



Our Lady and St Patrick's Catholic Primary School

URN: 140695

Catholic Schools Inspectorate report on behalf of the Diocesan Administrator of Plymouth

02–03 May 2024

Summary of key findings

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

2

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

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- The school is a supportive and joyful community where everyone is welcomed and valued.
- Strong leadership and committed governance ensure that Christ is at the heart of the school and there is a shared determination in the pursuit of this mission.
- Staff are valued by the school community, know the children and families well and are able to offer a high level of effective pastoral care.
- Leaders in religious education have an informed vision for teaching and learning and a good level of expertise in securing this vision.
- Well planned opportunities for prayer and liturgy are central to the life of the school and form an integral part of school life.

What the school needs to improve

- Provide effective training and support to ensure that all teachers are skilled and confident in nurturing the development of pupils' spiritual and moral growth in religious education and collective worship.
- Use skilled questioning to identify each child's starting point; deepen understanding and assess new learning in order to ensure that each pupil can make good progress.
- Increase the range of opportunities for all pupils to be involved in devising and leading a wider variety of prayer and worship activities based on the rich tradition of the Church.

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

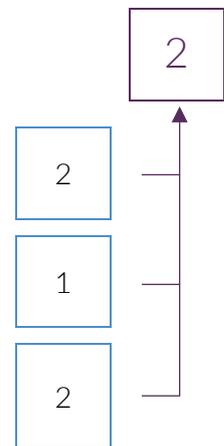
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 enjoy being part of this joyful, supportive school community. They express pride in the school mission statement, 'Living, loving and learning together in God's way' and can explain how it guides them in all aspects of school life. Pupils behave well, feel valued, safe and cared for by staff and show respect for others. A parent commented, 'The school holds good moral values as evident in the expectations held for the pupils.' Gospel values and Catholic social teaching are explicit throughout the school environment and pupils respond well to opportunities to grow as active citizens in their awareness and support of the local, national and global community. They enthusiastically engage in local outreach projects such as a beach clean, visiting nursing homes, collecting for the foodbank, as well as raising funds for national charities and Cafod. Older pupils enjoy opportunities to work with younger children. The school values the work of the small chaplaincy team who actively seek to contribute towards its mission and are supported by a member of the parish in initiating whole school projects. They achieved a *Laudato Si* certificate of thanks from Caritas Diocese of Plymouth for their work in leading fundraising during Fairtrade Week.

The Catholic life and mission of the school is rooted in the commitment to Catholic teaching and practice by leaders and governors. The extensive work on Gospel values has provided staff and pupils with a common language and framework. Staff are fully committed to living out the mission statement, describing it as 'the glue holding the school together'. There is a growing and lived sense of community, evident in the culture of welcome and quality of relationships with families, parish and the local community. Staff know their children and families well and provide the highest level of pastoral care for those in need. The school demonstrates visible signs of its commitment to the Catholic identity through communal and classroom displays, focal points

and its well cared for outdoor areas. The work of the chaplaincy team is dynamic in spearheading whole school initiatives, with plans in hand to extend chaplaincy opportunities for a wider group of pupils across the school. Personal, social, health and relationship education are exceptionally well planned and delivered to ensure all statutory and diocesan requirements are met and valued by pupils. A snapshot of Catholic life lived out through active citizenship in school is captured creatively in high quality personal development class books.

Leaders and governors are fully committed to the Catholic life and mission of the school and are well regarded by staff, parents and the wider community. A very high percentage of parents share that they fully understand the school's Catholic mission and are supportive of it. The school engages well with the local parish and the priest, a regular visitor, provides support and is a foundation governor. Parents are valued by the school as their children's first educators, and actively seek to work in partnership with the school in its mission. An example of this are the inspirational 'Ground Force Days' where a team of parent and local community volunteers worked on developing the school outdoor learning environments. Governors are proud of their school and give generously of their time to support activities linked to the faith life. Monitoring of the Catholic life of the school is undertaken but is often informal and not directly linked to a whole school self-evaluation framework. Governors and leaders engage well with the diocese, making good use of resources and training opportunities. Induction for early career teachers is holistic, inspiring them 'to be the best possible person I can be.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

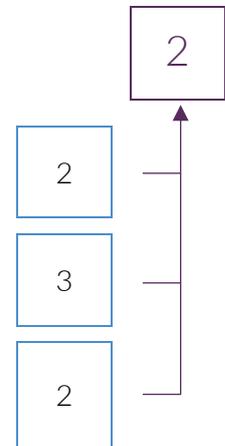
How well pupils achieve and enjoy their learning in religious education

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



Overall, pupils, including vulnerable learners, make good progress, are engaged in their learning and have positive relationships with their teachers. They are confident in remembering previous learning, religious vocabulary and key concepts. They especially enjoy studying scripture and participating in creative learning and group work, including drawing, making powerpoints and drama activities. Pupils enjoy learning about other faiths, seeing it as an important part of being a member of a global family. They grasp the opportunity to explore ‘big questions’ and from the earliest ages can express informed opinions when the opportunities are provided. However, they need more planned opportunities to reflect spiritually and ethically; making links between their learning in religious education and in their daily life. Pupils are proud of their work and are keen to celebrate their achievements with the school community. Whilst marking follows the school policy of using knowledge organisers, pupils are not always clear about how well they are doing or what they need to do in order to move learning on. They do not routinely self-evaluate their learning and generally perceive progress as improvement in presentation.

Teachers are committed to religious education and are gaining confidence in their subject knowledge due to the ongoing focused training and support from leaders and the diocese, on their journey of professional development. Teachers communicate high expectations and create a safe, positive and respectful environment in learning. In the best examples, teachers are enthusiastic and confident in their subject knowledge, offering clear explanations and scaffolding learning so that pupils make good progress. Focused questioning seeks to build on previous learning and ‘I wonder...’ questions are effective in enabling children to empathise or make links with daily life. However, this is not yet consistent across the school. Older children are suitably challenged by appropriate and skilled questioning in order to meet the demands of the curriculum, for example, ‘why does it sometimes need courage to be a witness?’ However, planning needs to be more informed by pupil starting points in order to ensure new

learning. Whilst much has been done to upskill staff in understanding age related expectations, there is not yet suitable challenge for more able learners. Teachers provide a range of activities to capture learning and pupils particularly enjoy creative activities such as drama, art and letter writing. The separate black religious education books are an effective way of recording elements of learning in learning from religion and reflection and contemplation.

Leaders and governors maintain religious education at the heart of the curriculum. They ensure that the taught curriculum meets the requirements of the *Religious Education Directory* (RED) and parity in expectations with other core subjects. Staff engaging with the pilot RED units are enthusiastic and confident in delivering the new material. Subject leadership provided by the lead is highly effective, and with support from the head teacher, teachers have a clear vision for teaching and learning in religious education. Ongoing professional development remains a priority and all diocesan training has been accessed, in addition to in-house training from leaders and the parish priest. Curriculum enrichment and outreach is a significant strength as the head teacher seeks to make links with charities and agencies, and marking theme days such as No Pen Day, Black History month, and November Remembrance. Personal development books are a very clear record of pupils' learning in these aspects. Leaders understand the importance of monitoring and evaluation, with systems in place to monitor the quality of religious education in school. These include lesson observations, scrutiny of pupils' work, seeking the views of pupils and analysing data. The link governor for religious education undertakes learning walks, book looks and pupil and staff conferences and reports back to the local governing body.

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

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

2

Pupils enjoy prayer and liturgy and are reverent and engaged from the earliest stages. They like singing, especially the Catholic social teaching hymn, and some express how much they value the experience of being still. Appropriate to age, pupils can talk about how prayer reflects the rhythm of the liturgical year. Year groups take turns to lead whole school, Gospel-based worship, whilst chaplains speak enthusiastically about planning and delivering a recent celebration on Fairtrade. Older pupils learn to prepare and lead class worship using a planning framework provided by staff. In the best examples, pupils contributed spontaneous prayers or intentions as well as evaluating the quality of the prayer opportunity. However, this was not evident in all classes. Recently, the school has introduced the use of prayer journals, with younger pupils sharing a class book. When best used, pupils record personal prayers and intentions in response to world events, including reflections after class prayer. Chaplains run regular lunchtime 'Faith-filled Fridays' sessions for younger children to learn more about prayer including actions and symbols. Parents are supportive of the prayer life, with one parent expressing 'We are so happy that our child is knowing the value of prayer...'

Collective worship is integral to the life of the school and is part of the daily experience for all. There is an effective weekly schedule of worship which includes a focus on the Sunday Gospel or liturgical season, school values or Catholic social teaching, 'Prayer and Praise', child-led class worship and a celebration assembly. Seasonal scripture passages are central to prayer, and pupils are familiar with traditional Catholic prayers. However, access to the rich variety of prayer is limited. Leaders provide positive role models, with the head teacher seeking to instil a sense of awe and wonder with worship opportunities such as Lenten stations of the cross. All staff are fully committed to leading prayer but some lack confidence in doing so. Consequently, prayer opportunities do not always reflect the depth, richness and creativity available. Leaders

recognise the need for further training and formation in order to develop staff confidence and skill, and they benefit from ongoing support from the parish priest and diocese. Leaders are fully committed to including parents and parishioners in the prayer life of the school. Supported by a parishioner leader, the chaplains work on a variety of prayer and outreach activities, including making Baptism bags for families of those newly baptised. Pupils have regular opportunities to celebrate Mass in the church or school and enjoy doing so.

Leaders and governors understand the importance of the centrality of prayer in the school. The CAST policy for collective worship is fully adopted and is used to support staff. Prayer has a high profile in the school physical environment, in newsletters and on the website. Staff begin each day in class with a prayer. The head teacher and senior staff have a secure understanding of the liturgical year, seasons, holy days and feasts. Together with the support of the parish priest and deacon, they ensure that prayer, collective worship and liturgy are relevant and have a clear purpose and message appropriate to the needs of all pupil and staff participants. The head teacher has received spiritual formation through the diocese, but staff opportunity for spiritual growth is underdeveloped. The governing body is active in its commitment to the school prayer life and they frequently attend and support whole school worship. Collective worship is informally reviewed, but the quality and impact are not systematically or rigorously evaluated.

Information about the school

Full name of school	Our Lady and St Patrick's Catholic Primary School
School unique reference number (URN)	140695
School DfE Number (LAESTAB)	8782036
Full postal address of the school	Our Lady and St Patrick's Catholic Primary School, Fourth Avenue, Teignmouth, TQ14 9DT
School phone number	01626773905
Headteacher	Catherine Blatchford
Chair of Local Governing Body	Lorraine Coulter
School Website	www.olsp-rc.com/web
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Plymouth Cast
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	01/06/2016
Previous denominational inspection grade	2

The inspection team

Rita McLoughlin
Anne Barrett

Lead
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