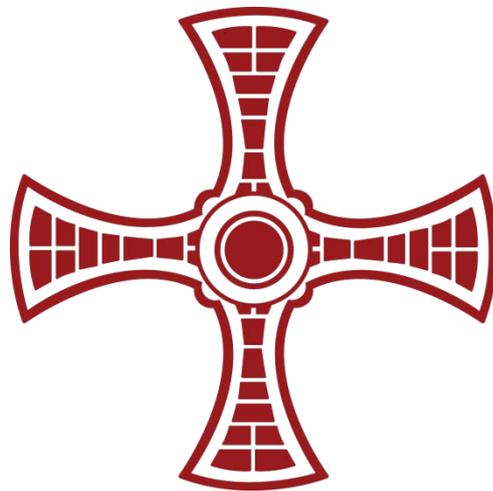


DIOCESE OF **Hexham & Newcastle**  
— DEPARTMENT FOR EDUCATION —



## **S48 Report**

**St Patrick's RC Primary School  
Stanley Street  
Consett  
Co. Durham  
DH8 6LN**

**URN 114250**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**on**

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

**School:** St Patrick's RC Primary School

**Address:** Stanley Street  
Consett  
Co. Durham  
DH8 6LN

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**School URN:** 114250

**Headteacher:** Mrs Pat Henson

**Chair of Governors:** Mr David Golightly

**Lead Inspector:** Miss Elaine White

**Date of Inspection** 12 - 13 March 2013

## INFORMATION ABOUT THE SCHOOL

St Patrick's is a large Catholic primary school which serves the town of Consett, drawing pupils primarily from the parish of St Patrick, but also from four other parishes. The school community is primarily English speaking and mainly of white British heritage. The proportion of pupils known to be eligible for the pupil premium is lower than the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is similar to that usually seen.

### Pupil Catchment

Number of pupils on roll:	384
Planned Admission Number of Pupils:	53
Percentage of pupils baptised RC:	91%
Percentage of pupils from other Christian denominations:	8%
Percentage of pupils from other World Faiths:	0%
Percentage of pupils with no religious affiliation:	1%
Percentage of pupils from ethnic groups:	26%
Percentage of pupils with special needs:	18%

### Staffing

Full time teachers:	15
Part time teachers:	5
Percentage of Catholic teachers:	85%
Percentage of teachers with CCRS:	45%

### 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, Consett

St Mary's, Blackhill

St Pius, Moorside

Our Lady of the Rosary, Shotley Bridge

Our Lady & St Joseph, Brooms, Leadgate

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**2**

**COLLECTIVE WORSHIP**

**2**

**RELIGIOUS EDUCATION**

**3**

### KEY FINDINGS

St Patrick's is a good Catholic school. The provision for the Catholic Life of the school has a high priority with the school's mission statement permeating throughout the school, ensuring that Christ is at the centre of all that takes place at St Patrick's school. The school is much appreciated by pupils, strongly supported by parents and plays a very important part in the life of the parish. Leadership of Catholic Life and Collective Worship is good. The headteacher and senior leadership team work well together to ensure that the school's shared mission, vision and aims are driven forward and they are totally committed to raising pupils' attainment and progress. The headteacher has an accurate view of the school's strengths and weaknesses and areas identified for development are included in the school improvement plan. Collective Worship is central to the life of the school and a key part of every school celebration. The school is a very inclusive and welcoming community. Priorities since the last inspection have been met and there is a continuous drive for improvement. The overall quality of Religious Education, however, requires some improvement.

Teaching across the school is not consistently good and as a result some pupils are not provided with sufficiently challenging work to enable them to achieve higher standards and so their progress is hindered. Monitoring and assessment procedures are in place throughout the school and pupils are given individual targets which are beginning to impact positively on pupil outcomes. Marking in most classes is beginning to be used effectively to challenge pupils to improve their work however it sometimes lacks specific focus which hinders pupils' progress. The staff who have roles in promoting the teaching and learning of Religious Education have a strong commitment to improvement.

The Catholic Life of the school is good because governors and staff have high expectations with regard to the Catholic mission and ethos of the school. All staff play an active part in the delivery of the school's pastoral programme. Pupils make a good contribution to the Catholic Life and take a major role in activities which promote the school's ethos within the school and the wider community.

The provision for Collective Worship is good and is central to the life of the school. Pupils response to and participation in Collective Worship is good. The school provides a rich variety of opportunities for the pupils to pray together. The headteacher and Religious Education coordinator display good knowledge of how to plan and deliver quality experiences of

Collective Worship. Effective monitoring and evaluation systems are in place and result in continuing improvement to outcomes for pupils.

There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that Collective Worship is both regular and inclusive. It is not yet outstanding because pupils do not have sufficient opportunity throughout the school to take the initiative in leading prayer and worship.

#### **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- Continue to raise standards in Religious Education at the end of key stage two by:
  - Continuing to improve the quality of teaching to ensure that it is at least consistently good across the school;
  - Ensuring that all teachers use assessment information to plan challenging, differentiated activities which consistently build on and extend pupils' learning;
  - Ensuring that marking consistently provides information to pupils about how to improve their work and that pupils are given time to respond.
- Further develop the role of the senior leadership team in the monitoring of teaching and learning in Religious Education so that good and outstanding practice can be shared and areas requiring improvement identified and acted upon.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2
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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.

2
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2
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Pupils make a good contribution to the Catholic Life which has high priority across the school. Pupils are actively involved and take on responsibilities very enthusiastically such as the school councillors. They respond willingly to the needs of those beyond the school and can articulate their views with confidence explaining the purpose of fundraising for various charities such as the Christmas Shoebox Appeal, Trainers for Fr John in Kenya and the 5p Bus Project. They take full advantage of the many opportunities offered to them and can articulate how the school is helping them to become better people. The school is very much engaged in caring for the needs of children elsewhere in the world, especially through CAFOD fundraising activities. Pupils show a good understanding of the importance of key celebrations throughout the liturgical year both in school and the parish community and understand that religious belief and spiritual values are important for many people.

The leadership and management of the school in promoting the Catholic Life of the school is good. The headteacher along with the senior leadership team successfully promote a welcoming and caring ethos, which reflects Gospel values. Together they have a clear vision which is undertaken and supported by the whole school community. The Catholic Life of the school is given a high priority and Catholic values and principles are promoted very well. The headteacher and senior leadership team have a deep commitment to the Church's Mission in education; personal development and high quality care are paramount. They are good role models providing very clear direction for improvement. They ensure that opportunities for pupils' spiritual and moral development are frequent and these have significant impact. The headteacher has an accurate picture of the school's strengths and the areas for improvement. Systems for monitoring and evaluation are in place and are beginning to have a positive impact. The school has very successful strategies in place for engaging with parents who hold the school in high esteem. Parents commented that they valued the opportunities given to them to be part of the school life and said that St Patrick's school was like their "extended family". The parental support adviser continues to support families and is seen as a valuable asset as too are the joint transition projects such as 'The Golden Legend' and more currently, 'The Lindisfarne Gospels'.

The headteacher along with the senior leadership team ensure that links are well established with other Catholic primary schools and high schools through their cluster partnership to provide rich and varied opportunities for their pupils as well as regular visits and residential trips to the Youth Village. The good leadership of the Catholic Life of the school ensures that all pupils are well cared for and nurtured in this happy, caring, safe and supportive environment in which high expectations of behaviour are communicated to all pupils. The governing body fulfils its role well with regard to the Catholic Life of the school and discharge

their statutory and canonical responsibilities well. They are totally committed to upholding the strong, caring, inclusive ethos that fosters the excellent relationships which exist between the

school and the parish family. The governing body is now at the stage where they are becoming more confident in their role to become more fully involved in evaluating the Catholic Life of the school, offering challenge and support.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

2
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- How well pupils respond to and participate in the school's Collective Worship. 

2
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- The quality of provision for Collective Worship 

2
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- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship. 

2
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Pupils' response to and participation in Collective Worship is good. Prayer is integral to the everyday life of the school and pupils are keen to participate and are at ease when praying with their school community. They listen and sing with enthusiasm and respond to acts of worship with reverence and respect. Pupils write their own prayers and are beginning to be more involved in leading, planning and preparing Collective Worship throughout the school. There is a calm and peaceful ethos throughout the school that is reflected in the pupils' outstanding behaviour and consideration for others.

The provision for Collective Worship is good and is given a high profile throughout the school. There is a clear policy for Collective Worship and the school uses a good variety of strategies to ensure that Collective Worship is both regular and inclusive. Through a well-planned programme of Masses, liturgies, assemblies and other liturgical celebrations which are appropriately matched to the pupils' stages of development, pupils are given many opportunities to participate in a range of Acts of Worship including a voluntary lunchtime prayer group during Lent which is extremely well attended and valued by the pupils. A wide variety of forms of prayer, including traditional prayers, scripture, music, symbols and artefacts are modelled extremely well for the pupils. Traditions such as the Stations of the Cross are very much part of the school year with pupils from year six voluntarily attending Friday Stations of the Cross at the Parish Church. Pupils know what constitutes good worship as demonstrated by their ability to plan and lead liturgies which include readings from scripture, hymns and their own prayers. They are able to use a liturgical planning format to assist them in preparing quality liturgies. Families are becoming more involved in the pupils' religious development through the seasonal 'travelling artefacts' such as the 'travelling crib' and Lenten Bags. There is a focal point in each class with well thought out resources impacting significantly on the quality of prayer and providing pupils with stimulus for thought and reflection. The school is now at the stage of seeking ways by which it can make more use of the children's own initiatives in planning, producing and leading prayer and worship independently and consistently.

Both the headteacher and the senior leadership team offer good leadership and are models of good practice. Together they have a clear vision and sense of direction and understanding of what is required to bring about improvement and they share this with staff. They regularly seek the views of pupils, staff and parents regarding the quality and significance of Collective Worship in school and respond to these findings appropriately such as the recent questionnaire which was sent out to parents and pupils. Their dedication and commitment are instrumental in the drive to provide high quality Collective Worship and quality prayer life throughout the school.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

3
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- 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 monitor and evaluate the provision for Religious Education

3
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3
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2
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The pupils' quality of learning and progress in Religious Education requires improvement. Pupils start school with knowledge and skills that are well below what is expected for their age, however they make good progress throughout the early years foundation stage and key stage one (KS1) with standards being above Diocesan expectation by the end of year two. Progress slows down in key stage two (KS2) but by the end of year six standards are just above the Diocesan average. A large proportion of pupils throughout KS2, particularly in the middle year groups, are not provided with sufficiently challenging work to enable them to achieve higher standards and so their progress is limited. This has already been recognised by the senior leadership team as a whole school issue. Those pupils identified as having a special educational need make good progress as they are well supported by highly effective teaching assistants. Pupils demonstrate good levels of enjoyment and enthusiasm for Religious Education and have positive attitudes to learning. The pupil questionnaires confirm their enjoyment and enthusiasm about Religious Education. The pupils are becoming increasingly religiously literate and many are very articulate and reflective in their oral responses.

The quality of teaching and learning in Religious Education overall requires improvement. There are striking examples of good teaching in some classes although this is not consistent throughout the school. Where teaching is good, there is clear evidence in pupils' work of accelerating progress. Pupils' learning is better where teachers have high expectations of pupils, set the right level of challenge for their work and ensure learning activities are matched closely to pupils' ability to help them move on. In some lessons, however, progress was slow because of lack of challenge and expectations of work were not high enough. The school has an accurate picture of pupils' achievement in Religious Education. It has developed a rigorous tracking system but this has not yet been in place long enough to have had an impact on standards and progress. Much progress has been made in ensuring that assessments are accurate but they are not used precisely enough to consistently inform planning that challenges all pupils appropriately through individual targets and feedback. The recently introduced marking and feedback policy across the school is beginning to impact on standards ensuring that pupils know how well they have done and what they need to do to improve.

The leadership and management of Religious Education has greatly improved and continues to grow in strength since the appointment of the new Religious Education coordinator. The newly appointed Religious Education coordinator along with the senior leadership team have accurately identified the school's main strengths and put in place action to bring about improvement. The Religious Education coordinator displays a strong sense of commitment towards improvement. As a result, teaching across the school is improving and now has a prominent profile as well as contributing very effectively to the pupils' spiritual and moral development. The school improvement plan provides clear direction for the work and future

developments in Religious Education. Monitoring, evaluation and assessment procedures are now beginning to have a positive impact providing a firm basis for appropriate diagnosis of the

school's strengths and areas for further development. The link governor for Religious Education is well informed and knowledgeable about the school's strengths and further areas for development providing appropriate challenge to senior leaders.

## SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION.

2

CATHOLIC LIFE

2

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

2

The quality of provision for the Catholic Life of the school

2

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

2

COLLECTIVE WORSHIP

2

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

2

The quality of provision for Collective Worship

2

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

2

RELIGIOUS EDUCATION

3

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

3

The quality of teaching and assessment in Religious Education

3

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

2

	Pupil Outcomes	Provision	Leadership and Management	
Catholic Life	2	2	2	2
Collective Worship	2	2	2	2
Religious Education	3	3	2	3
	2	2	2	2