

St Patrick's Catholic Primary School

URN: 150401

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

31 January–01 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

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

Religious education (p.5)

The quality of curriculum religious education

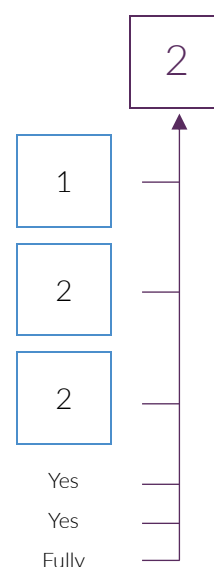
Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- The daily living out of the school's mission statement, and outstanding relationships at all levels, impact on all aspects of school life and ensure the ethos and sense of welcome is tangible.
- Thorough planning and high-quality resources are used well to support pupils in lessons and behaviour for learning is very good.
- The behaviour of pupils is exemplary and demonstrates a very mature understanding of love, care and respect.
- Leaders and governors ensure that provision for prayer and liturgy is prioritised and together with the very supportive parish priest this has led to a strong partnership with the parish which is valued by all.

- The school's bespoke relationships, sex and health education is well developed and fully embedded in the curriculum.

What the school needs to improve

- Leaders and governors should ensure staff have access to high quality professional development beyond the school's own provision and evaluate its impact leading to improved outcomes in religious education and prayer and liturgy.
- Review prayer and liturgy practices to ensure there is clear progression of expectations for staff and pupils in planning and leading prayer and liturgy.

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

Pupil outcomes

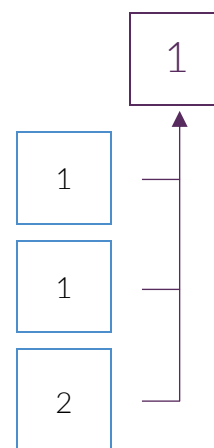
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils at St Patrick's Catholic Primary School are happy and cared for and they feel part of St Patrick's diverse family. They have a clear understanding of what makes their school distinctly Catholic, and they can articulate this confidently: 'Catholic schools are unique.....and we know that God accepts us for what we are.' They strive to live out daily their much-loved mission statement, 'We work, we love, we learn we pray, we spread the gospel every day' and they fully embrace all opportunities provided by the school to be active participants in its Catholic life. They are inspired by their mission statement and know that all the 'little things' they do, make 'big things'. The very active Mini Vinnies meet regularly and know the importance of the work they do in 'helping people around the world to be more equal.' Through raising funds for Cafod, Caritas, Ukraine, and the local foodbank they are encouraged to consider global issues and make connections between their actions and Catholic social teaching, with one pupil commenting: 'It amazes me how many people need help.' Pupils' behaviour, supported by the school's virtues curriculum, is always exemplary and they respect and care for all within the school community. Pupils are encouraged to reflect on any wrongdoing, and they demonstrate a very mature understanding of right and wrong.

The mission statement is at the heart of life for everyone within the community of St Patrick's and it shapes relationships and enriches provision at the school. One member of staff commented: 'The school is a purposeful, living expression of the Catholic faith.' Staff are fully committed to the vision and mission of the school and enthusiastically support all links with the parish, including attendance at a variety of liturgies and helping with the parish based sacramental programme. Parents value the contribution staff make to the formation of their children and they consider staff to be 'warm and encouraging' and to always show 'care and

kindness'. One commented: 'The school exemplifies the gospel values in all that it does.' The school's welcoming ethos is evident from first stepping into the school, and the environment fully reflects its Catholic identity. St Patrick's makes every effort to support its diverse faith community through its themed weeks and creating opportunities for the sharing and celebration of traditions from other faiths, ensuring all feel welcomed and included. Pastoral care is outstanding with well-resourced provision, including a family support worker, dedicated early help for those with emotional needs and the use of a 'worry monster' in every classroom where pupils can share any concerns. The school's provision for relationships and sex education is outstanding with a bespoke programme that fully meets diocesan and statutory requirements and is faithful to the teaching of the Church.

The dedicated and hard-working senior leadership team, supported by very experienced governors, are committed to the development of the Catholic life of the school and feel that 'by helping others they are living out their own faith.' They lead by example and are exemplary role models. They set aside time to focus on their vision and mission at religious education ethos committee meetings and respond to diocesan policies and initiatives. Staff have access to good quality in-house training opportunities but would now need external provision to support them in their professional development. Strong relationships exist between staff and governors and staff feel appropriately supported and challenged by governors. Governors attend a range of relevant training and make regular visits to the school to ensure monitoring and self-evaluation processes are well-informed, which are becoming more rigorous, leading to improved outcomes.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

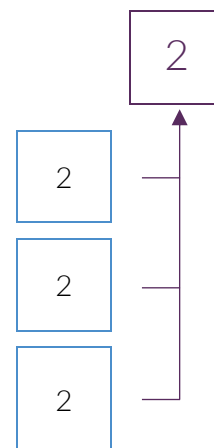
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils enjoy their religious education lessons, and they achieve well and make good progress relative to their varied starting points because of focused teaching and a well-planned curriculum. In most lessons pupils are supported well, according to their needs, and helped to make links to prior learning and remember what they have learnt. Through the use of key vocabulary and good questioning, pupils are becoming more religiously literate and demonstrate this when responding with growing confidence to discern questions such as: 'Is it easy to be a disciple of Jesus?' Pupils enjoy being challenged in their religious education lessons and understand that 'religious education comes in to other subjects'. The standard of work in books is usually very good and much thought is given by staff and pupils to the presentation of tasks and responses in workbooks. In most lessons pupils are engaged and work with enthusiasm and growing independence across a variety of tasks. Behaviour in lessons is excellent and teachers use a wide range of strategies, including awarding merits, to manage behaviour and motivate pupils. Feedback is given to pupils verbally, and in writing, using a gold pen, and one pupil commented: 'Feedback helps us to learn more.' Pupils' attainment in religious education is good and in line with attainment in other core curriculum subjects.

Teachers are confident in their subject knowledge when teaching religious education and are well supported by a very useful planning document created by the subject leader. Planning is very thorough and is consistent across all phases and good use is made of assessment opportunities to inform planning and improve learning outcomes. Teachers are deeply committed to teaching religious education and one member of staff commented: 'I love supporting the children to learn more about our faith and to see their understanding grow.' They successfully communicate their high expectations to their pupils and pupils say that teachers 'push' them to do well and help them to extend their learning. Teachers and support staff work

together very effectively within lessons and adaptations are made to ensure all pupils can access the curriculum. The use of high-quality resources, including very creative interactive whiteboard resources, enhances provision for all. Teaching in religious education is consistently good with significant strengths observed in early years and Key Stage 1.

Leaders and governors ensure that the school curriculum is faithful to the *Religious Education Curriculum Directory*, that it fully complies with diocesan requirements and that religious education is given full parity with other core curriculum subjects. Sufficient priority is given to the provision of high-quality resources and appropriate curriculum time is devoted to teaching religious education. The religious education curriculum is enriched by the school's links with parish groups and a variety of external agencies such as Cafod, Caritas, the Interfaith Council, and a local residential home. Staff have access to a range of in-house professional development opportunities, and they are well supported in improving provision by the knowledgeable subject leader, who is the executive head teacher. Both the subject leader, and the equally knowledgeable head of school, have a clear vision for improving teaching and learning and this is shared with governors and staff. Thorough, consistent planning for religious education across all phases ensures that the needs of all pupils are met appropriately, and that good progress is made by all. Governors recognise that the actions identified within the religious education action plan need to prioritise opportunities for progression. They also recognise that actions need to be shared more equitably with governors and other staff to ensure all are fully involved and that responsibility is shared in securing outstanding teaching across the school.

Collective worship

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

Collective worship key judgement grade

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

2

Pupils respond well to the experiences of prayer and liturgy offered to them by St. Patrick's and they understand the different forms of prayer through regular participation in Mass and other liturgies. They have a growing understanding of Catholic tradition and practice and are enjoying learning more about their class saints, such as St Therese of Lisieux, and reflecting on what they can learn from their lives. Pupils can relate their times of daily prayer to their growing knowledge and understanding of the Church's liturgical year. Pupils participate reverently, joyfully and enthusiastically when praying and singing and they can respond thoughtfully to scripture and make connections with their everyday lives, supported by participation in weekly Gospel and celebration assemblies and class prayer and liturgy. Pupils enjoy working with their teachers to prepare experiences of prayer and liturgy and the guidelines provided by the subject leader make clear what the school's expectations are. Although pupils are involved in some aspects of planning and leading prayer and liturgy, and they can work collaboratively with others when given the opportunity, they do not routinely have opportunities to prepare and lead such experiences independently, nor to evaluate the quality of the sessions they have prepared and led.

Prayer is central to everyday life at St Patrick's and practices are deeply embedded into school life both within the classroom and when staff meet. All prayer and liturgy closely follows the weekly guidelines provided by the subject leader and includes appropriate scripture and prayer to help pupils reflect on their faith. Senior leaders are skilled in preparing and leading prayer and liturgy and are good role models to all. Other staff are not yet planning prayer and liturgy independently and so their expertise in supporting pupils and enhancing the creativity of the school's provision so that it is more relevant is not fully developed. Space is limited in school but there are some dedicated prayer spaces including the prayer garden which the school plans to

develop. Focal points within classrooms reflect the liturgical year and good use is made of the school hall to support the prayer life of the school, with its beautiful painting of St Patrick, a large wall display of the virtues and an interactive prayer tree. Excellent relationships exist between staff and parents, and they acknowledge the work the school does in developing its Catholic life, with one commenting: 'There is love and prayer in this school which is what you should always expect from a Catholic school.' Parents appreciate the opportunities to be more actively involved in the prayer life of the school and to attend school Masses, assemblies, and other liturgies. 'The parish priest comes into school and the children know him. Parents are invited to celebrate Mass at school, with the children.' The partnership which exists between school and the parish is a real strength and all within the community value the wonderful weekly support they receive from the parish priest. School works closely with parish catechists to deliver a First Sacraments' programme and parents value staff support.

The school's prayer and liturgy policy is a very useful and accessible resource for all. Leaders and governors, supported by the parish priest, ensure that opportunities to celebrate Mass and other appropriate liturgies are prioritised in planning the school calendar. They ensure resources are provided to support developments in prayer and liturgy, including the provision of in-house training to support staff development. The school's strategic planning has not focused sufficiently on progression of skills within prayer and liturgy, and this has impacted on outcomes.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	150401
School DfE Number (LAESTAB)	8943356
Full postal address of the school	St Patrick's Catholic Primary School, North Road, Wellington, Telford, TF1 3ER
School phone number	01952386160
Headteacher	Graeme Hawes
Chair of Governors	Gay Kendrick
School Website	www.blessededwardcampion.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Help of Christians
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	30 March 2017
Previous denominational inspection grade	Outstanding

The inspection team

Roisin Moores
Linda Davison

Lead
Team

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