



## Catholic Schools Inspectorate inspection report for St Patrick's Catholic Primary Academy

URN: 147630

Carried out on behalf of the **Most Rev. Bernard Longley, Archbishop of Birmingham** on:

Date: 15-16 June 2023

<b>Overall effectiveness</b> The overall quality of Catholic education provided by the school.....	<b>2</b>
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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 to the areas for improvement from the last inspection	Fully

## Summary of key findings

### What the school does well

- The environment enhances Catholic life and mission; pupils flourish in a vibrant, faith-filled atmosphere where all stakeholders know, live, and witness the school's mission. Consequently, it has a significantly positive impact on the life of the school.
- Pupils' behaviour is exceptional because they show deep respect and reverence for their dignity and that of others.
- All staff are exemplary role models with a loving and nurturing approach, meaning pupils are happy, confident, and secure.
- Teachers profoundly understand religious education's impact on pupils' moral and spiritual development.

- The subject leader for religious education has an inspiring vision and a high level of expertise in realising it, resulting in rapid improvements to the school's provision.

**What the school needs to improve:**

- Plan further opportunities for all subject leaders to embed the principles of Catholic Social Teaching across all curriculum areas.
- Ensure that all religious education lessons are effectively planned to meet the needs of different groups of pupils, particularly high-attaining pupils.
- Extend the work of the chaplaincy team in developing engaging and spiritual acts of worship.

## 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

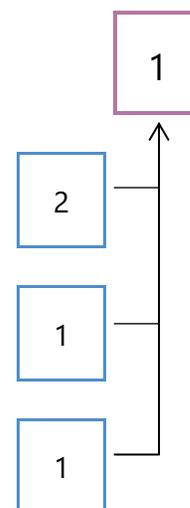
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

### 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 .....



Catholic life and mission is a celebration of St Patrick's, actively lived out by the entire community, enabling pupils to grow and learn in a faith-filled atmosphere. Pupils clearly understand and express eloquently their mission, 'Christ beside us; we love, laugh, learn and pray together'. This is embedded into their daily lives. Everyone is welcome in this Christ-centred, inclusive school, where the language of love and support for others is its foundation. Knowledge of the *Catholic School Pupil Profile* has ensured pupils flourish in their faith. Everyone contributes to this joyful community and actively witnesses their faith through their daily interactions with others. Catholic Social Teaching is planned and linked to other subjects, with pupils beginning to articulate how their everyday actions support those in need. The behaviour of pupils is exemplary in lessons and throughout the school. Pupils are respectful and reverent. Pupils told inspectors that they feel safe and support one another. All staff take time to listen to the pupils, ensuring they are happy, confident, and secure in their spiritual, physical, and emotional growth.

The provision of Catholic life and mission of the school is an inspiring witness of the Church, lived out by all. Christ is at the heart of St Patrick's, where strong and quality relationships ensure a secure culture of welcome. All stakeholders highly value the togetherness of partnership between the parish and school community. This strong culture has resulted in rapid improvements being made. The school reflects its Catholic character by celebrating pupils' work in vibrant displays which offer opportunities to contribute to their formation. The school environment is a strength because of the investment made by leaders and governors. There is a consistent drive for high standards at St Patrick's and a beautiful learning environment for all stakeholders to work in. All staff are exemplary role models, including leaders, and have a loving and nurturing approach. Consequently, they provide an inspirational witness to the teachings of Jesus. A parent commented that St Patrick's is 'a real family, where all of the community are respected.' The chaplaincy provision is central to all

aspects of school life, and every community member is supported in their vocational journey. The provision for relationships, health, and sex education (RSHE) is carefully planned, and pupils talk confidently about their learning in this subject and its application to their lives. As yet, there have been limited opportunities for all subject leaders to embed the principles of Catholic Social Teaching across the curriculum's various areas.

Leaders and governors prioritise Catholic life and mission. All staff are treated with respect and dignity, resulting in a highly motivated, passionate, and committed team. Staff told inspectors that they feel valued and supported by the school and that the leaders' vision has resulted in rapid changes. The principal is an inspirational leader; her vision, commitment and dedication to the school are strengths. St Patrick's has a strong team spirit permeating the school, with staff receiving an excellent level of care and support, which they subsequently cascade to their pupils. Leaders and governors are dedicated to ensuring staff receive high-quality training and induction so that the mission is deeply embedded. Staff regularly attend training organised by the school and the archdiocese, further supported exceptionally well by the multi-academy company (MAC). The school shows a commitment to work well with the parish. The school promotes the engagement of parents who are highly supportive of developing the vocation of every pupil. One parent commented that 'our children are taught how important God is in our lives. They respect, love and care for another just like Christ loves us.'

## Religious education

The quality of curriculum religious education

### Religious education key judgement

grade:.....

### Pupil outcomes

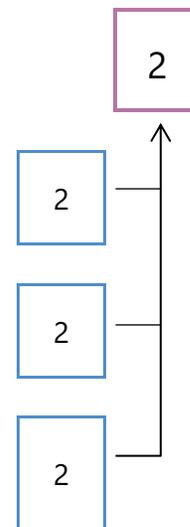
How well pupils achieve and enjoy their learning in religious education.....

### 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.....



Through careful questioning, teachers assess pupils' prior knowledge and understanding effectively. Pupils speak confidently about what they have learned, show an awareness of key concepts, and use subject-specific vocabulary. Behaviour in all lessons is exemplary. Pupils are fully engaged in their learning and concentrate for sustained periods. Consequently, they produce work to a good standard, which is well presented and is beginning to show signs of creativity. Attainment over time shows an increase in the percentage of pupils achieving the expected standards. Support for pupils with lower prior attainment is effective; therefore, they achieve well. Pupils clearly understand what they have achieved; however, teachers do not plan regular questions which utilise challenging thinking skills. Pupils articulate how their daily actions impact the world around them; for example, 'If you see litter, you must pick it up in case any animals eat it. We are caring for God's world.'

Teachers are committed to the value of religious education, which is communicated through their relationships with pupils and each other. Teachers are confident with their subject knowledge and understand how pupils learn. However, they do not plan sufficient opportunities for challenge. They profoundly understand religious education's impact on pupils' moral and spiritual development. Where teachers actively involve pupils in their learning through short, focused activities, their engagement and motivation are high. However, learning opportunities are lost when there is too much teacher talk. Pupils' effort is celebrated, which leads to good levels of motivation. Most teachers provide good verbal feedback through 'live marking', which ensures that most pupils understand what they need to do in their learning. However, this does not incorporate frequent opportunities for analysis and evaluation questions at the end of lessons. Consequently, the needs of higher-attaining pupils are not always sufficiently met. There is inconsistency in other areas of the school's feedback policy, meaning pupils' development of knowledge and skills also varies. Questioning is generally good in lessons, in terms of assessing pupils' knowledge and

understanding, but is inconsistent. Staff bring energy and charisma to the school; when support staff are deployed effectively, they offer pupils guidance and support to move learning on. However, this is less effective in some year groups, especially during directed teaching time.

Leaders and governors ensure that provision in religious education meets the requirements of the archbishop, has full parity with other core curriculum subjects, and is resourced very efficiently. The subject leader for religious education works exceptionally hard. She has an inspiring vision and a high level of expertise, resulting in rapid improvement in the provision offered. Her attention to detail and drive are to be commended, and she is ready to share more widely across the MAC. There is a planned, well-established, and effective monitoring and evaluation cycle in religious education. The subject improvement plan reflects an accurate overview of the monitoring that has taken place. Performance data has been carefully analysed and used to inform the actions in the improvement plan. The subject leader presents comprehensive reports and documentation about the school's religious education quality. Governors are updated about the progress of the subject improvement plan; however, it is not always clear how they ensure appropriate challenge and support are offered to enable the subject's advancement. The subject leader has substantial knowledge and is committed to ensuring religious education is taught well at St Patrick's. She provides excellent practical support to early career teachers and has an 'open door' philosophy for any staff needing help.

## Collective worship

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

Collective worship key judgement grade:.....

2

### 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

Pupils respond well to the experiences of prayer and liturgy and participate with reverence and confidence. Pupils understand that there are different ways to pray, using moments of silence and reflection to spend time talking to God and accessing a range of traditional and contemporary prayers. However, pupils cannot articulate a detailed understanding of traditional prayers, of which they have limited knowledge. They join in with prayers and listen with interest. Singing is uplifting, with pupils participating enthusiastically. Pupils respond well to prayer and liturgy; they want to pray, and they have a good understanding of the importance of talking to God. Pupils have some opportunities to prepare and lead prayer; when they do, they are doing this with growing confidence and relish these opportunities. When older pupils prepare liturgy, they do so entirely independently, which is excellent. The work of the chaplaincy team is yet to be extended to develop engaging and spiritual acts of prayer and liturgy for all. Pupils do not routinely evaluate the quality of worship that they have planned so that they can identify how to improve next time. Pupils understand the relationship between prayer and action, as demonstrated through support with various charitable and fundraising activities over the year.

Prayer and liturgy are central to school life because there is a daily pattern; pupils are confident and proud of their contributions. Prayer provided by the school offers those who participate in it a range of traditional Catholic ways of praying, further contributing to pupils' confidence in independently planning prayer. However, not all pupils fully and actively participate in prayer yet. The use of Scripture is a strength at St Patrick's: it is prominent and known, with passages that are liturgically correct and in line with the Church's liturgical year. Pupils can talk about the lessons they've learnt from the Bible. Staff are committed to being role models of good practice, using gestures accurately and joining in with responses confidently. Relevant staff are well-skilled in helping pupils to plan prayer; though these skills are not instilled in all staff so everyone is confident in meeting the school's expectations surrounding prayer. Physical space is used well to facilitate prayer; each classroom has

a dedicated prayer area, and there is a permanent outdoor prayer garden. The investment made over recent years to the school environment has ensured that the spaces are imaginative and creative, resulting in a faith-filled atmosphere conducive to prayer.

Leaders and governors ensure the school's policy on prayer and liturgy is well-formulated and fit for purpose. Staff speak confidently about the centrality of prayer and liturgy to the life of the school. Leaders, including the parish priest, can confidently bring the understanding of the Church's ministry to the community's needs through planned worship. The 'gather, listen, respond, go forth' structure for prayer and liturgy is not made explicit throughout the school, meaning pupils sometimes experience a confusing approach to prayer. This is because training is yet to be embedded for staff and pupils, specifically around the structure of liturgies. Sacraments, holy days of obligation, and other essential feast days are well catered for with prayer and liturgy. Regardless of faith, staff are supported in developing their personal and liturgical formation. Leaders and governors are committed to prayer and liturgy, allocating resources effectively. Self-evaluation for prayer and liturgy occurs, though it is not rigorously challenged by governors regarding how it feeds into strategic improvement planning.

## Information about the school

Full name of school	St Patrick's Catholic Primary Academy
School unique reference number (URN)	147630
Full postal address of the school	Graiseley Lane, Wednesfield, Wolverhampton, WV11 1PG
School phone number	01902 556451
Name of head teacher or principal	Sophia Mulrooney
Chair of governing board	Christopher Walker
School Website	<a href="http://www.stpatrickscpa.co.uk">www.stpatrickscpa.co.uk</a>
Multi-academy trust or company (if applicable)	St Francis and St Clare Catholic MAC
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	March 2016
Previous denominational inspection grade	2

## The inspection team

Paul Madia	Lead inspector
Jane McNally	Team inspector

## 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