



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Patrick's Catholic Primary School
Heysham**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	St Patrick's Catholic Primary School, Heysham
Address:	Littledale Avenue Heysham Lancashire LA3 2ER
Telephone Number:	01524 851766
Email Address:	head@st-patricks-pri.lancs.sch.uk
School URN:	119583
Headteacher:	Mrs Carol Hind
Chair of Governors:	Mrs Theresa Moore
Lead Inspector:	Mr Chris Wilkins
Team Inspector:	Mrs Helen Moreton
Date of Inspection:	7 th March 2018

INFORMATION ABOUT THE SCHOOL

St Patricks Catholic Primary School is a smaller than average-sized primary school. 44% of pupils are Catholic. There are a small number of children from faith backgrounds other than Christian. 54% of pupils come from the Gypsy/Roma and Traveller community. There has been a significant change of staff in the last 3 years with 4 new teachers joining the school.

The percentage of pupils with special educational needs and/or disabilities including those with Education Health Care Plans (23%) is above the national average.

The proportion of pupils supported by the Pupil Premium is above the national average. The school has an above average proportion of pupils who enter and leave the school part-way through their primary education. Attendance has improved over the last 2 years.

PUPILS	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	26	30	26	27	28	28	29	194
Catholics on roll	9	10	9	11	13	17	16	85
Other Christian denomination	6	12	9	11	7	8	8	62
Other faith background	1	1	1	1	0	0	0	4
No religious affiliation	10	7	7	4	8	3	5	44
No of learners from ethnic groups	21	20	15	17	19	22	15	129
Total on SEN Register	2	2	7	9	7	10	8	45
Total with Statements of SEN	0	0	1	1	0	0	1	3

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	35%			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Parish of Blessed John Henry Newman	82

TEACHING TIME FOR RE	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.25	2.25	2.25	2.25	2.25	2.25	2.25	
% of teaching time	10%	10%	10%	10%	10%	10%	10%	

TEACHING TIME FOR ENGLISH	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	
% of teaching time	25%	25%	25%	25%	25%	25%	25%	

TEACHING TIME FOR MATHS	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	
% of teaching time	25%	25%	25%	25%	25%	25%	25%	

STAFFING	
Full-time teachers	7
Part-time teachers	2
Total full-time equivalent (FTE)	9
Classroom Support assistants	11
Percentage of Catholic teachers FTE	44%
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	n/a

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS	27
Average class size KS	28

EXPENDITURE (£)	Last financial year 2016-7	Current financial year 2017-8	Next financial year 2018-9
Total expenditure on teaching and learning resources	£7980	£31203	Not yet set
RE Curriculum allowance from above	£1850	£18345	Not yet set
English Curriculum allowance from above	£1788	£4300	Not yet set
Total CPD budget	£2380	£3290	Not yet set
RE allocation for CPD	£220	£1320	Not yet set

How the school has developed since the last inspection
<ul style="list-style-type: none"> • The school has continued to develop a rigorous assessment and tracking system to monitor attainment and progress. • Pupils have been supported in developing planning skills so that they can lead their own prayer and liturgy with confidence and enthusiasm.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

St Patrick's is a good Catholic school following a journey of improvement. The school is well led and managed by a committed leadership team and a Governing Body who positively promote and develop the Catholic Life of the school encouraging every member of the school community to be the "best version of themselves". The Head Teacher is a very good leader of the Catholic life of the school.

The dedicated staff work as a strong team to provide a supportive and nurturing atmosphere and pupils are proud of their 'welcoming friendly school' where they state that they feel safe and happy. They have positive attitudes to learning and their behaviour is good. There are good links with parents, the parish and the wider community.

Prayer and liturgy are central to the life of the school. Collective Worship is well planned, resourced and responsive to the needs of the community and the Church's liturgical year. Older pupils plan and lead their own liturgies and have developed this skill well. Pupils enjoy and participate in liturgies with reverence and respect.

Outcomes for pupils are good: progress is good in Religious Education and attainment is above average in oral work. In some places written work lags slightly behind as tasks are not sufficiently well designed to enable pupils to show their ability. Pupils participate fully in the many learning opportunities that are given to them.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure that all pupils are given the opportunity to show their ability in their work by:
 - Ensuring tasks are sufficiently differentiated within lessons.
 - Designing tasks that challenge pupils.
- To develop pupils understanding and knowledge of scripture by:
 - Ensuring that scripture is central to each lesson/prayer and liturgy.
 - Enabling pupils to retell and discuss bible stories independently.
- To use the curriculum directory to inform planning, teaching and assessment so that outcomes for pupils continue to improve.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

2

2

2

The leadership and management of the Catholic Life of the school are good. The commitment of the Headteacher to the whole school community is demonstrated admirably and is a major factor in ensuring that the mission statement underpins the work of the school and that it is clearly put into action each day by both staff and pupils providing the whole community with opportunities to develop and grow in faith together.

Governors and school leaders act as good role models for staff and pupils alike. The Headteacher and Deputy work well together and are committed to supporting the mission of the Church. Since the last inspection, staff and governors have worked hard to communicate high expectations of the Catholic life of the school to parents and carers. This has been achieved through the visible presence of the Head and Deputy as well as regular newsletters to parents.

The parish priest is a regular visitor and wishes he was able to visit even more. He enjoys school masses and described the pupils as reverent and prayerful. He is clear that the governors take seriously their responsibility to develop the Catholic Life of the school. He summed up the commitment of school leaders saying "Making St Patricks a truly Catholic school is their top priority."

The school's Catholic identity is displayed throughout the school's environment. A local artist works regularly with school and, consequently, displays and worship areas are of a high standard and distinctly Catholic. A recent addition has been the development of an outdoor chapel since the parish church is located a significant distance from school. Pupils, staff and the parish priest are very much looking forward to being able to use this worship area.

During the inspection pupils' behaviour was excellent. Pupils were friendly and helpful towards each other, staff and visitors. Pupils are positive and proud of their school. They talked about how they have learnt to plan worship sessions, usually starting with a values theme. For example, one pupil said, 'We chose the theme of bravery and took the story of David and Goliath to show how David believed in God and how he was brave enough to face up to Goliath.'

Pupils take on many responsibilities and value the opportunities they are given to be leaders in school. For example, as school councillors, food and class monitors. A recent visit to Parliament in London by some pupils allowed them to see democracy in action at a national level. Pupils were able to discuss the many charities the school has supported by raising money, for example, Children in Need, Cancer Care and Starlight Children's

Foundation.

During Prayer and Liturgy, pupils act with reverence and listen carefully. For example, in a Key Stage 2 assembly where the new value of 'Service and Sacrifice' was being introduced they joined in confidently with prayers and hymns and were able to reflect on how they too can be of service to others. Pupils have a good knowledge of traditional prayers and also understand the value of silence in enabling them to pray, listen to God and develop their spirituality. There is a strong and embedded use of prayer through song in the school. Children sing beautifully and from the heart.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

2

3

Governors and school leaders are committed to ensuring Religious Education is central to the school's curriculum. School currently uses the scheme, 'The Way the Truth and the Life' to meet the statutory requirements. Governors, leaders and managers conduct a developing range of monitoring activities to identify both strengths and weaknesses. All staff are well supported and work well together as a team to address issues identified in the School Improvement Plan.

Continuing Professional Development is planned to meet the needs of all staff and school works well with the local family of Catholic schools. Effective support is provided for non-Catholic teachers to support their spiritual and liturgical development. A portfolio of moderated work shows that school has engaged with Diocesan external moderation regularly which also provides reassurance and support to teachers. School also ensures judgements are accurate by clustering with other local schools for moderation as well as staff meeting time being used to agree levels of pupils' work.

Developing assessment procedures ensure teachers know the individual needs of pupils. However, the planning for teaching in classes needs to be more closely matched to the abilities of the pupils with tasks that reflect their range of abilities as well as closely following the curriculum. Work scrutiny showed that often a single task is given to children. This means that work is sometimes not challenging enough for the most able pupils.

The work in pupil's books also shows that they have a good understanding of what they have been taught about values. There was less evidence of pupil's ability to reference bible stories and relate them to how they live their lives. This would help children to understand better the relevance today of the life and teachings of Jesus Christ.

Pupils are provided with good feedback through effective marking which sometimes includes developmental comments to challenge thinking. Pupils are involved in self-assessment and they understand the way their work is marked. One pupil commented, "Green for growth helps me know how to improve my work."

The vast majority of pupils enjoy Religious Education and have positive attitudes towards their learning. During a lesson observed in Early Years Foundation Stage based on the theme of forgiveness, children learnt about the story of Zacchaeus and enjoyed the activities designed to consolidate their understanding of the value of forgiveness.

Pupils in Key Stage 2 had good knowledge of topics covered in RE and were confidently able to talk about their learning. One Year 6 pupil said, "RE teaches about Jesus and how

God has a plan for each of us in our lives."

The time allocation for Religious Education meets the requirements of the Bishops' Conference and the curriculum meets the needs of the pupils. Access to the curriculum is equal for all pupils and where appropriate cross curricular links are made. Sensitive provision is made for teaching about family life.

The quality of teaching and learning in Religious Education is good overall. Most of the teaching is effective in ensuring the pupils are making progress. A significant number of pupils have little or no religious experience when they enter school, however they demonstrate sensitivity and a mature appreciation of spirituality as observed in Year 4 during a lesson on how we can share in the life of Jesus.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	3

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	2	3	2