DENOMINATIONAL INSPECTION
REPORT (Section 48)

on

THE CATHOLIC LIFE OF THE SCHOOL
AND
RELIGIOUS EDUCATION

School:	**St. Patrick's Catholic Primary School** **Derwent Street** **Workington** **Cumbria** **CA14 2DW**
Telephone Number:	**01900 325237**
Email address:	**head@st-patricks-pri.cumbria.sch.uk**
School URN:	**112340**
Headteacher:	**Mrs Sheryl Slack**
Chair of Governors:	**Mr Paul Glaister**
Section 48 Inspector:	**Mrs Susan Starkie**
Date of Inspection:	**19th June 2012**

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St Patrick's is a smaller than average-size primary school. The vast majority of pupils are White British. The proportion of disabled pupils and those who have special educational needs is well-below average, as is the proportion of pupils who are known to be eligible for free school meals. The proportion of pupils from minority ethnic backgrounds is much lower than the national average, as is that of those who speak English as an additional language.

The school mainly serves the parish of Christ the Good Shepherd. This year most Year 6 pupils are due to transfer to St. Joseph's Catholic High School, with some pupils transferring to Stainburn Secondary School.

A new headteacher was appointed in September 2011.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	193
Planned Admission Number of Pupils:	30
Percentage of pupils baptised Catholics:	54%
Percentage of pupils from other Christian denominations:	34%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	12%
Percentage of pupils from ethnic groups:	0.5%
Percentage of pupils with special needs:	11%

Staffing

Full-time teachers:	8
Part-time teachers:	1
Percentage of Catholic teachers:	55%
Percentage of teachers with CCRS:	22%

Percentage of learning time given to RE:

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parish served by the school:

1. Christ the Good Shepherd

Overall Effectiveness | **1**

MAIN FINDINGS

St. Patrick's Catholic Primary is an outstanding Catholic school: it is fully inclusive and everyone is welcomed, valued and affirmed. The Catholic mission underpins school life and is the driving force behind the school's desire to improve standards. All staff are committed to the ethos and mission of Catholic education. Excellent relationships are a key strength of the school. The newly appointed headteacher has successfully built on the good work of the previous headteacher, developing the monitoring, assessment and tracking systems to enable the standards of attainment to improve for all pupils.

Pupils enjoy coming to school. They generally engage well in lessons and have positive attitudes to learning. From below average starting points, most pupils make good progress in Religious Education and attain standards that are in line with national expectations in both Key Stages 1 and 2, with some pupils making outstanding progress. Current tracking information indicates an increase in the number of high attaining pupils at the end of Key Stage 2 in 2013. This consistent good progress can be attributed to the school's rigorous self evaluation procedures, the intervention strategies which are put in place for targeted pupils and the common desire to enable all pupils to achieve their full potential. The school's monitoring and tracking systems are used effectively to inform staff about individual pupil targets for RE and the school now aims to share these targets with the pupils in order to raise attainment further.

The school's provision for Catholic Education is at least good. A variety of teaching styles, which enable pupils to make good progress, meet the needs of most pupils. The quality of Collective Worship has a considerable impact on the spiritual, moral and social development of the pupils. Pupils from an early age are given the opportunities to be proactive in Collective Worship, from setting out artefacts to planning fully and leading acts of worship. During acts of worship pupils respond with respect and reverence. The promotion of spiritual and moral development is outstanding.

Leaders and managers in the school make a highly significant impact on provision for Catholic education for all the pupils in their care. A very clear vision, shared by all, ensures a common sense of purpose. The governing body plays an active role in supporting and challenging the school continually to improve its provision. Leaders have a clear sense of direction in curriculum Religious Education and are committed to raising standards. Parents are supportive of the school and the school has developed strong links with the parish and the wider community.

The School's capacity for sustained improvement **1**

The school demonstrates an outstanding capacity for sustained improvement through the strong leadership of the headteacher, the RE governor, the staff and the governing body. All priorities for improvement identified in the last inspection have been addressed: the school now has a wealth of evidence to show that rigorous self-evaluation and tracking procedures are in place regularly and used consistently across all key stages. The headteacher, as RE subject leader, is committed to ensuring these strategies move the school forward and raise standards of attainment in religious education for all pupils.

What the school needs to do to improve further

In order to improve standards of attainment the school now needs to:

- Develop the use of 'Learning Journeys' so that all pupils can assess and level their own work.

- Continue to raise standards in Religious Education by sharing individual targets with pupils so that they can assess their own progress towards their targets and set themselves further challenges to improve their learning.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups **2**

Inspection judges that the standards of attainment and progress in RE for pupils are good.

The majority of pupils enjoy Religious Education (RE). They speak confidently about their RE lessons and have positive attitudes towards their learning. Pupils enjoy the cross curricular approach being used to engage them in RE lessons, especially the use of Information and Communication Technology (ICT) and drama. Discussions with pupils showed that they are keen to do well. They take pride in their work and are eager to improve their learning. Pupils are eager to participate in school activities, such as assemblies and liturgies; they particularly enjoy planning their own acts of worship.

The pupils at St. Patrick's are able to express their own views and beliefs with confidence are knowledgeable about Bible stories and the teachings of Jesus. The pupils act in a manner consistent with their beliefs and show

respect and reverence for religious objects and artefacts. The behaviour of the vast majority of pupils is outstanding. Pupils are well mannered, polite and very caring towards one another. Evidence from RE week shows pupils helping one another and effectively working collaboratively to produce work of a high quality. Pupils have a good understanding of right and wrong and the need to forgive and to be forgiven.

Pupil tracking information indicates that most pupils enter the school with a low understanding and experience of religion. However, given their starting points, a large majority of pupils make good progress through the key stages. Evidence shows that most pupils' standards of attainment in knowledge and understanding of religion (AT1) and their ability to reflect on meaning (AT2) is good. Attainment in RE at the end of Key Stage 1 is in line with that of attainment in other core subjects, with a large majority achieving Level 2. Pupils continue to make good progress in Key Stage 2 so that attainment in RE by the end of the key stage is in line with attainment in other core subjects. Most pupils achieve Level 4 or better, with the more able pupils attaining Level 5. Current tracking information predicts that with the current rate of progress there will be an increase in the number of pupils achieving Level 5 next year.

Pupils readily take part in the regular and developing prayer life of the school. They are encouraged to respond to the school mission statement, knowing that 'St. Patrick's Catholic school is a caring place were we work together to do our best, knowing we are special in God's eyes.' Pupils value and respect the Catholic tradition of the school and its links with the parish. They enjoy their visits to the local church and many willingly attend additional services to celebrate festivals of the Church's year and key seasons. Pupils across the school use a common framework to plan and lead acts of worship. Acts of worship observed during the inspection were relevant to the age and background of the pupils. During observed acts of worship, in the Reception class, Year 3, Year 5 and Year 6, pupils were eager to participate and acted with reverence. There was a calm, prayerful atmosphere and children were encouraged to reflect on the teachings of scripture and focus on the school's designated weekly theme. Pupils show that they are able to reflect in silence; they are at ease when praying and join in prayers appropriately and with confidence. There are examples in the classrooms of pupils' own prayers and these are often displayed around the class prayer tables. Each classroom has a focus area for worship, which includes religious artefacts and prayer books and displays are used effectively to celebrate pupils' work.

Pupils are eager to support their local community and to make a difference. They respond enthusiastically to opportunities to raise funds or organise activities, such as 'Pyjama Day' to raise funds for CAFOD, or to raise funds to send books to their partner school in Ghana. Their established links to a school in Ghana have enabled pupils to become aware of the wider world and pupils are developing an understanding of other beliefs and cultures. The school has a planned visit to a synagogue, for Year 5 pupils to give pupils first-hand experience of another faith.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School | **1**

The school's leadership is deeply committed to the Church's mission in education. Leaders and managers effectively demonstrate commitment to the mission of the church by providing a rich, broad and balanced curriculum with spiritual and moral development a priority.

The headteacher shares her vision for the Catholic life of the school which ensures that staff have a firm commitment to its Catholic mission. Along with senior staff and governors, she has high expectations and a strong desire to promote Catholic values, which are clearly articulated throughout the school. She is supported by an able school leadership team and staff. Leaders and managers conduct a range of rigorous monitoring activities, relating to provision of Catholic education, and the outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development. Self-evaluation at all levels within the school is founded on sound evidence and data, involving relevant major partners, with challenging pupil targets being shared with teachers to ensure pupil progress. These targets now need to be shared with pupils so that they can become more actively involved in assessing and levelling their work, checking whether they are meeting their targets and identifying next steps.

Governors make a highly significant contribution to the work and the Catholic dimension of the school. They know the strengths and weaknesses of the school, understand the challenges it faces and are directly involved in setting appropriate priorities for improvement. The school has a detailed school improvement plan, which appropriately includes improving standards in RE. The RE governor is committed to raising standards and has worked alongside the RE subject leader, observing acts of worship and RE lessons. Governors are visible in the school community and support staff and pupils. The RE governor and Chair of Governors regularly attend school events and staff development activities.

The headteacher, as Religious Education subject leader has effectively ensured that monitoring, assessment and tracking systems are in place and that staff fully understand the role of assessment and tracking and have a sense of ownership. As a result, outcomes in Religious Education and well-being for most pupils are good, and some are exceptionally high. Evidence from monitoring shows that the introduction of a creative RE curriculum has supported the teaching of AT1 and AT2 in RE which has resulted in improved attainment. Tracking data now reflects 'a best fit' judgement where pupils are assessed on their progress and performance

in a range of tasks rather than being assessed on one single task at the end of an RE unit of work.

The school engages well with parents and responds to their views and any concerns they may have. Information from the parental questionnaire indicates that parents are generally supportive of the school. Parents are made to feel welcome in the school and feel that Catholic Christian values influence every part of school life. Governors have clear system for seeking the views of parents and pupils and they use these views to inform priorities for development.

Leaders seek to raise pupils' awareness of cultural and religious diversity in society. Pupils are given the opportunity to take part in a variety of community activities, such as visiting the local care home and raising funds for Eden Valley House and CAFOD. School has developed links with a school in Ghana and is using these links and experiences effectively to develop children's understanding of differences and similarities between their own life and that of others.

The three priests of the parish have developed a very positive relationship with staff and pupils: links between school and the local church are good. The parish priests are frequent visitors to the school and the pupils regularly attend Mass in the parish church as well as in school.

PROVISION

How effective the provision is for Catholic Education | **1**

Very good teaching, with outstanding features, was observed during the inspection. Pupils were interested in their learning and were making good progress. The teacher was effective in ensuring that pupils build on prior learning and in meeting the needs of the majority of pupils. Activities such as drama, ICT and art make learning exciting and engage and motivate pupils. Teachers have strong subject knowledge which inspires and challenges most pupils and contributes to their good progress. As a result, in the lessons observed pupils were eager to learn, concentrated well and showed good progress. High quality resources, including the use of Information and Communication Technology (ICT), are used effectively, together with the support of other adults, to engage pupils and optimise learning. Tasks are planned according to the needs of pupils. Effective use is made of activities, for example role play character cards and hot seating, were used to focus pupils' learning, encouraging them to empathise with and understand character actions, for example the behaviour of the Good Samaritan. Pupils in Year 3 were able to give appropriate explanations for the behaviour and actions of characters in the story, relate experiences to their own lives and describe how they could be better Christians.

Pupils are given feedback, both orally and through marking, which encourages them to reflect on their work and to extend their learning. Pupils are informed about their progress and given suggestions on how to improve, they are given time to respond to questions in the marking and this impacts positively on developing their understanding. With the recently introduced 'Learning Journeys' booklet in Year 6 pupils are able to assess their own efforts and to think about how to improve future pieces of work. This good practice now needs to be disseminated throughout the school so that all pupils are involved in assessing and levelling their own work, know how well they are doing and are able to identify future steps for themselves.

The school has an accurate picture of pupils' achievements for the last two years. Cohorts are tracked each half term and termly assessment information is analysed by the senior leadership team, who look at the variations in attainment and progress made by groups of pupils, for example gender, free school meals, special needs, and looked after children. Appropriate actions are taken to tackle identified areas of underachievement. Pupils' progress is discussed at staff and governor meetings and interventions and support are put in place.

The RE curriculum is creative and enriched through imaginative and well planned strategies to build on the expertise within and beyond the school, for example with the parish priests and the RE governor. The RE curriculum is well-planned and suitably matched to pupils' needs and interests. Staff ensure activities and tasks are motivating and the vast majority of pupils speak enthusiastically and passionately about RE. Pupils find learning in RE to be fun. Teachers' long and short term plans show that they take account of different abilities, ensure full coverage of the the RE curriculum and identify prior learning. The curriculum is responsive to the local context and variation of faith backgrounds of the school community. RE curriculum time fully meets the requirements of the Bishops' Conference.

Prayer is central to the life of the school: acts of Collective Worship are given a high profile and are well resourced. Pupils' liturgical formation is well-planned, appropriate to their faith backgrounds and shows progression. Class based Collective Worship follows a simple format, which focuses on gospel values and the use of scripture. The format is consistent across the school and is varied according to year group and to the amount of adult input. Pupils of all ages are skilled and confident in leading prayer. Discussions with pupils about acts of worship indicate a deep understanding of the Church's mission and reflect the Catholic character of the school. Staff and pupils pray respectfully together and whole school and year group gatherings provide the opportunity for a variety of forms of prayer. There is a range of formal and informal opportunities for daily prayer. Staff encourage parents to attend spiritual events, for example school Masses, liturgies and seasonal services.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:
Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	**1**
The school's capacity for sustained improvement	**1**
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	**1**
• how well do pupils achieve and enjoy their learning in Religious Education?	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' attainment in RE	2
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	1
LEADERS AND MANAGERS How effective are leaders and managers in developing 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 and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being?	1
• how effectively leaders and managers promote Community Cohesion?	2
PROVISION How effective is the provision for Catholic Education?	**1**
• the quality of teaching and purposeful learning in Religious Education	1
• the effectiveness of assessment and academic guidance in Religious Education?	1
• the extent to which Religious Education curriculum meets pupils' needs?	1
• the quality of Collective Worship provided by the school?	1