

DIOCESE OF **Hexham & Newcastle**
— DEPARTMENT FOR EDUCATION —



S48 Report

**St Patrick's RC Primary School
North Road
Dipton
Stanley
Co Durham
DH9 9BB**

URN 114246

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School: St Patrick's RC Primary School

Address: North Road
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Co Durham
DH9 9BB

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School URN: 114246

Headteacher: Mrs Jill Burgess

Chair of Governors: Mrs Karen Adamson

Lead Inspector: Mr Martin Humble

Date of Inspection 18 - 19 March 2013

INFORMATION ABOUT THE SCHOOL

St Patrick's is a smaller than average Catholic primary school which serves the parish of St Patrick's, Dipton. St Patrick's school is situated in a semi-rural location in North West Durham. The number of pupils on roll is steadily increasing and 55% are baptised Catholics. Almost all pupils are from white British backgrounds. A significant number of pupils have a special educational need.

Pupil Catchment

Number of pupils on roll:	175
Planned Admission Number of Pupils:	25
Percentage of pupils baptised RC:	55%
Percentage of pupils from other Christian denominations:	30%
Percentage of pupils from other World Faiths:	1%
Percentage of pupils with no religious affiliation:	14%
Percentage of pupils from ethnic groups:	5%
Percentage of pupils with special needs:	19%

Staffing

Full time teachers:	8
Part time teachers:	2
Percentage of Catholic teachers:	80%
Percentage of teachers with CCRS:	40%

Percentage of learning time given to Religious Education

FS	10%
Year 1	10%
Year 2	10%
Year 3	10%
Year 4	10%
Year 5	10%
Year 6	10%

Parishes served by the school

St Patrick's, Dipton
St Teresa's, Annfield Plain

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

1

RELIGIOUS EDUCATION

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KEY FINDINGS

- The overall effectiveness of the school in providing Catholic education is outstanding.
- The quality of the Catholic Life of the School is outstanding.
- The quality of Collective Worship in the school is outstanding.
- The quality of Religious Education in the school is outstanding.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure all teaching is consistently outstanding across the school.

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. The mission statement is central to the life of the school and is fully embraced by all pupils in their daily school life. Opportunities to participate in the evaluation of the Catholic Life of the school are provided through the very effective school council and during Religious Education lessons. Pupils have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within their school family and in the wider community. They are well aware of the needs of others, both locally and globally, seeking to support others through awareness raising assemblies and fundraising. Pupils take full advantage of the opportunities provided by school for their personal support and development. Pupils are happy, confident and secure in their own stage of spiritual and emotional growth. An effective programme for Relationships and Sex Education (RSE) allows pupils to develop and foster excellent understanding, appropriate to their age and understanding. Pupils are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its links to the parish community. They are regularly involved with parish and diocesan celebrations, benefitting from staff involvement in school and parish activities.

The quality of provision for the Catholic Life of the school is outstanding. The provision for the Catholic Life of the school is the highest priority which is reflected in the mission statement and in the way the mission of the school is 'lived out' by all in this strong family community. There is a very tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders. The school is a prayerful and fun loving community that provides a stimulating learning environment to reflect the school's mission and Catholic character. Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders and through having clear policies and structures in place. Pastoral programmes working alongside Personal, Social and Health Education (PSHE) and RSE refer to Catholic teachings and principles. These programmes are designed to cater for the needs of all pupils with all staff playing an active part in its delivery to ensure the best possible outcomes for pupils. The school attends to the pastoral needs of staff to ensure the needs of all are understood and well catered for. The behaviour of pupils in and around school is exemplary. Where conflict arises parents are very satisfied that the school sets out to resolve issues in a way that embraces the importance of personal responsibility and the need for justice, but also facilitates healing and reconciliation.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding. The school's leadership is deeply committed to the Church's mission in education. The senior leaders in school fully embrace the task and provide inspiration within the school community. All leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic Life of the school. Senior leaders share the responsibility for the development and sustenance of the Catholic ethos very effectively. The school's self-evaluation at all levels is a reflection of rigorous monitoring, analysis and self-challenge. There is a clear focus on the Catholic Life of the school leading to well-targeted improvements utilising key partners to enhance the ethos of the school. There is an outstanding understanding of the school's mission as staff and pupils share its purpose and actively participate in developing and supporting it. The school engages very well with parents and carers to the great benefit of all its pupils. Parents have a very good understanding of the school's mission and are very supportive of it. Governors make a significant contribution to the Catholic Life of the school and they are passionate about the school's mission and their participatory role in 'living out' the mission. Governors are actively involved in the evaluation of the Catholic Life of the school and provide challenge and support where necessary.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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| • 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 |

The pupils response to and participation in the school's Collective Worship is outstanding. Acts of worship engage the interest of all pupils and elicit deep thought and heartfelt responses. Pupils are very enthusiastic about Collective Worship and this produces quality responses in singing and prayerful silence, as well as a depth of participation in communal prayers. Pupils take part in, lead and prepare prayer and liturgy with enthusiasm and increasing ease and confidence. Pupils know what constitutes the various elements of worship and are skilled in using a variety of ways of praying. They have an excellent understanding of the Church's liturgical celebrations and are able to prepare for these celebrations, in line with their age and ability, with developing levels of liturgical expertise. Respect for different faiths is reflected in the inclusive manner in which pupils prepare for liturgy. Collective Worship contributes extremely positively to the spiritual and moral development of pupils. Pupils participate actively and with great enthusiasm in the school and parish linked sacramental preparation programme. This has a very positive impact upon their ongoing spiritual development. The pupils are very enthusiastic about living, growing and learning in a praying community and it has a profound effect on their moral and spiritual development irrespective of their background.

The quality of Collective Worship provided by the school is outstanding. Collective Worship is central to the life of the school and is shared with parents on a regular basis. The prayer life of the school is an important and central aspect of community life for staff and pupils. Skilled staff enable pupils to confidently plan prepare and lead quality Collective Worship. All staff prepare quality Collective Worship and are mindful of the Church's liturgical heritage, rites and seasons when developing high quality experiences for all pupils. Year six pupils planned, prepared and led Collective Worship for the whole school with the theme 'I try to appreciate the beauty and wonder in the world around me.' This was a very well planned high quality Collective Worship, engaging all pupils spiritually and prayerfully reinforcing for them the beauty of the world created by God for us all. Staff plan carefully for the liturgical formation of their pupils. Age appropriate planning that encompasses the religious beliefs and backgrounds of all pupils, shows progression as pupils journey from foundation stage to year six. Pupils have the confidence to plan, prepare and lead good quality Collective Worship having participated in good quality worship led by staff providing very good role models.

The way leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding. This is formulated on the basis that leaders and managers have expert knowledge of how to plan and deliver quality experiences of Collective Worship. They provide opportunities for pupils to reflect upon the Church's liturgical year, seasons, rites and symbols through the provision of quality worship experiences in a contemporary context. Liturgical and spiritual development is seen as a priority in ongoing professional development and staff access training opportunities wholeheartedly. Senior leaders and the Religious Education co-ordinator are highly visible leaders of Collective Worship within school. They lead high quality Collective Worship experiences for both staff and pupils and are models of outstanding practice. Leaders also ensure that the pupils have the best possible sacramental preparation in accordance with diocesan policy. Leaders and managers regularly review the quality of Collective Worship and this informs the development process and possible training requirements. Planning the school's prayer and liturgical life is given high priority each year by school leaders as it is the heart of the school's ethos and character. The views of pupils, staff and parents are valued and acted upon to ensure high quality Collective Worship continues to evolve throughout the school and parish community.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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| • How well pupils achieve and enjoy their learning in Religious Education | 1 |
| • The quality of teaching and assessment in Religious Education | 1 |
| • How well leaders and managers monitor and evaluate the provision for Religious Education | 1 |

How well pupils achieve and enjoy their learning in Religious Education is outstanding. Pupils are passionate and very committed in their learning in Religious Education and view it as one of the most important lessons in the curriculum. Pupils concentrate very well and are rarely off-task. Behaviour for learning is outstanding. Pupils make rapid progress in their learning as they journey through school. There are no specific differences in the progress made by specific pupil groups. Pupils acquire knowledge very quickly and are very secure in their understanding. Pupils are developing and applying a wide range of skills to great effect including, independence, imagination, originality, the ability to interpret sources and symbols, the ability to ask deeper questions, the ability to engage with religious ideas and integrate them into their lives and apply all of these skills across the curriculum. Attainment is consistently well above diocesan averages with a very large majority of pupils meeting or exceeding age-related expectations at the end of key stage two (KS2). There continues to be an upward trend in attainment, with an increase in attainment for the more able pupils. Planning includes challenging targets in lessons and differentiation by task throughout school.

The quality of teaching and assessment in Religious Education is outstanding. The majority of teaching is outstanding and never less than consistently good. Teaching is highly effective in enthusing pupils and ensures that they learn extremely well. Almost all pupils make rapid and sustained progress. Pupils and pupil groups are achieving very well over time. Teachers have a high level of confidence and expertise which is evident in the way they have embraced the Come and See Programme into their teaching. This understanding of the value and importance of Religious Education is communicated very effectively to their pupils. Teachers use a wide range of resources and teaching strategies to promote outstanding learning. Whilst very good progress has been made in challenging more able pupils this is not always consistent throughout school. 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 exploration of more personal reflections on issues of meaning and purpose. As a result of very good assessment procedures teachers and other adults have an excellent awareness of their pupils' prior learning and capabilities. This is reflected in very good planning to meet the needs of all pupils. The quality of marking and constructive feedback is very good and in some cases outstanding. This enables pupils to fully understand what their next steps for development are.

How well leaders and managers monitor and evaluate the provision for Religious Education is outstanding. Leaders and managers have conducted a wide range of monitoring activities relating to provision and outcomes in Religious Education. They are very well aware of the areas for development in the teaching of Religious Education and see this as a high priority within the school improvement plan. Planning is therefore founded on sound evidence and data. Leadership is well-informed by current developments in Religious Education and continues to monitor and evaluate to further improve and support teaching. The Religious Education leader in school is very knowledgeable, enthusiastic and well aware of what the school needs to do in Religious Education to maintain and enhance the current outstanding provision. There is a shared common purpose amongst staff to gain that higher level of consistency in assessment, marking and feedback so that they are all consistently operating at an outstanding level. The Religious Education curriculum is very well planned by teachers to meet the needs of all their pupils to ensure effective continuity and progression for all learners. The school has good links with a variety of agencies, the wider community and local schools and parishes to provide an enriched curriculum and activities promoting learning and engagement. The curriculum enables pupils to gain first hand and quality experiences of the liturgical life of the Catholic Church and of a diversity of religious and belief communities. Religious Education is very well resourced. Religious Education meets the requirements of the Bishops' Conference fully. Leaders have ensured that pupils have access to outstanding sacramental preparation in accordance with diocesan policy.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION.

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CATHOLIC LIFE

1

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

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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

1

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

1

The quality of teaching and assessment in Religious Education

1

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

1

	Pupil Outcomes	Provision	Leadership and Management	
Catholic Life	1	1	1	1
Collective Worship	1	1	1	1
Religious Education	1	1	1	1
	1	1	1	1