvement that is evident throughout the school.

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

- Refine tracking systems so that the progress of all groups including Catholic and non-Catholic can be more easily identified and reported to Governors to enhance their already strong understanding of standards across groups.
- Continue to develop the links with the other Catholic schools in Christ the Good Shepherd Parish to include closer collaboration with St Joseph's Catholic High School.
- Share their knowledge and experience of curriculum projects and best practice in RE with other schools in the Diocese.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

- 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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The quality of provision for the Catholic Life of the school is outstanding. St Patrick's is a welcoming, friendly and inclusive community with a strong family ethos where everyone is valued and feels proud to belong. Governors, managers and staff have high expectations and a shared vision of the Catholic mission and ethos. There is a wholehearted expression of the relationship between faith and action. The Prayer and Liturgy of the Catholic Church are central to the life of the school, are of high quality and form a key part of every school celebration. The home, school and parish partnership has been developed recently by the introduction of prayer bags. These are taken home on a rota basis, they contain for example, a bible, prayer cards and a WOW book to share prayerful moments. These have had a significant impact on the prayer life of families and are appreciated by parents, pupils and staff. One parent thanked the school 'for giving her the opportunity to pray with her child at home and share her faith'. Pupils benefit from the wide range of liturgical experiences, for example the Blessed Sacrament procession, the crowning of Mary in May, the many Masses, the work on Baptism involving a whole class, and the celebration of the Sacrament of Reconciliation. The patronal feast day is a real celebration, with the whole school attending Mass in church on the nearest Sunday with the parish community.

All staff members at St Patrick's are committed to supporting the Catholic ethos and this culture is embedded throughout the life of the school. The school is a calm and prayerful community that provides a stimulating learning environment to reflect the school's mission and its Catholic character. Staff and governors work hard to develop and enhance the school for the benefit of everyone and respond effectively to the changing needs of the community. Pupils respond well to the many opportunities to pray for example, by attending the weekly prayer and Rosary group. They take part in, lead and prepare prayer and liturgies with enthusiasm and confidence from an early age; for example, the liturgy witnessed during inspection in Reception. Music is a strength - the pupils walk out of the hall after a liturgy spontaneously singing the last hymn with reverence! The pupils lead and take on responsibility for shaping activities with a religious character within the school and wider community, upholding the Catholic identity of the school. Every year, each class visits a place of worship, to promote respect and tolerance of other people and their beliefs.

Pupils at St Patrick's are nurtured within a strong Catholic ethos; pupils can express their views and beliefs with confidence and are able to refer to the teaching of Jesus, as seen in pupil interviews and observations. Catholic principles and values underpin behaviour and relationships, resulting in a strong shared vision for the Catholic Life of the school: this encourages best behaviour and focused learning at all times where pupils feel valued and safe. Work around school is based on the parable of the Good Samaritan and every half term each class nominates two St Patrick's Samaritans. Pupils are aware of the

needs of others and seek justice for all within and beyond the school community. The school is a very 'giving' community, with each class supporting a different charity for the year, for example British Heart Foundation, Cancer research, Barnardos, CAFOD, Aid to the Church in Need and have even set up their own foodbank in school to help people in need.

All governors and school leaders are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the Catholic philosophy of education and the Gospel values which underpin all aspects of the school. The headteacher who is the subject leader, together with the very effective RE governor, provide a clear direction for the Catholic Life of the school, which is given the highest priority and incorporates the spiritual and moral development of pupils. Leaders and managers ensure that parents have a thorough understanding of the school's mission, as shown in the very positive responses to parent questionnaires and discussions with staff and governors.

The governors, leaders and managers are committed to partnerships with local schools which serve the common good. The benefits of further links with the other Catholic schools in the parish of Christ the Good Shepherd and closer collaboration with St Joseph's Catholic High School have not yet been fully realised.

Pupils, staff and governors appreciated the opportunity to join others in pilgrimage to the Cathedral in Lancaster and, on returning to school inspired, planned a whole school pilgrimage based on the Spiritual Works of Mercy. Classes often work in pairs to plan and lead prayer and liturgy, Year 5 working with Year 2 was a very effective partnership with both age groups benefitting from the experience. Excellent resources were used by the pupils for reflection in all the liturgies observed.

Staff are well supported by senior leaders, clergy and the RE governor who is very willing to share his expertise. The wealth of professional development opportunities that are accessed by the staff and governors is a great strength of the school, often through the Catholic Teaching Alliance (CTA North). Staff and pupils benefit greatly from visitors to the school to enhance the prayer life, including Steve Murray the mime artist who worked on the Stations of the Cross and Margaret Wright, the Diocesan Leader of Education, who recently led a whole school day of prayer for Pentecost followed by a reflection session for staff and governors.

## 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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Pupils enjoy RE and have extremely positive attitudes towards their learning. During inspection the behaviour and attitude to learning shown by pupils in their RE lessons was exemplary. Pupils are enthusiastic and are challenged to achieve during RE lessons. One pupil reported 'I love RE. I love learning about Jesus as it helps you in your life to make the right choices'.

Pupils were highly motivated and engaged during lessons observed. The quality of teaching and learning observed during the inspection demonstrated outstanding, creative practice. Children in Year 1 engage in learning with excitement, as observed during inspection. The pupils were guided around the hall, stopping at various 'stations' to learn about the story of Jairus. They were given different sensory experiences to develop their understanding and empathy. Activities are well differentiated to support all abilities. Excellent questioning and relationships help the children to achieve the very best they can.

In Key Stage 2, pupils are clearly very proud of their learning and their abilities in RE. In a lesson observed in Year 4, the children were learning about the 'Communion of Saints'. They were highly motivated and spoke with such enthusiasm and maturity about their learning. Excellent subject knowledge and questioning encouraged pupils to make strong links between the qualities of a saint and Jesus' teaching and the qualities they themselves needed to 'follow in Jesus' footsteps'. Rapid progress and deep reflection were evident.

This progress continues in the upper Key Stage 2 class. In Year 6, pupils were challenged to reflect on the conversion of St Paul. Excellent subject knowledge combined with creative teaching and skilled questioning encouraged pupils to think deeply and make links between St Paul's feelings and beliefs before and after his conversion and how these affected his behaviour.

Pupils are religiously literate and speak with great confidence and knowledge about a wide range of Bible stories and the teachings of Jesus. They have a strong awareness of the demands and challenges of living out their faith by 'following in the footsteps of Jesus'.

Children enter the Foundation Stage with knowledge and experience of RE well below that expected for their age. However, they make rapid progress and by the time they enter Key Stage 1, many children's attainment is in line with national expectations. Good progress in Key Stage 1 results in the vast majority of pupils entering Key Stage 2 with attainment in RE in line with expectations. This rapid progress continues throughout Key Stage 2 and by the end of the Key Stage, pupils' attainment is in line with expectations

with some children achieving beyond age related expectations. Assessment and tracking for current cohorts show that progress is at least good and often better.

Governors and school leaders ensure that staff share their clear vision and commitment to Religious Education. The curriculum meets all the requirements of the national Religious Education Curriculum Directory. There is a wide variety of resources used to create an engaging curriculum which promotes very good progress and a depth of understanding.

Monitoring of both the curriculum and the quality of teaching is outstanding. The Headteacher and RE Governor observe lessons, scrutinise planning and pupils' work, and also seek pupils' opinions about learning in RE. This rigorous monitoring is then used to inform future development plans. There is also a wealth of informal monitoring and support. Staff talk with pride about the RE subject leader and RE Governor who provide support, guidance, care and challenge. There is a culture among the whole staff of sharing, supporting and facing challenges together. Governors are regularly informed about attainment in RE across the school with detailed reports provided by the headteacher and RE Governor. Senior leaders have a good awareness of the progress of individuals and different groups of children. Further refinement of the tracking system will enhance the governors' already strong understanding of standards across groups.

The quality of provision in RE is outstanding. Teachers' planning is based on the Diocese of Lancaster Framework and 'The Way, The Truth and The Life' scheme of work which staff confidently enrich with a wide range of other teaching and learning opportunities to add breadth, balance and to engage all pupils. Very good coverage of other Christian denominations and other world faiths is also provided within the curriculum and each class is given the opportunity to visit a place of religious worship.

The school deploys support staff very effectively to assist pupils including those with additional needs and they make a significant contribution to the RE learning and progress of all pupils.

The Religious Education curriculum provides a wealth of opportunities to ensure pupils have a deep insight into the life and teachings of Jesus. Teachers' excellent subject knowledge, clear explanations, astute questioning, well-paced lessons and imaginative teaching all contribute to the pupils making very good progress as learners. High quality assessment, marking and feedback are used consistently across the school. Pupils report that they know what they are doing well and what they need to do next. There are many examples of marking and feedback being used effectively to further learning. Pupils are excited by the 'challenge activities' given to them.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>1</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</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>1</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>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>1</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>1</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>