

Catholic Schools Inspectorate inspection report for **St Patrick Catholic School, Wigan**

URN: 106460

Carried out on behalf of the Title. Most Rev Malcolm McMahon, Archbishop of Liverpool:

Date: 21st/22nd September 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

1

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.....

1

Religious education (p.5)

The quality of curriculum religious education.....

1

Collective worship (p.6)

The quality and range of liturgy and prayer provided by the school.....

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

✓

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

✓

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

✓

Summary of key findings

What the school does well.

- The mission statement is known, lived and experienced throughout the school by staff, children and governors.
- There is a consistent approach, across the school, to teaching and learning in religious education.
- The variety of prayer and liturgy offered to the pupils, by the school and parish, impacts on their spiritual and moral development.
- Pupils' behaviour is outstanding. They respond well to high expectations and are happy and confident learners.
- Relationships and pastoral care for pupils, staff and families is a key strength of the school.

What the school needs to improve:

- Introduce new strategies that verify pupils are knowing more and remembering more, and so making even greater progress.
- Ensure that maximum use is made of the prayer spaces available in school.
- Refine the evaluation process for prayer and liturgy to enable pupils to discern the impact of their contributions to its planning and delivery.

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:.....

1

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

St Patrick's Primary School ensures that its pupils understand and value the distinctive identity and mission of their school. They show respect for themselves and others and live out the school's mission statement "... we arise today to learn, love and grow through Jesus". Year 5 and 6 pupils have recently engaged in a Mission Day with 'Animate Youth', the Liverpool Archdiocese Youth team, allowing them to reflect and review their school's mission. All pupils are confident and happy, and know they are valued and cared for. Pupils are able to take a leadership role in a number of ways in the school. The "Live Simply" team had their plans accepted, which resulted in the school receiving this Cafod award. They understand their role of informing others about our personal responsibility to care for our 'Common Home' and the need to serve our brothers and sisters around the world. This includes Cafod's Harvest appeal, and Wigan's "The Brick" organisation, an anti-poverty charity. Once a month pupils spend time after Mass, speaking with parishioners and serving tea and coffee at their monthly coffee mornings. Year 6 pupils are able to talk about the many roles that all upper Key Stage pupils have, showing that responsibility and leadership is shared by all.

The mission statement is known, lived and witnessed throughout St Patrick's school. All members of the school community embrace the Catholic life and mission of the school and excel in ensuring that Catholic tradition, faith and practice are at the forefront of all their work. The welcome provided is outstanding. One grandmother remarked how she attends all "stay and pray" sessions, whether her grandchildren are involved or not, because of the wonderful welcome she receives and the joy that it brings to her. There is a real sense of community, which is clearly evident in all the strong relationships which exist between staff, families, the parish priest and parishioners. Staff provide

high levels of pastoral care to all pupils and serve as exemplary role models of love and care through extremely positive relationships. The school environment reflects its Catholic character and large attractive displays, which proclaim the school's mission statement, are in all team areas. The parish priest is a very welcome, regular visitor. He supports the school through the many liturgical services that are shared with the school and parish. Parents feel welcomed and valued development. The relationships, sex and health education (RSHE) curriculum is delivered from Nursery through to Year 6. It is well planned, meets all statutory requirements and is fully rooted in the teachings of the Church.

Leaders and governors are deeply committed to ensuring that Christ and his teaching are at the centre of all their work and are deeply committed to developing the Catholic faith life of the children. Catholic life and mission is at the forefront of the school's work, which results in high levels of care, commitment and support throughout the community. Governors are actively involved in the school life and are ambitious for the school. They visit regularly, undertaking governor walks and supporting and challenging all staff. The parish priest works closely with the school to support in developing the faith life of the pupils. The staff are extremely positive about the support and care they receive from the leaders and governors. The four early career teachers (ECTs) feel "they are extremely lucky" to be working at St Patrick's. They have been welcomed, supported and are being nurtured as they develop in their new roles. Parents are highly complementary about the school. Pupils are happy and parents praised the spiritual development they receive. All pupils receive a homework diary from a Christian publication, which outlines each week the message of the Gospel retold in age- appropriate language. These diaries further support in developing the faith life of the pupils.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1

Pupils are developing excellent knowledge, understanding and skills which reflect the requirements of the *Religious Education Directory*. Pupils enjoy their learning and approach their religious education lessons with great interest and enthusiasm. The Come and See programme is followed by all classes. There is a focus on the development of religious vocabulary across the school. This ensures that pupils are continuously striving towards being religiously literate to a high standard by the end of Key Stage 2. Pupils are confident in using the key vocabulary relevant to the topic under study. Across the school, pupils showed evidence of being able to reflect spiritually and to think ethically. Pupils in Year 2 were very confident in expressing their ideas about God's creation and working from a Psalm passage, they were able to articulate their awe and wonder about the world. One pupil stated " ...even though we are so small, the world is so big. God must be so big and great". Pupils are extremely confident in the use of the traffic light self-evaluation system in every lesson. Within a lesson they can articulate their progress and can assess their own learning. Evidence in upper key stage two lessons showed pupils are able to ask probing questions and answer challenging questions asked of them. Behaviour in lessons is outstanding as all pupils are engaged in their learning.

Religious education at St Patrick's school is the core of the school's curriculum. Leadership has ensured that all pupils have high quality teaching and learning in religious education. Teachers are confident, with excellent subject knowledge, appropriate to the phase in which they are teaching. Planning is detailed, thorough and linked to current assessment so that good progress is made across the year. Questioning is used skillfully and to develop deeper thinking. "Diving deeper questions" are given to pupils on completion of their work to develop further understanding and extend their learning. Pupils know what they have to do to improve their work. Pupils are motivated

in lessons due to their efforts and contributions being valued and celebrated by the adults around them. Scripture is displayed around the school and references to scripture and passages from the Bible were evident during inspection, as teachers strive to ensure that the pupils are religiously literate. All teachers displayed key vocabulary linked to their current topic. In a Year 5 lesson on the life of Maximilian Kolbe, pupils' responses to questions had to include and show understanding of vocabulary such as *martyr* and *evangelisation*. Lessons are inclusive with adaptation of lessons taking place for those pupils who require additional support. The assessment system used in religious education is well established and contributes to ensuring pupils make good progress across the school.

Leaders and governors have ensured that at St Patrick's religious education is comparable with other core subjects in terms of staff development, deployment, resourcing and timetabling. Timetables demonstrate that all pupils receive religious education lesson for at least 10% of allocated curriculum time. The Catholic Life of the School team, with responsibility for religious education, are inspirational in ensuring that the teaching and learning in religious education is consistently good and often outstanding. Staff are effectively supported in their planning and teaching of religious education and in their own professional development. The religious education curriculum is well planned. Termly monitoring of lessons take place with staff receiving both verbal and written feedback. The team's own self-evaluation of its monitoring and work results in identified improvements across the school. A regular staff newsletter outlines the key events, services and themes to be celebrated in the term ahead which further promotes the Catholic life and teaching of religious education. This newsletter also further supports the non-Catholic members of the school team in delivering the curriculum. The Catholic Life of the School team works closely with the governors' curriculum committee. The latter evaluates the subject regularly, highlighting strengths and areas for improvement. Governors visit school frequently, talking to children and staff and monitoring books, wall displays and class prayer areas.

Collective worship

The quality and range of liturgy and prayer provided by the school.

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

All pupils enjoy and are engaged in the experiences of prayer and liturgy provided at St Patrick's. They show respect and reverence. The variety of services offered to the pupils is having an impact on the pupils' spiritual and moral development. Pupils understand there are a variety of ways of praying such as group prayers, silent prayer, meditation and singing. Prayer areas are established in every classroom and pupils stated they are used regularly for private prayer. An Upper Key Stage 2 service, which was planned by Year 5 pupils, demonstrated their ability to undertake liturgical ministries. This service, in the parish church, displayed the pupils' confidence in leading and participating in joyful singing and quiet reflection. Parishioners, who regularly attend and support the pupils at church, commented on how such services are spiritually uplifting. Pupils are very knowledgeable about the liturgical year. Resources are available for the pupils to dress their prayer areas in the relevant colours. The "Stay and Pray" sessions are an established part of the school's prayer life and give further opportunities for pupils to prepare prayer and liturgy services. Further support is needed for the 'Walk with me' group in leading and helping pupils across the school to plan class prayer and liturgy. This will allow everyone to undertake liturgical ministries with confidence.

The quality and variety of prayer and worship provided by the school is outstanding. It is central to the life of the school and all staff are models of exemplary practice to each other and to pupils. For example, mid-day supervisors lead pupils in respectful prayer before lunch in the dining hall. Pupils can talk about the many services they lead or take part in. The Catholic Life of the School team, working closely with the parish priest and parishioners, have planned carefully all the opportunities available to ensure pupils experience a wide range of engaging prayer and worship that is rooted in Catholic tradition. Relationships between the parish and school are excellent and contribute to the faith development of the pupils. Pupils experience weekly Mass, reconciliation services, Rosary processions and children's Benediction. These are in addition to Masses and services that follow and celebrate the key feasts of the liturgical year. The school's website showcases the range of prayer and worship provided by the school and is a testament to the mission and faith in action. All services, including the 'Stay and Pray' sessions, are very well attended. Parents are pleased with the

spiritual development of their children and one parent described how her child enjoys setting up for class prayer and worship, and how she always “feels so much better” after attending church.

Leaders, including governors, recognise the importance of prayer and liturgy. They are committed to striving to ensure it is of a consistently high quality. A policy on prayer and liturgy is in place and reviewed regularly. Prayer and liturgy is prioritised, allocating resources, time and staffing to ensure that they are developing consistently effective experiences for the pupils. All staff have received training on the planning and delivery of prayer and liturgy. Services are planned throughout the liturgical year to ensure opportunities to celebrate the Eucharist and key feast days. The Sunday Gospel themes are reflected in weekly class prayer and liturgy. At the time of the inspection, all prayer and liturgy across the school from nursery through to Year 6 focused on the previous Sunday’s Gospel theme to “be trustworthy”. The leadership team regularly monitors the quality of prayer and liturgy across the school and its impact on pupils and staff. The ‘Walk with me’ group should be further supported in developing skills to evaluate their own and others prayer and liturgy sessions and so make further improvements.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	106460
Full postal address of the school	Hardybutts, Wigan. WN1 3RZ
School phone number	01942 244361
Name of head teacher or principal	Mrs Lisa Hobden
Chair of governing board	Mr David Wall
School Website	www.saintpatricks.wigan.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11years
Trustees	N/A
Gender of pupils	Mixed
Date of last denominational inspection	29 th September 2015
Previous denominational inspection grade	Outstanding

The inspection team

Fiona Robinson	Lead inspector
Sharon Orwin	Team inspector
Name of inspector	Lead/team
Name of inspector	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