



St Patrick's Catholic Primary School

URN: 125715

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

03–04 July 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

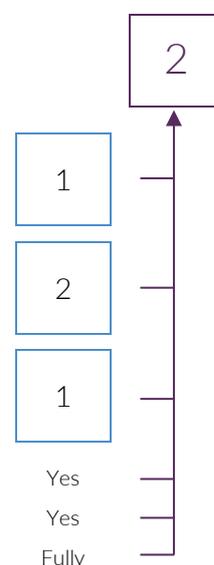
Collective worship (p.7)

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

- Pupil-led prayer and liturgy are inspirational and highly effective in deepening pupils' participation.
- Catholic social teaching is embedded at the heart of the whole school curriculum.
- Pastoral care is of the highest standard and provides valuable support for pupils, families, and staff.
- Pupils' religious literacy and their commitment to discipleship are exemplary.
- Pupils have practical opportunities to live out their faith by regularly reaching out to the elderly and vulnerable in valuable ways.

What the school needs to improve

- Ensure pupils clearly understand how well they are doing and what they need to do to improve their work in religious education.
- Ensure that the monitoring of religious education focuses on consistency of provision between classrooms.
- Provide opportunities for pupils to systematically contribute to the school's Catholic life and mission evaluation.

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

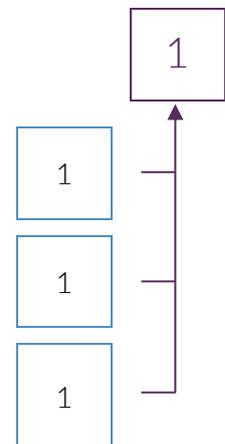
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 deeply understand the school's mission, 'Christ be within us as we learn, grow and shine'. They can explain how they live it out in their daily lives at school and home. Pupils feel very happy at the school because they are valued and exceptionally well cared for by all staff. Pupils' understanding of Catholic social teaching is exceptional. The entire curriculum is planned around its principles. Pupils are proactive in finding ways to care for our common home and participate in activities such as litter picks, installing bins to collect reusable items and recyclables, and setting up bee hotels. Pupils are proud of their 'intergenerational project' based on mutual learning, dialogue, and friendship in local sheltered accommodation between older and younger people. Pupils know they are unique and special because staff affirm that they are made in the image and likeness of God. They are very respectful towards all people regardless of unique differences because of the emphasis on everyone being equally loved by God. Pupils are respectful, kind, polite, and welcoming to all.

The school's mission is reviewed regularly, and great care is taken to explain and embed its message. It is a lived mission and drives the daily life of the school. Staff are exceptionally supportive of the mission and embrace it in their work. The school is a thriving Catholic community and a deeply embedded culture of welcome lies at its heart. St Patrick's goes above and beyond to be a place of welcome where everyone encounters God's love. Individual differences are celebrated, and pupils and families from various cultures and faith traditions play an equal and valuable part in upholding the Catholic mission and sense of community. Staff are very positive role models, and pastoral care is very strong. The school goes the extra mile for the most vulnerable in various ways. The school provides a beautiful, immersive, distinctively Catholic environment in which to learn, work, pray, and play together. Chaplaincy is central to

school life. Leaders, staff, pupils, and the parish priest collaborate to ensure many opportunities for everyone's spiritual and moral development. The school fully implements a diocesan-approved scheme of work for relationships, sex, and health education (RSHE).

Leaders and governors work together very well to ensure the Catholic life and mission of the school are upheld and developed. They are deeply committed and effective. Leaders and governors fully support and uphold the diocesan vision. There is a positive relationship with the local church, and mutual support and respect are central to this relationship. Leaders and governors provide many opportunities for parents and carers to be part of the Catholic life and mission, for example, through stay-and-pray sessions, sacramental preparation, prayer and liturgy, and regular events in school. Leaders and governors place Catholic social teaching and the common good at the centre of all leadership and policy decisions. Their commitment to Catholic social teaching is exemplified by the school's accreditation as a Cafod *LiveSimply* school. The needs of the most vulnerable in the community are always prioritised. Staff welfare is highly regarded, and leaders and governors ensure that staff know they are valued and recognised. The principles of Catholic social teaching drive the whole school curriculum, which has been refined over several years. Governors work closely with leaders to monitor and evaluate the school's work.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

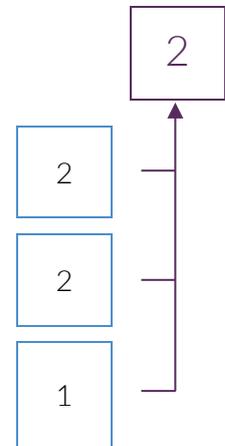
How well pupils achieve and enjoy their learning in religious education

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' knowledge and understanding in religious education is secure, and they have strong religious literacy. Pupils make good progress in their learning, and pupils with special educational needs and disabilities (SEND) make good progress because of teachers' effective adaptations to meet pupils' needs. Pupils with English as an additional language (EAL) make good progress because the school is an immersive, language-rich Catholic environment conducive to learning in religious education. Pupils speak with pride about what they have learned and use subject-specific vocabulary well. Pupils work independently and concentrate well. They are resilient and produce detailed work because they are motivated. Occasionally, concentration can dwindle if a lesson has a long introduction. Pupils mostly take pride in the presentation of their work, and they enjoy presenting their work in various ways. They are engaged and motivated because of exciting teaching and how teachers foster a fascination with learning about Jesus. Behaviour in lessons is very positive because of the positive school culture and pupils' deep engagement with their religious education. Pupils know about the strengths and weaknesses in their work from teacher feedback, but they do not always fully understand precisely how to improve their work.

Teachers and teaching assistants have good subject knowledge because of the regular training and support they receive. Staff are responsible for ensuring their subject knowledge is strong because they support the school's focus on ensuring that religious education is well taught. All staff understand religious education's value and importance and treat the subject with the highest regard. They pass this sense of value on to the pupils. Teachers and teaching assistants ensure that the curriculum is robustly covered in all year groups. This supports pupils' learning and progress because they have a good knowledge of the entire curriculum in each year group. Lessons are usually planned around teachers' assessments of pupils' learning. Teachers use

questioning in lessons to check pupils' learning and provide support where necessary. All staff understand the contribution of religious education to pupils' spiritual and moral development and make links to Catholic social teaching within lessons. Pupils are provided with opportunities to present their work in various ways, including through artwork, drama, letter writing, diaries, retelling and reading activities. This school-wide focus on providing pupils with a range of ways to present their learning helps to support motivation, engagement, and inclusion. There are various strengths and areas for development concerning religious education teaching throughout the school; consistent provision is not yet established across classrooms.

Leaders and governors ensure that the religious education curriculum is delivered fully and well-resourced. Religious education has a very high status at St Patrick's and is given at least the same level of resourcing as other core subjects. Leaders and governors provide staff at all levels with good-quality training from various sources. The subject leader has a strong vision of excellence for religious education and has embedded highly effective strategies to help pupils know more and remember more, including thinking skills and scaffolding. The expertise of the subject leader drives improvement in teaching and learning. Leaders support staff in delivering the religious education curriculum through various creative approaches, and pupils' books reflect this. Religious education at St Patrick's is constantly evolving because of leaders' and governors' commitment to continuous improvement. Enrichment opportunities are exceptional, with a wide range of community links to promote pupils' learning and engagement in religious education. Leaders and governors work together to monitor and evaluate the quality of provision, and governor 'triangulation days' enable governors to play an active role. Governors fulfil their strategic monitoring and evaluation responsibilities very well. Monitoring and evaluation drive subject improvement effectively.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

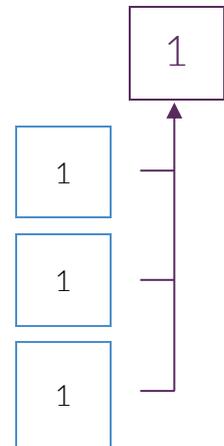
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Prayer and liturgy at St Patrick's are immersive and engaging experiences for everyone. Pupils participate with great reverence and respect. Pupils strongly understand the Church's liturgical year because the school celebrates seasonal events through prayer and liturgy. Pupils are confident when praying in a variety of ways. Pupil-led prayer and liturgy are powerful because staff and leaders consistently model and explain how to plan, organise, lead, and evaluate. Children in the Reception Class can explain why they have chosen particular symbols and artefacts for a prayer display and then take turns reciting prayers. Older pupils can independently plan, organise, lead, and evaluate their own acts of prayer and liturgy. Pupils can confidently explain the presence of prayer within the curriculum and broader school life because Catholic social teaching is at the heart of it. This provides many opportunities for prayer to be incorporated within various subjects. Pupils pray with heartfelt conviction and readily explain how their experiences at St Patrick's bring them closer to God in day-to-day life. One child explained, 'Prayer is how we speak directly to Jesus.'

Prayer is central to all gatherings at St Patrick's and is meticulously planned and resourced. In an inspirational whole-school Gospel prayer and liturgy session, the head teacher created a beautiful focal point and used reflective music, well-chosen religious art, and communal singing to support her thoughtful and accessible explanation of Sunday's Gospel. Prayer is embedded in daily life and balances traditional and routine prayer with innovative and creative approaches, such as dedicated prayer trees for various intentions throughout the year. Scripture is displayed and celebrated abundantly throughout the school, and pupils have a strong knowledge of many examples. This strong knowledge is reflected in the quality of their pupil-led prayer and liturgy. Staff are inspirational role models. Space is used exceptionally well to create a high-quality and distinctively Catholic environment that promotes and facilitates prayer. Families are thoughtfully

included in the school's prayer life through opportunities to join prayer and liturgy, stay and pray sessions, and use prayer bags throughout the school during Advent and Lent. There are many examples of how the prayer bags have inspired and motivated families to pray together at home, whatever their faith background.

The school's policy on prayer and liturgy supports all staff to understand how to plan and deliver consistently high-quality experiences. Pupils' participation skills are developed progressively but are not currently precisely mapped out for teachers in different year groups. The school calendar revolves around the liturgical year and ensures regular opportunities for celebrating the Eucharist. The school and the parish priest go out of their way to ensure the centrality of the Eucharist. Holy days of obligation, sacraments, saints' days, and seasonal celebrations shape the school's yearly prayer rhythm. Leaders and governors invest in good quality training for all staff, which supports them in upholding the established high standards of the school. Leaders understand a wide range of ways of praying and effectively teach these to pupils and other staff. 'Rolling prayer time' is an example of creative prayer where an immersive prayer display is created using a range of media for groups of pupils to visit and respond to through their prayer, discussion and experience of encounter. Leaders and governors monitor the quality of worship and use their evaluations to drive improvement.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	125715
School DfE Number (LAESTAB)	937 3543
Full postal address of the school	Cashmore Avenue, Leamington Spa, CV31 3EU
School phone number	01926 425958
Headteacher	Yvonne Clarke
Chair of Governors	Anne Scott
School Website	www.stpatricks-lspa.com
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4 to 11
Gender of pupils	Mixed
Date of last denominational inspection	March 2018
Previous denominational inspection grade	2

The inspection team

Mark Hinton

Lead

Louisa Craig

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