



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 100173

St Patrick's Catholic Primary School

Griffin Road

Plumstead

SE18 7QG

Inspection date: 13th March 2019

Chair of Governors: Ms K Elliffe

Headteacher: Ms M Murphy

Inspectors: Ms A Oddy

Ms K Barry

EDUCATION COMMISSION

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Director of Education: Dr Simon Hughes



Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Patrick's Catholic Primary is a voluntary aided school in Greenwich Local Authority. It is situated in the Greenwich Deanery of the Archdiocese of Southwark. The principal parishes which the school serves are St Patrick and Holy Cross, Plumstead and St Peter's, Woolwich. The proportion of pupils who are baptised Catholics is 94%. The average weekly proportion of curriculum time given to Religious Education is 10% in key stage 1 and key stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 354. The attainment of pupils on entry to the school is broadly below average. The proportion of pupils for whom pupil premium funding is received is 11%. The proportion of pupils who have Special Educational Needs and/or Disabilities (SEND) is 12%, which is marginally below the national average. The great majority of pupils (91%) are from ethnic minority groups, with the majority being of Black African heritage. The proportion of pupils from homes where English is spoken as an Additional Language (EAL) is 62%. The school's deprivation indicator is 0.28, which is above the national average.

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SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- It is a welcoming and inclusive school offering a high standard of Catholic education. Attractive displays and artefacts celebrate the liturgical year, themes in Religious Education and school events. Pupils are happy to come to school and are proud to be members of the school community. All pupils are appropriately challenged and supported to achieve their full potential. Academic standards are high.
- The mission statement is at the heart of the school's Catholic life. It is known to all members of the school community and informs all school policy and practice. Governors, school leaders and staff are committed to ensuring the wellbeing and personal development of each pupil. Pastoral care is a strength of the school. Leaders and governors show dedication to their roles, inspiring a cohesive staff team.
- A rich variety of high quality collective worship nurtures pupils' spiritual growth and their knowledge of the celebrations and traditions of the Church. Prayer is an integral part of school life. Pupils are offered a wide range of prayer opportunities, including reflection and guided meditation. They are encouraged to plan and lead prayer and worship and do so with confidence. They are reverent and respectful, knowing that these are special times and form part of their relationship with God.
- Standards in Religious Education are excellent. All groups of pupils make good progress and achieve well. High quality teaching and learning inspires and motivates pupils. Pupils' work is thoughtful and beautifully presented, reflecting pupils' pride in their work. They enjoy Religious Education and appreciate its importance to their own lives.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further develop current systems of assessment in Religious Education to include regular peer and self-assessment and to establish developmental 'dialogue' marking consistently across the school.



Overall Effectiveness

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 governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

Religious Education

1

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

1

The quality of teaching, learning and assessment in Religious Education.

1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

1

Collective Worship

1

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

1

The quality of provision for Collective Worship.

1

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

1

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CATHOLIC LIFE

1

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

- Pupils appreciate the mission of their school as expressed by the mission statement. This is developed in assemblies and Religious Education lessons. Pupils know the mission statement is important to their school and that they have a responsibility to ensure that they are part of it. Pupils interviewed as part of this inspection spontaneously quoted the mission statement.
- Pupils are proud of their school community. They welcome visitors and are eager to describe the many events in the school's Catholic life.
- They know the importance of making their school a happy and harmonious community. They are exceptionally well behaved, in classrooms and around the school. During this inspection, pupils were polite and courteous at all times. They are welcoming to visitors and new pupils, helping new entrants to settle into school life. A pupil said, 'This school is a family, St Patrick's family, everyone is welcome here and we all care for each other.'
- Pupils are given many opportunities to take responsibility and respond very positively. Examples include the School Council, Playground Buddies, Pupil Chaplains, Head Boy and Head Girl. They are kind to each other and know the importance of tolerance and forgiveness. They appreciate and celebrate cultural diversity and know they should respect the beliefs and faith practices of others.
- Pupils are alert to the needs of others and their responsibility to them, both in school and the wider community. These include supporting each other in the playground (Play Buddies), responding to events in the local community (Greenwich Food Bank) and responding to the national appeal following the Indonesian tsunami. They support a range of charities, national and international.
- Pupils know they have different gifts and talents and that they have a duty to use and develop these. They are happy to celebrate the successes of others and to encourage each other to achieve their best. Pupil surveys show that they are proud of the achievements of their school.

(Continued on next page)



The extent to which pupils contribute and benefit (from previous page)

- The school encourages and supports pupils in their development of loving relationships, using Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) programmes within the context of a loving and caring Christian community.
- Pupils are encouraged to appreciate and celebrate the cultural diversity of the school community. Parents and grandparents are invited into school to speak about their experiences in other countries, their experiences in growing up and the changes to the world that they have known. British values form part of school discussions and are linked to the school community, for example work on Remembrance featured the range of soldiers from different backgrounds who were involved in the war.
- Pupils participate in many community events, such as quizzes organised by the Metropolitan Police. They also participate in deanery events, developing their awareness of being part of the wider Catholic family.
- The inclusive and welcoming nature of the school has extended to welcoming and supporting pupils who have previously experienced difficulties in other schools, helping them to settle in and achieve as accepted members of the school community.
- The school's pastoral care extends to pupils and their families. Pupils know that adults in school will always help them. Pupils interviewed as part of this inspection were clear that any problems were swiftly and effectively addressed. The 'Place 2 Be' charity supports vulnerable pupils and provides counselling and advice.
- The warm and inclusive nature of the school supports pupils academically, morally and spiritually. As a result, pupils feel safe and happy. They enjoy coming to school; attendance rates are high. All groups of pupils make good progress and achieve well. Academic results are excellent.
- Parents recognise and appreciate the Catholic education the school offers. A large number of questionnaires distributed as part of this inspection were returned and were overwhelmingly positive in their view of the school. A parent wrote, 'I'm happy my children are in this school.'



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

- The school's mission statement demonstrates its commitment to the educational mission of the Church. All members of the school community know it is central to school life and that they have a responsibility to exemplify it themselves and in all areas of school life. The school ethos and mission statement have featured in school staff training, ensuring that staff know these are at the forefront of the school community.
- The school forms a strong and supportive community; relationships between all sectors are good. The community is built around its Catholic traditions. Liturgical feasts and seasons are celebrated, with prayer and worship integral to the school day and school life at every level.
- Displays and artefacts feature the liturgical year, themes in Religious Education and school celebrations.
- Parents, pupils, staff and governors are active participants in the school's Catholic life, joining in a variety of celebrations including the weekly class Masses.
- A wealth of celebrations include the annual procession and crowning of Mary, concerts and plays celebrating the religious reasons for Christmas and Easter and the celebration of the patronal feast of St Patrick.
- School leaders and governors are committed to ensuring that pastoral care is a high priority and available to all members of the school community, including pupils' families. Examples include helping families by signposting them to access appropriate sources of support and providing funding for the 'Place 2 Be' to support vulnerable pupils. Staff pastoral care is also judged to be a priority; care for staff wellbeing includes participation in the Greenwich Employee Support programme and training in Wellbeing and 'Laughology'.
- The Catholic life of the school includes close links with the parish. Parish catechists use the school as a host venue for the First Holy Communion programme. An art project created Stations of the Cross banners for parish and school meditation and the input of the Salvatorian Fathers is greatly valued by the school. The parish priests are frequent visitors to school and provide very significant support for its Catholic life.
- PSHE and RSE programmes are well established and are in line with the teachings of the Catholic Church. Parents are invited to view materials if they wish.



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

- School leaders and governors are wholeheartedly committed to the Church's mission in education and to seeing that this is exemplified by their school.
- The school's Catholic life is considered a high priority. As well as events and celebrations related to its Catholic identity, the school demonstrates its commitment to social justice and the Common Good in its outreach to the local and wider community.
- Events such as the Deanery Mass, the Greenwich Catholic Schools staff training day and working with the Catholic Schools Teaching Alliance provide support for staff, fostering their sense of community. Effective induction procedures for new staff include partnership work with other schools, developing a sense of shared values, supportive networking and shared professional training.
- The Catholic Life of the school forms part of the discussion at Governing Body meetings, with regular reports from the headteacher. Governors are frequent visitors to the school, fulfilling their monitoring role. Visits inform Governing Body discussions, and contribute to school self-evaluation and targeted school improvement.
- School leaders and governors are committed to engaging with parents and carers and including them in the school's Catholic life. Parents are appreciative and supportive of the school community. High levels of attendance at school events and support for home / school partnership indicate that parents recognise and feel part of this community.
- The governors Wellbeing and Religious Education Committee oversees provision for the Catholic life of the school and the wellbeing of the school community including pastoral care, safeguarding and provision for inclusion. They review the impact of planned initiatives, for example, regarding SEND and Pupil Premium groups. The creation and work of this committee reflects the priority the school gives to the care of all members of its community.



RELIGIOUS EDUCATION

1

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

- Almost all pupils, from their varied starting points, make good progress in each Key Stage, with many making outstanding progress. At the end of each Key Stage the great majority of pupils are achieving or exceeding age-related expectations in Religious Education, with significant numbers working at greater depth. These results have been consistently sustained over the last three years. Attainment in Religious Education is very high and reflects similar standards in Mathematics and English.
- All groups of pupils, including those with SEND and disadvantaged pupils, make comparable progress and achieve well.
- Pupils show high standards of religious literacy. Evidence includes work in books and responses in lessons observed.
- Work in pupils' books is beautifully presented and indicates that pupils enjoy Religious Education and are keen to do their best. Written responses are thoughtful and reflective. Pupils regard their Religious Education books as special books. One said, 'Our Religious Education books are our most important books. They are the foundation of our school.'
- Pupils enjoy Religious Education and appreciate that it is an important subject in their school and to their own lives. They particularly enjoy the added dimension of cross curricular links with drama, art and music enriching their Religious Education lessons.
- In the lessons observed, pupils were attentive and engaged. They were keen to explore the theme of the lesson and to do their best. Carefully planned lessons ensured that pupils enjoyed their learning and were challenged to think deeply about the theme of the lessons. A variety of effective strategies included role play, hot seating, silent debate and talk partners. Pupils considered 'Bigger Questions' to explore their understanding.
- Pupils interviewed as part of this inspection enjoyed their lessons and recognised their importance to themselves and their own lives, helping them to develop morally and spiritually as well as to learn about their faith. One commented, 'The more I learn about my religion, the more empowered I am to be part of that religion and the closer to God I get.'

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

- Seven lessons, across three Key Stages, were observed as part of this inspection. In addition, brief 'drop ins' to a number of other lessons contributed to the picture of Religious Education teaching across the school.
- From the lessons observed, it was clear that teaching promotes the learning, enjoyment and progress of pupils. Well planned lessons catered for the needs of all pupils, with some pupils supported sensitively and effectively by support staff. Probing questioning encouraged pupils to explore their learning. Teachers demonstrated good subject knowledge and built successfully on prior learning. Pupils were prompted to consider 'Bigger Questions', leading to the development of higher order thinking skills.
- Teachers employ a range of strategies and teaching styles to motivate pupils. These include using individual and group work, class discussion and talk partners.
- Verbal feedback in lessons is positive and supportive, encouraging pupils and empowering them to deepen their understanding and express their ideas.
- Work in pupils' books is of a very high standard. There is evidence of coverage of all aspects of the Religious Education curriculum. Pupils' work is thoughtful and reflective. Marking is regular and consistent with school policy. It is affirmative and helps pupils to progress. There is some evidence of developmental 'dialogue' marking but this is not consistently applied across the school and peer and self-assessment are not in evidence. The school should now consider introducing this to help pupils explore their learning.
- Leaders' monitoring indicates that in all Religious Education lessons seen, teaching was good or better, with a significant amount outstanding. The standards of teaching and learning observed during this inspection were extremely high, with many examples of outstanding teaching. Outstanding features observed included skilled use of differentiation in planning and questioning, pupils applying the messages of Religious Education lessons to their own lives, evidence of moral and ethical education and the use of meditation and reflection.
- Teachers assess learning regularly. Moderation of assessment is carried out within school phase groups and across schools in the deanery, with external moderation providing validation for teachers' judgements. Pupil progress is tracked and monitored on a regular basis.



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

- The school uses the 'The Way, the Truth and the Life' programme of Religious Education, enriched by cross curricular links as appropriate. Curriculum time allocated to Religious Education is 10% in key stage 1 and key stage 2 and is in line with the requirements of the Bishops' Conference.
- The study of other faiths is well established. Pupils are given the opportunity to learn about the beliefs and faith practices of others. Assemblies and visits to other places of worship enrich pupils' learning. Pupils have enjoyed visits to a Hindu temple and the Jewish museum.
- Religious Education has parity with other core subjects, including in resourcing and professional development. Examples of recent professional development opportunities include work on assessment, collective worship and progress in Religious Education.
- The school works closely with other Catholic schools in the Deanery, sharing best practice and joining in initiatives to enhance provision in Religious Education.
- The Religious Education subject leader is new to the post but has a clear vision of Religious Education in the school. The coordinator's file is well organised and maintained. The concise Religious Education Action Plan promotes well targeted areas for improvement.
- School leaders and governors are committed to high quality provision in Religious Education and to ensuring that high standards are maintained; this they do very successfully. The Learning and Achievement Committee monitor standards in teaching and learning and pupil progress. The Wellbeing and Religious Education Committee maintain an overview of school Religious Education and the school's Catholic life. Governors receive regular reports on the results of school monitoring, which contributes to leaders' evaluation of the effectiveness of the school and school improvement. They are well informed and fulfil their role of support and challenge.



COLLECTIVE WORSHIP

1

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

- A wide range of collective worship and prayer opportunities are offered to pupils, who respond very positively. Opportunities include Masses, liturgies, assemblies, meditation and class prayer.
- Pupils are involved in planning and leading worship. Even the youngest (Reception) pupils are involved in preparation and active participation in phase group liturgies and weekly class Masses. Pupils write prayers, prepare the altar and act as servers and readers. Pupils also care for the interactive prayer focus areas in classrooms, helping to choose and set up artefacts and other resources to aid and enrich prayer in the classroom. Class chaplains take responsibility for focal areas and link these with communal prayer areas and the formal prayer space of the chapel. A Pupil Chaplain described how they collected class prayers to take to assembly and to the chapel.
- The weekly Gospel inspired assembly encourages pupils to reflect on the Gospel message, taking it out into class worship and school daily life.
- Pupils enjoy and are at ease with a wide variety of prayer forms. These include meditation, liturgical dances of praise, using moments of stillness and the use of Lectio Divina. They are familiar with the traditional prayers of the Church and with composing their own prayers.
- Pupils appreciate the importance of prayer in their own lives and as a response to the needs of others. They know that their prayers can help others and make our world a better place.
- Pupils enjoy being part of a worshipping community and know that this is central to school life. They like inviting their parents to join them at school Masses and parental attendance indicates that parents also value this opportunity.
- In addition to school worship, pupils are given opportunities for voluntary participation. An example is the '24 hours of prayer', where pupils could join staff during the lunch break for a few moments of silent prayer during exposition of the Blessed Sacrament in the Chapel. Pupils were keen to participate and attendance levels were high. Pupils also regularly participate in voluntary prayer sessions, for example saying the Rosary at lunchtime during the month of May.
- The many celebrations in school ensure that pupils have a good understanding of the liturgical year, its feasts and seasons.
- The act of collective worship observed as part of this inspection was a class Mass. Pupils made it very much 'their' Mass, introducing it, reading, serving and dramatising the Gospel. They sang very joyfully. It was a spiritually uplifting occasion for all present and an example of high quality collective worship.



The quality of provision for Collective Worship and Prayer Life is outstanding.

- The school's mission statement states, 'Prayer and Worship are at the heart of all we do. This is lived out daily across our school.' This demonstrates the commitment of school leaders and governors to the importance of this aspect of school life and to ensuring high quality provision.
- A planned programme of Masses and liturgies reflects the liturgical and school year and provides a variety of high quality experiences to foster pupils' spiritual development and their sense of being part of a Catholic worshipping community.
- Liturgical dance, music and ICT enhance prayer and worship and help to engage and enthuse the pupils. The school ensures that worship should be inclusive, enjoyable and accessible and staff are mindful of this when planning collective worship.
- School leaders are good role models, leading by example and providing support for staff in preparing and leading worship. Recent professional development for staff included training in collective worship.
- Prayer is also a feature of staff training days, staff and governor meetings, reflecting its importance to the school community.
- Quality provision for pupils includes the opportunity to be silent in prayer and listen to God, to experience prayer through Scripture in Lectio Divina and opportunities for guided meditation. The rich variety allows pupils to explore different prayer forms and to form a personal relationship with God.
- Parents are included in the prayer life of the school. The Wednesday Word links home and school prayer and worship. The Mothers' Home School Prayer Network is well established and greatly valued by parents. The Fatima statue of Our Lady is placed in a family home each week. Pictures of the Divine Mercy are left as a memento with the family and a prayer is written in the accompanying prayer book by one of the children.



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

- School leaders and governors attach great importance to the provision of high quality prayer and collective worship and to ensuring it is at the heart of the school. They are diligent in monitoring and evaluating this aspect of school life. Governor visits, feedback from pupils and parents and school monitoring feed into school self-evaluation and inform development priorities. Evidence includes governing body minutes.
- The Religious Education subject leader attends diocesan and deanery meetings to share best practice and keep up to date with new initiatives in order to further develop the school's provision.
- School leaders monitor collective worship on a regular basis, looking at provision and quality and assessing levels of pupil engagement.
- The Salvatorian Fathers regularly visit the school, celebrating Masses and liturgies. Governors receive feedback from them as part of school monitoring.
- The school has effective systems in place to monitor and evaluate collective worship. This results in high quality provision and continued improvement.

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