



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Patrick's Catholic Primary School,
Cleator Moor**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:

St Patrick's Catholic Primary School

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School URN:

132835

Headteacher:

Mrs Emma Jackson

Chair of Governors:

Mrs Michelle Rooney

Lead Inspector:

Mrs Frances Wygladala

Team Inspector:

Mrs Nerissa Nicholas

Date of Inspection:

9th November 2015

STAFFING	
Full-time teachers	12
Part-time teachers	3
Total full-time equivalent (FTE)	13.8
Classroom Support assistants	15
Percentage of Catholic teachers FTE	5
Number of teachers teaching RE	12
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

ORGANISATION	
Published admission number	47
Number of classes	12
Average class size KS 1	19
Average class size KS 2	21

EXPENDITURE (£)	Last financial year 2013/14	Current financial year 2014/15	Next financial year 2015/16
Total expenditure on teaching and learning resources	20000	26581	20000
RE Curriculum allowance from above	1000	2000	1000
English Curriculum allowance from above	1000	3000	2000
Total CPD budget	5000	5000	5000
RE allocation for CPD	1000	1000	1000

How the school has developed since the last inspection
<p>All issues for improvement since the last inspection have been addressed and have had a positive impact on improving the subject knowledge of staff and raising standards in Religious Education.</p> <p>The school has an excellent capacity for sustained improvement. The outstanding leadership and commitment of staff and governors illustrates a 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 pupils' standards of attainment and progress in R.E.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

OVERALL EFFECTIVENESS

St Patrick's is an outstanding Catholic school, where rigorous and accurate self-evaluation leads to continuous improvement. Excellent leadership at all levels ensures a shared, ambitious vision which fosters the highest of expectations for all members of the school community. The school is very welcoming and inclusive. Pupils enjoy coming to school and they have positive attitudes to learning. Recommendations since the last inspection have been actioned and standards throughout the school have risen.

The quality of provision for the Catholic Life of the school is outstanding. There is a commitment from parish clergy, governors and staff to support pupils in their faith. Staff set good examples, are proud of their school and work well together. Excellent relationships and communication between home, school and parish are key strengths. Parents have a high opinion of the school and welcome the opportunity to participate in school life; many attend daily to help their children with improvements at the start of the day in Foundation and Key Stage 1. The spiritual, moral, social and cultural development of pupils is outstanding.

The weekly timetable provides pupils with opportunities for child-led and teacher-led Prayer and Liturgy in a variety of forms. Gospel values permeate everything the school seeks to achieve. The school recently gained the International Schools Award. The environment developed for prayer in school is well-resourced and attractive. Each class has a prayer area and there is a special prayer room which is timetabled for use by each class. The Catholicity of the school is very clear from the environment created.

Relationships between pupils, teachers and other staff are strong and effective; they contribute to pupils' ability to learn. Displays around school are stimulating and used well to enhance learning, especially the Creation Story in Foundation and Key Stage 1 and a World Faiths display in Key Stage 2 which utilises a range of art forms.

The quality of Religious Education is outstanding: teaching is consistently good or better and systems for tracking, monitoring and evaluating the curriculum are robust and in line with other core curriculum subjects. The curriculum effectively provides pupils with a deep insight into the life and teachings of Jesus Christ and the relationship between scripture, faith and life.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

Further develop the consistency of prayer and liturgy by

- Sharing the good practice observed in school to deepen teacher and pupil led prayer with reverence and confidence.
- Teachers evaluating how they can create a more spiritual, prayerful atmosphere for worship.

To develop provision in line with the Religious Education Curriculum Directory and Diocesan guidelines by continuing to review the curriculum including SRE Provision.

Enhance work with local schools to provide shared liturgical opportunities for pupils and parents to pray together to strengthen existing local links.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- 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

1

1

2

The Mission Statement of the school is 'to respect and love each other as we are all part of God's family'. All staff members at St Patrick's are committed to supporting the Catholic ethos and this creates an embedded culture throughout the life of the school.

Pupils take on responsibilities and participate constructively in the Catholic Life of the school. They understand that religious belief and spiritual values are important for many people. They show great interest in the religious life of others, and understand the importance of key celebrations in the school and the parish throughout the liturgical year. Pupils take full advantage of the opportunities the school provides for their personal support and development.

Pupils participate in Prayer and Liturgy with confidence and enthusiasm, and are given opportunities to lead class worship appropriate to their age and ability. Pupils in Foundation Stage have already grown in their ability to share their faith through their involvement in whole class prayer and liturgy. Observations during the inspection showed that children in Foundation Stage are already beginning to lead elements of class prayer and liturgy with confidence. They are involved in the setting up the prayer focus from their box of class resources, and making the Sign of the Cross. They recognised that this was a special time and prayerful, calm atmosphere was created through the use of 'gathering' music, turning off the lights and lighting candles. They were familiar with, and joined in with some responses e.g. 'The Thanks be to God', after the proclamation of the Gospel. This good practice should be shared with all staff to improve prayer throughout

the school. Observation of other classes showed common elements across the school, such as the use of Scripture with children being encouraged and supported to reflect on the Gospel reading through skilful questioning and singing. In order to improve the quality of prayer and liturgy further, teachers need to consider how they can create a more prayerful atmosphere to ensure that children recognise that this is a 'special' time and different from other classroom activities. This can be assisted by the use of suitable music to gather pupils' together, appropriate lighting and varying how children are seated.

Pupils at St Patrick's are nurtured within a strong Catholic ethos; they can express their views and beliefs with confidence and are able to refer to the teaching of Jesus, as observed in a Year 6 lesson. Catholic principles and values underpin behaviour and relationship policies resulting in a shared vision for the Catholic Life of the school: this encourages good behaviour and focused learning. Pupils are alert to the needs of others and seek justice for all within and beyond the school community.

All governors and school leaders are fully committed to fulfilling their roles in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the Catholic understanding of education and the Gospel values which should underpin all aspects of the school. The head teacher and subject leader provide a clear direction for the Catholic Life of the school, along with the spiritual and moral development of all pupils. Leaders and managers ensure that parents have a thorough understanding of the recently reviewed school's mission and enable and value their support, as shown in the very positive responses to parent questionnaires and discussions with staff and governors.

The governors, leaders and managers are committed to the partnerships with local schools and with the other primary schools and secondary school in their local Catholic cluster; they would benefit further by enhancing links as a wider family of schools to provide opportunities to celebrate their faith collectively.

The school 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 in the learning community at St Patrick's.

St Patrick's focuses on responding to the fundamental spiritual, intellectual, physical, emotional and social needs of the human person. The quality of pastoral care is outstanding with staff knowing pupils well and responding to their needs on a daily basis.

Parish clergy have been instrumental in the development of teachers' knowledge and understanding of the Catholic Faith through effective professional development. Parish clergy are regular visitors to school; they were recently interviewed by Year 6 pupils about their vocation and calling from God as part of the Confirmation topic.

Pupils are proud of their charity work and the contribution this makes to the wider community. They discussed recent fund raising for local, national and international charities with inspectors, including: the local foodbank, MacMillan nurses, Mary's Meals and CAFOD. They developed a 'Kind and Caring' challenge during the season of Lent. Pupils thought about the challenges based on how we act as a Christian and raised over £2,000 for the local foodbank, an amazing amount, by doing good deeds.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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

1
1
1

Almost all pupils enjoy RE, are religiously literate and engaged in their learning. Through active participation in prayer and liturgies, together with curriculum coverage, pupils show excellent knowledge and understanding of the Catholic Faith. They understand that Christ is at the Centre of all aspects of school life and are aware of the demands of religious commitment. The majority of pupils make rapid and sustained progress in RE from a below average baseline when they join St Patrick's in Reception. They develop and apply a range of skills throughout Foundation Stage and Key Stage 1 including independence and imagination, this is built on in Key Stage 2 where pupils develop the ability to ask deeper questions and to engage with religious ideas.

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The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document 'Fit for Mission? Schools'. There are plans to review the curriculum and SRE policy and guidance in line with Diocesan recommendations. Religious Education is at the centre of the school's curriculum and is given priority in whole school improvement planning. A culture has been created in which staff share a vision and commitment to maintaining high standards.

Teachers' planning is based on the recently purchased 'Come and See' scheme of work and teachers confidently enrich the curriculum with other resources. At the time of the inspection a Year 6 lesson challenged pupils' existing understanding of Parables in the Bible and enabled them to relate this teaching to our everyday life. In Year 2 a lesson explored the symbolism of the Rite of Baptism. Governors are informed of the curriculum through reports at meetings and the RE governor is an effective link between the school and parish.

Every class has an area for pupils to celebrate Prayer and Liturgy along with full access to a prayer room at the front of school.

Data for the last three years shows that standards of attainment in RE across the school are broadly in line with standards in other core subjects including English. Baseline data shows that, from significantly below average starting points on entry to school, majority of pupils, especially girls, pupils with special educational needs and/or disabilities make very

good progress through all three key stages. The progress of boys is included as an area for development in the School Improvement Plan. Pupils' progress in RE in both attainment targets; (knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2)) is above national expectations and is reported to parents annually alongside other core curriculum subjects. Communication with parents is a particular strength of the school with half termly RE newsletters informing parents of the topics covered. The regularly updated website is an example of outstanding practice.

Pupil attainment and progress in RE is excellent and is in line with the schools' high standards in English and Maths. Since the last inspection, standards in RE throughout the school have risen, especially at the higher levels.

The school serves a predominantly white British community so to prepare pupils for life in modern Britain, links have been made with the wider national and global communities. Pupils have visited places of worship of other faiths, for example a Buddhist temple in Ulverston, a Church of England Cathedral in Carlisle and the Catholic Cathedral in Lancaster as well as their own church, to foster tolerance and a deeper understanding of common ideologies. Good quality teaching and effective learning are present in RE lessons. Pupils enjoy RE and make excellent progress because teachers make their lessons engaging, interesting and relevant.

The quality of provision for Religious Education is outstanding. Staff regularly seek advice and guidance on specific issues related to the teaching of Religious Education from parish clergy. This contributes to excellent subject knowledge, an ability to question at a higher level and to greater confidence in teaching RE. They inspire and challenge pupils to ensure that they make good or better progress as independent and collaborative learners. Areas for improvement are identified accurately and actioned with impact measured, for example improvements made in AT2 across the school. Resources are used effectively, together with the support provided by other adults, to optimise learning. Consequently pupils are motivated, sustain their concentration well and enjoy their work. Marking is a strength and dialogue between teachers, other adults and pupils are consistently of a high quality with good questioning, prompting pupil response.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	1

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	2	1
Religious Education	1	1	1	1