



St Patrick's RC Primary School

Stanley Street, Consett, County Durham, DH8 6LN

School Unique Reference Number: **114250**

Inspection dates:	22 – 23 November 2017
Lead inspector:	Maria Elliott
Team inspector:	Mary Frain

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

St Patrick's RC Primary School is an outstanding Catholic school because:

- St Patrick's is a warm and welcoming school where the Catholic mission is extensively displayed throughout the school. There is a true sense of family at every level and the new school motto – 'Continuing Christ's Mission' has become a living and breathing part of the school.
- The Catholic Life of the school is outstanding because the Catholic mission and ethos are given the highest priority and shared by senior leaders, staff and governors alike.
- The quality of Collective Worship is outstanding because prayer and worship are central to the school's daily rhythm.
- The quality of Religious Education is good because pupils enjoy Religious Education, can explain its value and are keen to do well leading to good progress in most lessons. The areas for improvement from the last inspection have all been addressed. Religious Education is not yet outstanding due to inconsistencies in the quality of teaching, learning and assessment procedures

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- This is a larger than average sized primary school serving the parish of St Patrick's, Consett.
- A very large majority of pupils are baptised Roman Catholic.
- Most of the pupils are from white British backgrounds.
- A very small minority of pupils are from minority ethnic groups.
- The proportion of disabled pupils and those with special educational needs is less than the national average.
- The proportion of pupils known to be eligible for pupil premium government funding is lower than the national average.
- The school has seen a very changing teaching profile since the last inspection.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further develop the quality of Catholic Life of the school by:
 - Embedding the new mission statement in to all policies and procedures so that it permeates throughout.
- Further develop the quality of Collective Worship by:
 - Extending pupils' leadership skills so that they are involved more in leading whole school worship.
- Improve the quality of teaching and learning and assessment by:
 - Ensuring consistency of practice in teaching, learning and assessment across the school
 - Providing a more varied range of teaching activities and ensuring teachers finely tune differentiation so that tasks are consistently matched to pupils' ability and move learning forward.
 - Developing further pupils' skills in self-assessment and the use of 'I Can' statements so that they feed into the assessment process.
 - Ensuring all staff further develop their understanding of the expectations required in relation to progress and attainment and ensure assessment is used accurately and consistently across 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 pupils have a deep sense of belonging and see their school as a family. They embrace the demands that membership of St Patrick's community entails with joy and enthusiasm.
- The pupils, through their involvement in the school council, Mini Vinnies, friendship fixers, Fairtrade team, playground buddies and sports leaders are central to shaping the mission and ethos of St Patrick's.
- The pupils speak with great passion about the many opportunities they are offered to promote the school ethos, both within school and beyond. The school's commitment to Mission Together, Christmas Shoebox Appeal, CAFOD, Fairtrade, the local foodbank and their links with a mission parish in Korogocho enables the pupils to have a deep understanding of their roles and responsibilities within the school and wider community and relish the opportunities to meet these demands.
- The pupils' behaviour is exemplary; it is often commented on by visitors and within the local community. They are polite, courteous and very respectful to each other and all adults within school.
- The pupils joyfully offer their gifts in the service of others by leading lunchtime rosary groups, setting up prayer stations and organising a variety of fundraising campaigns.
- The school has very close links with the parish community and a shared commitment to faith development. They are working hand in hand to prepare for the forthcoming partnership mission. They lead a variety of parish celebrations and participate in a number of diocesan events.

The quality of provision for the Catholic Life of the school is outstanding.

- The school's new mission statement, born out of the preparation for the forthcoming mission, is a clear and inspiring expression of the mission of the church. 'Continuing Christ's mission' has very quickly become the heart of all that the school offers and is understood and lived out daily by all. As the mission statement is still in its infancy it has yet to be embedded into all school policies.
- Very effective relationships are a strength of the school and there is a strong sense of community; staff are very proud of their school and the pupils, fully committed to the implementation of the school ethos and mission and work closely as a committed team.

- The school environment is calm and thought provoking, with many beautifully created focal areas and displays reflecting the mission and identity of a Catholic school. St Patrick's is a school extremely committed to Catholic traditions and ethos.
- The highest level of support is offered to the pupils through effective policies and procedures; including Personal, Social, Health and Citizenship Education and Sex and Relationship Education. The pupils are encouraged to develop a sense of personal responsibility and build positive relationships. Very effective relationships exist between home and school which enable staff to provide support when required and promote well-being.
- The school is equally attentive to the needs of staff resulting in high morale, very positive relationships and a deep sense of belonging.
- Schools expectations and ethos are clearly and consistently communicated by staff and governors resulting in high standards of moral and ethical behaviour.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Leaders and managers are passionately committed to the mission of the church. They have a very strong sense of the mission of the church and the school's role in expressing it. They provide very focused leadership and are highly visible within the school and the parish community as role models for staff, pupils and parents.
- The promotion of an authentic Catholic ethos is seen as the central role of the leadership team and is shared by the whole community.
- The headteacher and the Religious Education coordinator are the driving force within the school and are seen as a source of inspiration for the whole community.
- The school self-evaluation is aspirational and is a clear reflection of rigorous monitoring, and self-challenge which leads to a tightly focused plan for further improvement.
- The newly appointed link governor for Religious Education, who has been very well supported in her role, and very knowledgeable chair of governors embrace Catholic Life and are very supportive of all the school offers its pupils.
- The school engages exceedingly well with parents and carers to the great benefit of all its pupils and families. Recent SurveyMonkey analysis shows that parents have a very good understanding of the school's mission and are extremely supportive of it. They are very proud of the school because they feel the staff know their children very well and their children enter school very happy and leave school just as happy.
- Governors make a significant contribution to the life of the school; they are highly ambitious for its future development and provide effective challenge and support.
- Governors discharge their statutory and canonical duties extremely well.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- St Patrick's is a very prayerful community. Acts of worship engage all pupils' interests and inspire in them deep thought and heartfelt responses. Pupils demonstrate great enthusiasm for Collective Worship and pupils act with reverence, sing joyfully and reflect in silence.
- Pupils are encouraged to create an atmosphere for reflection and prayer and they are eager to showcase the variety of prayer stations they have created for different school celebrations and worship.
- The experience of living and working in a praying community has a profound effect on the development of the pupils and they state that liturgy, 'Helps them to be a better person and build a stronger relationship with God and Jesus'.
- Pupils, dependant on their age, take on responsibility to plan and prepare class Collective Worship. They have a well-developed understanding of what constitutes worship; pupils talked with confidence about how they enjoyed planning liturgy where they choose scripture to reflect the theme and make others think. They need to further develop these skills to be able to lead more whole school acts of worship.
- Pupils show respect for, and interest in, other faiths.
- Pupils have a very good understanding of the religious seasons and feasts and the different demands this makes on worship.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to the life of St Patrick's and permeates all aspects of school life. Collective Worship plays a key part in supporting the spiritual journey of both staff and pupils.
- Each day is punctuated by prayer and reflection, with staff and pupils praying together as part of the daily routine and in response to pupils needs, local or global events.
- There is a clear policy for worship with a well-structured programme of liturgies, Masses and assemblies which are thoughtfully resourced. Staff support the pupils to enable them to plan prepare and lead worship.

- Themes chosen for worship are set out in a yearly planner and include the spiritual aspiration of all pupils. Worship has been key in the preparation of the pupils for the forthcoming mission and has focused on preparing them to 'Continue Christ's Mission' by being true disciples providing them with a 'Disciple Toolkit' to help them on their journey.
- Adults are very effective role models for the pupils and contribute significantly to the spiritual and moral development of the pupils.
- Parents speak very positively about the opportunities offered to them to join their children for worship.
- Acts of Collective Worship are well resourced and fully inclusive. Class liturgy boxes contain resources, artefacts and readings which are available for adults and pupils to use. All classes have a spiritual focal point which provides pupils with a stimulus for reflection. Staff are well supported with the provision of a Collective Worship planning toolkit.
- The school works in close partnership with the parish community to deliver the sacramental guidance, following diocesan guidelines and number of governors and school support staff are parish catechists

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Leaders model high quality and inspirational acts of worship. They display expert knowledge of how to plan and deliver high quality experiences of Collective Worship. They have a thorough understanding of the Church's liturgical year, rites and symbols which is reflected in the varied and relevant experiences provided for pupils, staff and parents throughout the year.
- Through a variety of monitoring activities leaders have a very clear understanding of the strengths and areas of further development within Collective Worship.
- The liturgical and spiritual development of leaders and staff is given high priority, and all receive appropriate formation and training to enhance their practice.
- The school's life of worship and prayer is given the highest priority by the headteacher, staff and governors and seen at the very heart of the school. They continuously seek to develop it through the school and parish community. Parents value this and speak very highly of its impact on their children.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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

- Most pupils enjoy Religious Education; they have positive attitudes and generally speak with some enthusiasm about their learning. They are keen to do well and generally work at a good pace in lessons.
- Most pupils concentrate well in lessons, creating an atmosphere conducive to learning.
- Behaviour for learning throughout school is good enabling good learning to take place. However, disruption in learning does take place in a minority of lessons.
- Pupils generally develop and apply a range of skills well. Year six pupils, while exploring the expectations of Christians in Advent, were able to break down scripture (1 Corinthians 16:13-14) and say how it can be reflected in action.
- Outcomes have fluctuated in previous years, but are generally good. Most pupils are making good progress in Religious Education within lessons and over time. Pupils start with average starting points but by the end of key stage two standards are generally slightly above diocesan averages. Evidence from book scrutiny and lesson observations generally show some variety and range of learning activities, and progress is evident.
- Pupils with special educational needs and disabilities are well supported by effective support staff and achieve well according to their age and ability.

The quality of teaching and assessment in Religious Education is good.

- The majority of teaching is good therefore most pupils and groups of pupils make at least good progress over time. However, there are inconsistencies in practice across the school. Where teaching was most effective the learning was handed over to the pupils fully engaging them in their learning journey. In year three children were able to thoughtfully reflect on their previous learning using the 'I know, I think, I wonder' strategy and then further build on their learning by a visual presentation of the lineage of Jesus as a lead into the Jesse tree.
- Most teachers have a clear understanding of the value of Religious Education; they use the Come and See materials with confidence to plan generally interesting lessons.
- Most teachers manage their learning well and deploy support staff effectively; as a result good learning is secured in most lessons.

- Teachers mark work frequently and feedback given is positive and celebratory, but does not always inform pupils as to how to improve their work further.
- The use of 'I Can' statements are evident, but their use is underdeveloped, as a result they have little impact on the pupils' understanding of their own ability and the next steps needed for further improvement.
- The school has effective tracking systems to monitor pupils' progress and achievement in Religious Education. There has been significant changes to the staffing profile in recent years and staff are becoming more confident and accurate in their assessment, however, there are still some inconsistencies in practice across the school in their understanding of the expectations required in relation to progress and attainment.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The headteacher is enthusiastic and highly effective in promoting the profile of Religious Education amongst staff.
- The subject leader for Religious Education is deeply committed, extremely knowledgeable and enthusiastic. She is exceedingly well informed about current developments and has very high expectations which she communicates very well to staff, enthusing confidence in them. She is seen as a source of inspiration to her colleagues offering exceptional support and guidance to all. She is relentless in her pursuit of excellence.
- Leaders ensure the school's vision and ethos is shared and communicated very well through staff meetings, and staff attendance at diocesan training. As a result Religious Education has a high profile in school and is well planned to meet the needs of all pupils.
- The very strong leadership of the headteacher and Religious Education coordinator have had significant impact on raising standards, consequently teaching and learning has improved since the last inspection.
- Through a range of systematic and rigorous monitoring activities including lesson observations, work and planning scrutiny, learning walks and pupil interviews, leaders have an accurate picture of achievement as well as a clear picture of the strengths and areas for further development and detailed action plans are in place to bring about further improvement.
- The Religious Education curriculum provides some interesting and imaginative activities, however it is often writing based.
- The curriculum meets the requirement of the Bishops' conference and contributes very effectively to the pupils' moral and spiritual development.
- Governors are extremely supportive and confident in their ability to challenges. They have great confidence in both the headteacher and the subject leader for Religious Education and are extremely proud of the school.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

1

CATHOLIC LIFE:

1

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

1

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.

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COLLECTIVE WORSHIP:

1

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:

2

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

2

The quality of teaching and assessment in Religious Education.

2

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

1

SCHOOL DETAILS

School name	St Patrick's RC Primary School
Unique reference number	114250
Local authority	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Mr David Golightly
Headteacher	Mrs Jennifer Gill
Date of previous school inspection	March 2013
Telephone number	01207 503 982
Email address	consettstpatrick@durhamlearning.net