



Catholic Schools Inspectorate inspection report for St Patrick’s Catholic Primary School, Langley Moor

URN: 114268

Carried out on behalf of the Most Rev Malcolm McMahon, Archbishop of Liverpool and Apostolic Administrator of the diocese of Hexham and Newcastle on:

Date: 15 June 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....		2
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The school is fully compliant with the curriculum requirements laid down by the Bishops’ Conference	<input checked="" type="checkbox"/>	
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>	
The school has responded to the areas for improvement from the last inspection	Fully	

Summary of key findings

What the school does well

- Leaders and staff are excellent role models who promote the mission and the Catholic life of the school.
- Relationships in school are characterised by care and kindness and pupils celebrate each other’s successes.
- Religious education lessons are well planned and engaging for pupils.
- Pupils regularly respond to the challenges set by staff to deepen their learning.

What the school needs to improve:

- To develop the school website in order to celebrate and share St Patrick's Catholic life and mission with school families and the wider community.
- To support pupils to become more religiously literate so that they can speak with confidence about their learning in religious education and about how this influences their lives.
- To promote pupils' ability to work together to plan, prepare and lead prayer and liturgy with age-appropriate independence, understanding there are a variety of ways to pray.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



St Patrick's Catholic Primary School is a welcoming school described by parents as a family. Relationships are strong and pupils and staff speak to each other with mutual respect. Pupils are kind to each other, congratulating their peers on achievements and good work. They greet each other and visitors warmly. Pupils are very clear about the school's Catholic life and mission, and they live out the school motto 'using well the gifts that God has given them'. The mission statement and motto have great prominence around the school building and pupils are able to say how they act on it. Pupils' efforts to use their gifts and talents well are recognised regularly and celebrated. They greatly appreciate that their opinions are sought about things which happen in school. Pupils know that they are valued and loved by God "because He made everyone different, but exactly how He wanted them to be". They feel called to help those less fortunate. The enthusiastic Mini Vinnies and Eco group know that God has called them to action, and they are keen to respond. Pupils of all ages respond to Catholic Social Teaching and show their strong sense of social justice in their work for CAFOD, their collections for 'foodbank Fridays', and their support for the Virtual Village. They respond well to visits from the parish priest and from CAFOD representatives.

The Catholic life and mission of the school is central to school life and Christ is at the heart of the school. The whole school environment reflects the school's mission and its Catholic identity. Staff are committed to the Catholic life of the school and provide good pastoral care. Through their relationships with each other and the way they care for pupils, they bear witness to the school's Catholic character. Staff support pupils well to make and maintain friendships. Pupils speak of confidence in their teachers to help them promptly sort out any issues or

problems they may have at playtimes. The school provides many opportunities to link up with the parish and pupils see themselves as part of the parish community. Provision for relationships, sex, and health education has been well thought through and planned in consultation with parents and governors. It meets both the statutory and diocesan requirements and is faithful to the teaching of the Church. Relationships with parents and families are strong and parents say they and their children feel well-supported by a school that truly knows each of its pupils. Policies and practices promote the caring ethos of the school, where pupils, staff, parents and governors show a commitment to, and concern for, one another.

The head teacher has a deep commitment to the mission of the Church and through staffing changes within the school she has been a constant guide for staff and pupils. The school self-evaluation is an accurate and coherent reflection of the school, contributed to by senior leaders and governors. Governors are effective in promoting the Catholic life and mission of the school and are regularly visible in school, sharing faith celebrations, visiting classes, and supporting pupils and staff at school events. Leaders' commitment to Catholic Social Teaching inspires pupils and enables them to act on their desire to help others. However, the school website does not celebrate the good work that is happening. Leaders are committed to supporting new staff to school. Those new to Catholic education are invested in, so that they may develop their skills and knowledge. There is supportive pastoral care for all staff, and this leads them to say they feel valued and are treated with compassion and fairness.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupil outcomes in religious education are good because most pupils make good progress from their starting points and produce work which is well-presented. Most pupils recognise the importance of religious education and engage well in their lessons, showing a willingness to improve through their responses to marking and feedback. This is also evident in their responses during lessons where most pupils are motivated and keen to take part. Younger pupils respond enthusiastically to work on God's creation and work collaboratively, encouraging each other. Pupils can speak about their learning. However, this is often limited to current learning. They are not given further opportunities to develop their religious literacy and subject specific vocabulary to enable them to speak with confidence about what they have learned and how it impacts their lives. Pupils across school are given creative and engaging tasks which encourage them to work collaboratively and independently. Teacher feedback enables pupils to understand how well they are doing and what they need to improve. Behaviour in lessons is good and pupils respond well to open-ended questions and opportunities to share and discuss ideas. Wonder questions are used well on class displays and 'think' stickers are used effectively to encourage the children to reflect and make links to their everyday lives.

The provision for religious education is good. Teachers have good subject knowledge and planning is adapted effectively via a two-year programme to meet the needs of mixed age classes. All staff show a commitment to the value of religious education and recognise the impact this has on pupils' spiritual and moral development. However, it is not evident that pupils themselves have a deep understanding of this. Teachers provide pupils with a range of creative tasks which offer pupils opportunities to respond and engage in a variety of ways including leaflets, role play, posters and letters, mind maps and booklets. Respond booklets are used in key stage 2. However, opportunities for reflection at the end of units are not consistently offered across the whole school. In most

lessons staff use skilful questioning to identify pupils' understanding. Teachers also challenge and extend pupils to give deeper responses by giving pupils the answer and challenging them to decide the question. Where learning is most successful the pace is strong and teacher talk is limited and focused. There is a consistent approach to feedback and where it is most successful, it offers challenge and deepens pupils' understanding which in turn results in stronger progress.

Leadership of religious education is good. The subject lead ensures that the curriculum meets the requirements of the *Religious Education Curriculum Directory 2012* and that the required amount of time is given to religious education. There is parity in terms of quality and quantity of work within religious education books and those of other core subjects. New staff are given access to a range of subject and faith-based development opportunities and supported with planning and assessment. The head teacher is the subject lead. She has a very clear understanding of the curriculum expectations and standards and has a high level of expertise. She is the driving force behind the vision for teaching and learning. She ensures the curriculum is planned and adapted to meet the needs of pupils, particularly with mixed age classes, so that teaching is good. A current action plan ensures that areas for development are planned for throughout the year. This is adapted to reflect the changing needs that arise during the year. There are opportunities for moderation within school, but these opportunities do not include moderating with other schools.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2



Pupils respond well to the experiences of prayer and liturgy provided by the school. Praying together is part of the daily experience for all pupils. They know prayers that are part of the Catholic tradition and are able to create their own prayers. Pupils engage well because prayer and liturgy is well planned and contains clear messages which pupils are then challenged to live out throughout the week. Pupils understand the importance of prayer in their lives and say they pray "because we love Jesus". Pupils understand how to reflect on their experiences of prayer and liturgy. Some can say how these experiences lead them to behave better and to act in a particular way. Pupils follow the good example set by staff. They are willing readers and take on roles planned for them in the delivery of this prayer and liturgy, but they do not yet plan independently. Parents are regularly invited to share the planned liturgies and prayer experiences with their children and they value the opportunities offered to them.

St Patrick's Catholic Primary School is described by the head teacher as a 'community of followers'. The school therefore does much to support pupils on this journey to follow Jesus. The head teacher and other key staff deliver appropriate, well-planned prayer and liturgy which begins each week and punctuates each day. Staff create a calm and prayerful atmosphere during whole school worship. They use carefully chosen music, artwork, displays and visual images to engage pupils. Scripture is central to prayer and liturgy, and passages are chosen to reflect the Church's liturgical season. The school offers pupils a range of experiences that are part of the Catholic tradition including Stations of the Cross and praying the rosary together. The school makes good use of the spaces available to celebrate prayer and liturgy. The beautiful school chapel is central within the school building and is central to the life of the school; it is used to great effect for Mass and for classes to share prayerful experiences

together. It is highly valued by the whole school community and the quality of the space that has been created reflects the high importance placed upon prayer and liturgy by all. Staff reinforce the message that prayer is an opportunity to talk to God and can be done at anytime, anywhere. Staff support pupils well in their journey towards receiving the sacraments and these sacramental experiences are seen as a day of celebration for the whole school community.

The head teacher is committed to her faith and passionately leads the prayer life of the school. Clear guidance is given to staff regarding the school's policy on prayer and liturgy and this is modelled weekly. All staff are provided with opportunities for professional development that includes liturgical formation. Governors are active participants in school life and in the prayer and liturgy opportunities the school provides. They regularly review the quality and impact of prayer and liturgy as part of the schools' cycle of self-evaluation and have had opportunities to contribute to the school's Catholic School Evaluation Document. Their frequent involvement ensures they have an accurate view of the school's strengths and areas for further development. Leaders, including governors, are committed to sharing their faith with the pupils of St Patrick's. They actively support pupils in their sacramental preparation and all leaders are rightly proud of their school. Parents are very supportive towards the school, and they value highly the contribution school makes towards their child's spiritual formation.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	114268
Full postal address of the school	Goatbeck Terrace, Langley Moor, Co. Durham, DH7 8JJ
School phone number	0191 378 0552
Name of head teacher or principal	Pauline Burnside
Chair of governing board	Carol Bainbridge
School Website	www.stpatrickslangley Moor.org.uk
Multi-academy trust or company (if applicable)	Bishop Wilkinson Catholic Education Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4 to 11
Trustees	Diocese of Hexham and Newcastle
Gender of pupils	Mixed
Date of last denominational inspection	February 2017
Previous denominational inspection grade	1

The inspection team

Jane Weatherall	Lead inspector
Joanne MacDonald	Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement