



Catholic Schools Inspectorate inspection report for St Patrick's Catholic Primary School, Ryhope

URN: 148452

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: 7-8 June 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

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.....

1

Religious education (p.5)

The quality of curriculum religious education.....

2

Collective worship (p.7)

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

2

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

Fully

Summary of key findings

What the school does well

- The school's mission statement is known, lived and witnessed throughout the school. It has a significant impact on the life of the community and is embraced by all staff and pupils.
- Christ is at the heart of St. Patrick's; the quality of relationships is outstanding. There is a strong culture of welcome and the school goes the extra mile to provide exceptional support and show love and care for all pupils.
- Leaders and governors are inspirational witnesses to the Gospel. They serve all in their community, especially those in greatest need.
- Pupils enjoy their learning and approach lessons with interest and enthusiasm. The behaviour of pupils is exemplary in lessons and throughout the school.

- Pupils undertake liturgical ministries willingly. Time and attention are given to ensure spaces in school are conducive to prayer and support the daily pattern of the prayer life of St. Patrick's.

What the school needs to improve:

- Ensure that the level of challenge in religious education lessons deepens and extends key learning and that tasks set are planned to allow pupils to demonstrate their depth of understanding. This will be underpinned by a high level of staff subject knowledge.
- Teachers to ensure that the differing needs of all groups of pupils are met and that opportunities are planned in religious education for pupils to reflect on their own identity, sense of purpose and moral outlook.
- Develop further opportunities for spontaneous and creative prayer, led more independently by pupils.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

Pupil outcomes in Catholic life and mission are outstanding. Pupils actively participate in and contribute to opportunities provided by the school. They clearly understand that the school community is committed to following the teachings and example of Jesus. Pupils know that they are valued and cared for. When asked 'What makes St. Patrick's special?', one pupil replied, 'No-one will judge you'. There is a deep sense of respect for those of other faiths and cultures. This is evidenced in the day-to-day interactions shared by all. Each member of the school community is cared for as a unique person. The most recent members welcomed into the heart of St. Patrick's were full of praise and thanks. One pupil said, 'I was a bit sad when I first came here, but now I am so happy. I feel at home, everyone is so kind and helpful.' The behaviour of pupils is exemplary in lessons and throughout the school, driven by the positive relationships that have been established. Pupils clearly thrive on the nurture and support that is given to them. They want to 'follow in Jesus' footsteps' and are happy, confident, and feel secure.

The quality of provision for the Catholic life and mission of the school is outstanding. Christ is truly at the heart of St. Patrick's. There is a lived sense of community, evident in the quality of relationships and in the strong culture of welcome. During interviews with staff, it was clear that the school provides an exceptionally supportive community for all. Everyone is valued and welcomed in a spirit of generous hospitality, especially the most vulnerable. Specially themed cultural days, links with Norah's North Pole, and generous food bank donations are all examples of this embedded culture of inclusivity. Staff talk about 'our school' as 'our family'; they are exemplary role models for pupils. Through their relationships with each other and the love and care they show for pupils, they constantly bear witness to the school's Catholic life and mission. Staff discuss the unique identity of St. Patrick's with enthusiasm and passion. They share examples of their own faith journey which has been deepened and strengthened whilst serving their community. The care and attention given to the quality of space reflects the dignity of each person.

Staff have worked hard to repurpose space within the school to ensure it contributes positively to the formation of staff and pupils. The provision for relationships, sex and health education (RSHE) is planned to effectively meet all statutory requirements and diocesan guidelines.

Leaders are outstanding in how they promote, monitor, and evaluate the provision for the Catholic life and mission at St. Patrick's. They are energised, joyful, and determined in their pursuit of the mission of the school and are a source of inspiration for the whole community. Policies and procedures clearly reflect the priority given to the Catholic identity of St. Patrick's. Leaders and governors are inspirational in their respect for the dignity of workers. They ensure that every decision they make reflects this. There is the highest level of pastoral care for staff. Parents and staff speak highly of the compassion demonstrated by leaders, especially the executive head teacher. The positive impact she has had upon the community since her appointment is evident. There is a flourishing, supportive and active partnership between the school and local parish which is central to the Catholic life and mission. Parents have a thorough understanding of the school's mission and are highly supportive of it. The school has very effective strategies for engaging with parents who recognise that their children are 'cared for, supported and encouraged'.

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. They make good progress in knowing more, remembering more, and doing more when measured against the planned curriculum for each year. Pupils can speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using some subject specific vocabulary. Pupils are engaged in lessons and are able to work independently. They concentrate well and respond to the challenge of learning. Therefore, they produce good work that is very well presented. They show a willingness to improve their knowledge, understanding and skills. They clearly enjoy their learning and approach lessons with interest and enthusiasm. As a result, behaviour in lessons is exemplary. Pupils are keen to do their best and apply themselves well, working at a good pace. Across all phases, they are interested and enthusiastic about their learning due to the range of teaching approaches and resources on offer. However, pupils do not always use their knowledge, understanding and skills to reflect more deeply and spiritually. Further opportunities to learn how the messages in scripture can shape our actions and beliefs in everyday life would embed this. Pupils are able to recall and retell scripture in detail but are less confident when reflecting on their own identity, sense of purpose and moral outlook.

The quality of teaching, learning and assessment in religious education is good. Teachers are confident in their subject knowledge and have a good understanding of how pupils learn, appropriate to the age group which they are teaching. Pupil effort is clearly celebrated which leads to high levels of motivation from pupils. Teachers are committed to the value of religious education. They use questioning skilfully during lessons to elicit the pupils' knowledge and understanding. Teachers provide pupils with opportunities to engage in their learning in a variety of ways, for example through the use of artwork, role play, or analysis of hymn lyrics. A lesson observed in key stage 2 saw the pupils questioning each other as they imagined how it felt to meet Jesus on the road to Emmaus. One pupil answered, 'When

Jesus spoke to me, my heart burned with intensity, I knew it was Him.' However, in some lessons, the level of challenge does not always deepen or extend key religious education learning because the tasks are not planned to allow pupils to demonstrate their depth of understanding. Teachers do not yet have a profound understanding of the impact of religious education on the spiritual development of the pupils and their ability to make sense of the world.

The leadership of religious education is good. The subject leader for religious education has a clear vision for teaching and learning and a good level of expertise in securing this vision. She is very passionate about her role. The school monitoring files show that a range of systematic monitoring activities, focused on provision, occur cyclically. Leaders and governors ensure that the school curriculum for religious education delivers the aims set out in the current *Religious Education Curriculum Directory 2012*. Leaders ensure that coherence across different key stages and phases is planned for, and professional development opportunities are available. There are clear structures in place to induct new members of staff so teachers, especially Early Career Teachers, feel well-supported. Self-evaluation of religious education is informed through monitoring and analysis. Members of the local governing committee are regular and frequent visitors to St. Patrick's and are kept fully briefed of developments in religious education within the school. They are extremely supportive, but also challenge and guide where necessary.

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

Pupil outcomes in collective worship are good. Pupils respond well to the experiences of prayer and liturgy provided by the school. They participate by reflecting in silence, joining in community prayer, and singing readily. Appropriate to their age, pupils understand a variety of ways of praying that are part of the Catholic tradition. They undertake liturgical ministries willingly. When speaking to the 'Worship Ambassadors', they explained that their role was to 'help people to understand the word of God'. Pupils work well with their teachers, other pupils, and the parish chaplain to prepare engaging experiences of prayer and liturgy. Although pupils can name some key points in the Church's liturgical year, they are not able to demonstrate a full understanding of the meaning of this and how it is expressed in the prayer life of the school. Pupils understand how to reflect on their experience of prayer and liturgy, often completing a written reflection after worship. The 'Worship Ambassadors' were able to clearly explain the four parts of a planned liturgy and commented that 'class liturgies are special as they bring God's word to life'. Pupils across all phases, appropriate to their age, are now ready to develop greater independence when planning and preparing creative experiences of prayer and liturgy which truly demonstrate their understanding and skill.

The quality of collective worship provided by the school is good. Appropriately planned prayer and liturgy are central to the life of the school and form part of routine gatherings of pupils and staff. There is a daily pattern of prayer which offers all in the community a range of ways of praying that are part of the Catholic tradition. The school makes good use of the spaces available to provide prayer spaces within classrooms and communal areas. These are well cared for and purposeful. The newly formed chapel is a permanently dedicated prayer space which is used regularly by staff and pupils. Whenever prayer and liturgy take place, there is a stillness, calmness, and prayerful atmosphere created by all in the community. Staff are models of good practice to other staff and pupils as participants in, and leaders of, prayer and liturgy. Staff work well with families to include them in the prayer life of the school. The school works very

effectively with the local parish to help pupils to engage more fully in the liturgy. The parish clergy and chaplain are very supportive of the close links and liaison with the school.

The leadership of collective worship is good. Leaders have planned the school calendar and timetable to set aside opportunities to celebrate the Eucharist, particularly at key times in the liturgical year. Additional opportunities enhance provision and participation during Advent and Lent. Staff, parents, and governors spoke highly of the Stations of the Cross, which was led by the children with such reverence and respect. Staff discuss with enthusiasm the additional opportunities, planned by leaders, to bring the wider community together at key points in the liturgical year such as Lent bags and the travelling crib. All members of the school community are able to celebrate Mass on a regular basis. Staff understand the importance of prayer and liturgy and are well supported to lead this in school. Leaders recognise the value of prayer and liturgy when setting budgets and allocating resources such as time, staffing, and facilities. Professional development opportunities incorporate liturgical formation for staff, especially Early Career Teachers. This all results in prayer opportunities that are engaging, relevant and accessible to pupils. The quality and impact of prayer and liturgy form part of the school's cycle of self-evaluation.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	148452
Full postal address of the school	Smith Street, Ryhope, Sunderland, Tyne and Wear, SR2 0RQ
School phone number	0191 523 5050
Name of head teacher or principal	Jane Ward Executive Head
Chair of governing board	Anthony McCourt
School Website	www.stpatricksryhope.co.uk
Multi-academy trust or company (if applicable)	Bishop Chadwick Catholic Education Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4 to 11
Trustees	The Diocese of Hexham and Newcastle
Gender of pupils	Mixed
Date of last denominational inspection	April 2015
Previous denominational inspection grade	2

The inspection team

Claire Garbutt

Lead inspector

David Miller

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