



St Patrick's RC Primary School

St Patrick's RC Primary School, North Road, Dipton, Durham DH9 9BB

School Unique Reference Number: **114246**

Inspection dates:	5 – 6 February 2018
Lead inspector:	Elaine White
Team inspector:	

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Patrick's RC Primary is an outstanding school.

- St Patrick's is an outstanding Catholic school. As soon as you enter the school it is very clear that the prime purpose is Catholic education, helping children to develop their faith and to understand that God loves them. It is a welcoming place where everyone is loved and respected and the love of learning is evident in all aspects of the school.
- The Catholic Life of the school is outstanding. Governors, senior leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. Pupils make an outstanding contribution to the Catholic Life and take a leading role in activities which promote the school's ethos within the school and wider community.
- The quality of Collective Worship is outstanding. It is central to the life of the school, is well planned and pupils confidently use a variety of forms of prayer.
- The quality of Religious Education is good. Learning and progress are good in each key stage. Pupils enjoy their learning and can explain how it impacts on their lives.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Patrick's is a smaller than average sized primary school, with a rising number of pupils on roll, which serves the parishes of St Patrick's, Dipton and St Teresa's, Annfield Plain.
- The majority of pupils are white British and there are currently very few pupils who have English as an additional language.
- The proportion of pupils with a special educational need/disability is below national average.
- The proportion of pupils known to be eligible for support through pupil premium funding is below national average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further develop the quality of the teaching and learning process by:
 - Ensuring that learning tasks allow more able pupils to access higher levels which consistently build on, and extend, their learning.
 - Ensuring that marking and feedback consistently provides information to pupils about how to move forward in their learning of Religious Education.

CATHOLIC LIFE

THE QUALITY OF 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.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for 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 is outstanding.

- Pupils make an outstanding contribution to the Catholic Life which has a very high priority across the school. They are at the centre of shaping the school's mission and ethos and are actively involved and take on responsibilities very enthusiastically, such as buddies for their friends in reception class and play buddies on the yard. They take full advantage of the many opportunities offered to them and take a leading role in those activities which promote the school's ethos both within the school and the wider community.
- Pupils are alert to and respond willingly to the needs of those beyond the school and can articulate their views with confidence explaining the purpose of fundraising for various charities such as; 'Snow Dogs, Christmas Shoe Box Appeal, Teddy Trust, Children in Need as well as the Good Shepherd Appeal.
- Pupils express their own beliefs with confidence and have a good understanding of how their faith impacts on their own lives and others.
- Throughout the school pupils work well together demonstrating very positive and enthusiastic attitudes to all aspects of school life. Behaviour management is very effective; pupils are extremely polite and considerate of others, demonstrating good emotional awareness. They value the Catholic tradition of their school and are proud of it. One of the school council members said, 'We feel happy and safe at school because if you need support there is always someone there for you'.
- Pupils throughout the school demonstrate a very good understanding and importance of key celebrations throughout the liturgical year.

The quality of provision for the Catholic Life of the school is outstanding.

- The provision for the Catholic Life of the school has the highest possible priority with the school's mission statement permeating throughout the school, ensuring that Christ is at the centre of all that takes place at St Patrick's.
- From the moment you enter St Patrick's it is apparent that this is a school committed to the Catholic tradition and ethos. A strong team spirit amongst all staff, parents, governors and children, sharing knowledge and good practice, is common place. Relationships are a strength of the school.

- 'Statements to Live By,' are used throughout the school and these help pupils to understand how to live in the way Jesus wants them to.
- St Patrick's has a vibrant and engaging learning environment where focal points, prayer stations and displays linked to the church's seasons, provide opportunities to reflect, pray and celebrate its Catholic character.
- Relationships and sex education (RSE) is taught throughout the school at age appropriate levels and it is in line with the teachings of the Catholic faith.
- Pastoral care provision is outstanding, reflecting concern for the welfare of all and is central to the success of the school.
- There is a great sense of community at all levels which is evident in the quality of relationships that exist between everyone, staff, governors, pupils and parents. One parent commented, 'St Patrick's is a great school with a very caring staff who go beyond their duty to care for everyone'.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The leadership of the school in promoting the Catholic Life is outstanding.
- The Catholic Life of the school is given the highest possible priority by leaders which is reflected in the school's self-evaluation and is a coherent reflection of rigorous monitoring and explicit focus.
- The school's mission statement is a living document which underpins all policies throughout the school and has a very high profile.
- The headteacher is a very positive presence around the school and, together with the senior leadership team, has a very clear understanding of Catholic education and the role of the Catholic school. Together they very effectively promote, monitor and evaluate the provision for the Catholic Life of the school. Staff and pupils work together to live the mission of the school with understanding and appreciation: consequently, pupils are able to articulate the distinctive mission of the school extremely well.
- The headteacher and senior leadership team have a deep commitment to the Church's mission in education; personal development and high-quality care are paramount. They are outstanding role models providing very clear direction for improvement and ensure that opportunities for pupils' spiritual and moral development are frequent and have significant impact.
- Governors involve themselves wholeheartedly in the life of the school and are fully committed to promoting the religious and spiritual life. Together with the headteacher they have a clear vision and high aspirations for future developments. Their strong promotion of Catholic values is clearly shared by the whole community who demonstrate great pride in their school. They discharge their statutory and canonical duties well, working very effectively with the staff and headteacher, committed to upholding the strong caring ethos that exists throughout.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- St Patrick's is a very prayerful and spiritual school where worship is a regular and meaningful part of the day.
- All pupils are truly inspired by, and enthusiastic in, their response to Collective Worship. From the earliest age pupils listen intently, show respect and offer heartfelt responses.
- Pupils throughout the school are able to articulate what being part of a prayerful community means to them, one child said, 'We like to pray because we want to be closer to God'.
- Pupils regularly prepare and lead the prayer life at St Patrick's school. They do so with enthusiasm, confidence and expert understanding of the liturgical year. They are very confident in using resources and helping to create an atmosphere conducive to prayer, using silence and visual prompts as well as the introduction of prayer journals. Almost all pupils have an excellent understanding of the church's liturgical year and expressed enjoyment of the various seasons and feasts. There is a deep sense of respect for different faiths.
- Pupils are confident and at ease in sharing their prayers with others.
- There is a calm and peaceful ethos which pervades the school, and this is reflected in the pupils' outstanding behaviour and consideration for others.
- All of these contribute very positively to the spiritual and moral development of all pupils which is outstanding.

The quality of provision for Collective Worship is outstanding.

- There is a clear policy for Collective Worship which is central to the life of the school and makes a significant contribution to the moral and spiritual needs of the pupils, a good range of structures ensure that it is regular and inclusive.
- Praying together is part of the daily experience for all pupils and staff which has a very positive impact on the school's sense of community.
- High quality and interactive focal points and prayer stations are evident throughout the school providing further encouragement for independent reflection and prayer.

- Acts of worship are well resourced and age appropriate, centred on themes and messages which are easily accessible to pupils. A planned programme of liturgies, Masses and other liturgical celebrations such as the Buddy Mass provide many opportunities for participation from the wider school and parish community.
- Developing the spirituality of all is seen as central in supporting the Catholic ethos of the school and this ensures that the needs of all pupils are well met.
- The recently formed school mission team have a high profile around the school and very effectively support with the delivery of school prayer as well as leading liturgies. They are highly respected and valued by both staff and pupils.
- The school welcomes families to participate in worship which is well received. Families are becoming increasingly more involved in the pupils' religious development through the weekly 'Prayer Bear' which goes home each weekend with children. Parents comment that they appreciate the efforts by staff and pupils, feeling very welcome in the family environment of St. Patrick's.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- The school leaders have expert knowledge of how to plan and deliver quality liturgy and worship. They understand the Church's liturgical year and traditions and are outstanding role models to both staff and pupils. The headteacher along with the deputy headteacher, show a real depth of passion and commitment and have a clear vision and sense of direction and understanding of what is required to bring about improvement which is shared with staff. They lead the school community to understand and appreciate these by making all forms of worship relevant to the children appropriate to their age, needs, experience and background.
- Good systems and structures are embedded throughout the school which allows high quality Collective Worship to take place.
- The headteacher ensures that all staff throughout the school receive the quality formation that they require in the development of spiritual and liturgical understanding.
- The views of pupils, staff and parents are sought through informal meetings, parent forums, questionnaires etc. and are highly valued by the governors and senior leadership team. Their responses often lead to further developments.
- The dedication and commitment of the senior leaders and governors in the school are instrumental in the drive to provide high quality Collective Worship throughout the school. These prayerful, reflective opportunities contribute well to the spiritual formation of pupils and staff.
- Leaders ensure that pupils have excellent sacramental preparation, working closely with the parish priest and catechists.
- Interviews with governors, parish priest and headteacher, along with the scrutiny of both pupil, staff and parent questionnaires, reflect the importance of true partnership, evaluation and a mission to ensure the very best for all pupils at St Patrick's school.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is good.

- The quality of learning and progress in Religious Education is good. Pupils enjoy their learning, have positive attitudes and work well in lessons, applying themselves to tasks and working at a good pace.
- Outcomes for pupils are good overall and in line with diocesan averages. From average starting points in the early years foundation stage pupils make good progress through key stage one and continue to make good progress throughout key stage two.
- Evidence from book scrutiny and lesson observations show a good variety and range of learning activities where learning is planned across a number of lessons and progress is evident. Tasks however are not always sufficiently challenging to allow the more able pupils to access and achieve higher levels of attainment.
- Pupils are developing well in their knowledge and understanding. They demonstrate good prior knowledge and are able to use this well in their new learning.
- Behaviour for learning is good; most pupils apply themselves diligently and endeavour to produce their best work.
- The school is effective at meeting the needs of pupils identified as having a special educational need by ensuring that work is closely matched to their ability.
- Inspection findings and evidence provided by the school show no noticeable differences between the progress of different groups of learners.

The quality of teaching and assessment in Religious Education is good.

- The quality of teaching and assessment throughout the school is good. Most teachers demonstrate high expectations, plan interesting lessons and set appropriate targets for pupils to achieve in their work.
- The school has an effective assessment and tracking system to monitor pupils' progress and achievement in Religious Education. Staff are becoming more confident and accurate in their assessments. They have a good awareness of their pupils' prior learning and capabilities.
- Teaching is effective in enthusing pupils and ensures that they learn well. In the best lessons

teachers use a range of teaching styles, good questioning techniques and clear explanations to ensure that pupils are consistently interested in their learning and make good progress.

- Time is managed well to ensure the coverage of the Religious Education programme and that pupils forge links between their study of religion and belief and their everyday lives.
- Teachers mark work regularly and the quality of feedback given to pupils is positive and supportive. However, pupils are not consistently provided with specific information to move their learning forward.
- The teaching of Religious Education across the school has a high profile, meets the requirements of the Bishops' Conference and contributes very effectively to the pupils' spiritual and moral development.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- The role of Religious Education coordinator is given high priority within the school which ensures that Religious Education has a high profile. The coordinator and deputy headteacher work closely together to ensure that all staff feel supported and valued.
- The senior leaders conduct a range of systematic monitoring activities relating to provision and outcomes in Religious Education. Their analysis provides a firm basis for appropriate diagnosis of the school's strengths and areas for development, however; in some areas it does not always provide the appropriate challenge to teachers in order for them to improve the quality of teaching.
- Leaders carry out monitoring and analysis of teaching and learning, and the school improvement plan identifies very clear steps for ongoing development. Religious Education is given a high priority within the school improvement plan.
- Leaders and managers make very good use of professional development opportunities to support all staff.
- Governors are kept informed of the priorities identified to bring about further improvement. Governors are regular visitors to the school and are committed to the development of the school, working with the headteacher and senior leadership team.
- The link governor for Religious Education is very well informed and knowledgeable about the school's strengths and further areas for development, providing appropriate challenge and support to senior leaders.
- The deeply committed senior leadership team have the professional drive and religious conviction to ensure that Religious Education continues to move forward.
- Diocesan guidelines for sacramental preparation are followed and received enthusiastically by parents and pupils.
- The Religious Education curriculum meets the requirements of the Bishops' Conference and is given a high profile throughout the school, contributing very effectively to the pupils' spiritual and moral development.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

1

CATHOLIC LIFE:

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for 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.

1

COLLECTIVE WORSHIP:

1

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

SCHOOL DETAILS

School name	St Patrick's RC Primary School
Unique reference number	114246
Local authority	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Mrs Karen Plunkett
Headteacher	Mrs Jill Burgess
Date of previous school inspection	18 – 19 March 2013
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