

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: Our Lady and St Patrick's Catholic School

Address: Ennerdale Road
Maryport
Cumbria
CA15 8HN

Telephone Number: 01900 812582

Email address: head@st-pat-maryport.cumbria.sch.uk

School URN: 112337

Headteacher: Mrs J Hampson

Chair of Governors: Suzanne Penman

Section 48 Inspector: Mrs Adrienne Delaney

Date of Inspection: Monday June 25th 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

Our Lady and St Patrick's Catholic Primary School is an average sized school situated in Maryport, a harbour town with a rich history.

Almost all pupils are of white British heritage. The number of pupils with English as an additional language (EAL) is low in comparison to the national average. The number of pupils on free school meals (FSM) is twice the national average. The proportion of pupils with Special Educational Needs and Disabilities (SEND) is above average. The school has significantly increased in numbers on roll during the last two years.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	201
Planned Admission Number of Pupils:	30
Percentage of pupils baptised Catholics:	44%
Percentage of pupils from other Christian denominations:	36%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	20%
Percentage of pupils from ethnic groups:	11%
Percentage of pupils with special needs:	20%

Staffing

Full-time teachers:	6
Part-time teachers:	3
Percentage of Catholic teachers:	60%
Percentage of teachers with CCRS:	44%

Percentage of learning time given to RE:

YR	10%	Yr4	10%
Yr1	10%	Yr5	10%
Yr2	10%	Yr6	10%
Yr3	10%		

Parish served by the school:

1. Our Lady and St Patrick's

MAIN FINDINGS

Our Lady and St Patrick's is an outstanding Catholic school. The vision, which is clearly articulated, is fully understood by the school community and promotes high expectations of all its members.

There is a clear message, arising from the mission statement, that states the intention to "recognise Christ in everyone as we grow together" and this message embodies the commitment of all members of the community to give the highest priority to the ethos of Catholic education. Our Lady and St Patrick's School is well-led by a committed head teacher and a positive Catholic ethos results in well-behaved, polite pupils whose spiritual and moral development is given high priority. Good relationships are evident and these build a harmonious and inclusive community. All areas for improvement since the last inspection have now been acted upon.

Pupils are happy to come to Our Lady and St Patrick's and they demonstrate pride in their school, which means that they have positive attitudes to learning. Pupils make excellent progress in their religious education from starting points which are well below average and most attain high standards. Pupils are well supported in their learning and additional support is well-deployed as is demonstrated by the progress made by pupils with special education needs (SEND). The school offers pupils a variety of opportunities to contribute to its Catholic life. Pupils show interest in the spiritual and moral values of others and respond in a caring manner to those in need. They show independence in preparing prayer and acts of worship.

The school provides a very good Catholic education for pupils. Teaching and learning in RE are highly effective in engaging pupils and ensuring that they learn extremely well. Lessons are carefully planned to meet the different needs of pupils. Marking shows positive comments and pupils know how to improve their work. Assessment and monitoring systems are in place and have a positive impact on individual pupil progress. Parents and carers are kept informed as to learning and progress. The Religious Education curriculum is good with additional resources being used to enhance it. The quality of Collective Worship is outstanding with children taking ownership for preparation and delivery. Personal development and care for pupils are outstanding.

The headteacher and senior leaders are committed to improve outcomes for pupils. Excellent leadership from the headteacher ensures that all pupils are cared for, known well and respected as individuals. This makes them highly motivated to make good progress. Teaching and learning are being monitored well and tracking systems have been developed to

improve outcomes. The impact of these is regularly analysed. The quality of self evaluation is outstanding. The headteacher is aware of her professional development and of those of her staff. Governors are committed to discharging their responsibilities well and are eager to both challenge and support the school. Partnerships with other providers and organisations have been established and are promoting Catholic learning. Pupils are developing a sense of belonging to a wider community and an understanding of the common good.

Capacity for sustained improvement

1

The school's capacity for sustained improvement is outstanding because the governors, senior managers, teachers and the staff working in school demonstrate a clear understanding of areas for development. All issues from the last inspection have been successfully addressed. The quality of self-evaluation is outstanding and governors and staff are committed to ensuring that the raising of standards is of the highest priority. The subject leaders monitor RE standards well and assist the leadership team in driving forward good planning and best practice, thus securing the very best outcomes for pupils.

What the school needs to do to improve further

Continue to raise standards in Religious Education by:

- Continuing to drive forward the aims of the school's community cohesion plan in terms of knowledge and celebration of other faiths and communities;
- Continuing to develop the good links made with the parish community.

PUPILS

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

1

The school evaluates the quality of outcomes for pupils to be outstanding and the inspection confirmed this judgement. Pupils enjoy Religious Education and have positive attitudes towards their learning. In discussion pupils described their school as a "very caring" school where they "learn new things about Jesus" and spoke of RE lessons as ones that helped them learn that they "are called to serve". They show high levels of interest and enjoyment and demonstrate literacy in skills and understanding of Religious Education. They are confident in talking about what they are learning and how belief and spirituality impact on their

lives. A pupil in Y6 described her learning as being “challenging and helping you to make choices.”

Assessment data and pupil tracking evidence are showing progress and demonstrating improving trends over time and, in particular, over the last three years. Evidence shows that from low starting points, pupils make good progress through the Foundation Stage and through Key Stages 1 and 2. Their attainment is showing improvement and target setting and tracking are ensuring that pupils are reaching expected levels in RE. They are given tasks that are suitably challenging. Pupils who have disabilities and special educational needs (SEND) are making good progress because their needs are accurately identified and support is carefully targeted to meet them. Challenging tasks are provided for more able pupils and children of no faith make good progress in RE.

Parents’ replies to the questionnaire show that they are informed and very happy with their children’s progress in RE. Pupils are making a good contribution to the Catholic life of the school and derive much benefit from it. Older pupils are very clear that their role is to set a good example. One pupil described the school as a place where we “all get along together and don’t leave anyone out”. Pupils take on responsibilities willingly and eagerly and are becoming increasingly active in the Catholic life of the school, beyond their routine lessons. Pupils can articulate how school is helping them to become better people. One new to Y3 pupil described the school as “different” and the “new experience of RE helps me through my life.”

Pupils are beginning to have an understanding that religious beliefs and spiritual values may be different from their own. However, their understanding of other faiths and cultures would be enhanced by further opportunities for learning about children from other cultures within and also beyond their own immediate communities. Pupils show a developing sense of justice, kindness and consideration to others and this is apparent in all the positive relationships that exist within the whole school community. One Y2 child spoke of Our Lady and St Patrick’s being “a kind school.” Another pupil spoke of the school “coming together as a family and relating to each other in prayer.”

Pupils’ response to, and participation in, the school’s Collective Worship is outstanding. Pupils act with reverence and are eager to participate. They pray well together and can reflect silently. Pupils have an emerging sense of how to plan and lead worship with growing confidence and expertise. They have an outstanding understanding of the religious seasons and feasts, and spoke confidently about the meaning of Pentecost and Corpus Christi. They are becoming skilled in the use of scripture, religious artefacts, hymns, ICT, drama and music to focus and enhance acts of worship. Liturgical worship is modelled effectively by staff in acts of worship and this makes an outstanding contribution to the spiritual and moral growth of the pupils. They show respect for all in Our Lady and St

Patrick's and welcome visitors from their wider community into their happy school.

LEADERS AND MANAGERS

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

1

The inspection confirmed the school's self evaluation judgement of outstanding quality of leadership and management. The promotion of monitoring and evaluation of the provision for the Catholic life of the school is outstanding and is given the highest priority. The Catholic ethos of Our Lady and St Patrick's underpins all aspects of school life and the Catholic mission is lived out by all. The dedication, energy and drive of senior leaders inspire all of the school community. High priority is given to planned improvement that will lead to good outcomes for all. Leaders and managers ensure that a rich, broad and balanced curriculum is provided, with pupils' spiritual and moral development being at the heart of what is planned. Formal and informal monitoring activities are conducted by leaders and managers and these feed into the self-evaluation process, ensuring that strengths and areas for development are identified. High priority is placed on staff training, ensuring that all have an understanding of the ethos and the vision of the school and contribute to Our Lady and St Patrick's success. All staff receive high quality and relevant training. The pupils interviewed in upper KS2 can articulate the school's Catholic mission with a growing understanding. "We learn about the faith together", a Y6 child explained. Leaders and managers work very closely with the parish priest in promoting the Catholic life of the school. The pupils recognise him as the person who helps with class and parish Masses and who is often in school. They understand that he is their spiritual leader. His recent ministry to the parish has resulted in developing good parish links and he and the headteacher are working to ensure that these become embedded.

Monitoring and evaluation of provision for RE, led by committed and effective subject leaders, is outstanding. They are supported well by the senior leadership team. The subject leaders ensure that systematic monitoring and evaluation are in place and these are having a significant effect on the improvement made in recent years. They are particularly effective in supporting staff so that they are well informed and apply school policy and practice with confidence. Their commitment and high expectations are supported by senior leaders and together they ensure continuous improvement and good outcomes for pupils.

The work of the governors is outstanding: they are organised and visible in the school community. The chair of governors attends many school events and supports and challenges leaders and staff. She is well-

informed, understands the school's performance in Religious Education and the strategies that are being put in place to improve it still further. Her monitoring role, and that of other governors, is well-developed and structured. She is aware of the appropriate priorities for improvement and provides a level of challenge for leaders and managers within the school.

As a result of the dedication and commitment of the headteacher, who inspires her very committed team of teachers and support staff, the school is outstanding at developing partnerships with parents, other providers, organisations and agencies. She actively seeks ways in which the school can engage in partnerships to promote the Catholic learning and well-being of pupils. She has been instrumental in developing a rich range of partnerships with Catholic primary and high schools, with the local Catholic community and parish organisations. She has developed further links with other faith and non faith groups. As a result of this pupils are given opportunities to grow and develop in their commitment to serve others within the school, the parish and in the local community. They are aware of the need to make links with other faith communities so as to share beliefs, knowledge and practice. Leaders are developing ways of linking with other world faith communities and the pupils are increasingly aware of similarities and differences in faith and culture within school and neighbouring towns and cities.

PROVISION

How effective the provision is for Catholic Education

1

The school evaluates the quality of its provision for Catholic education to be outstanding and the inspection confirmed the judgement. The quality of teaching and purposeful learning in Religious Education is outstanding. The adoption of "The Way, the Truth and the Life" scheme of work is embedded and is leading to higher expectations and rising standards. Teachers show regard for learning styles and imaginative use of resources, including ICT, is maximising learning. Planning is good and is a result of focussed assessment and monitoring. Marking is leading to next step learning and advice towards objectives. Clearly identified whole school and individual professional development for staff has led to the building of confidence and deepening subject knowledge. These are helping to inspire and engage pupils, especially those in upper KS2 where pupils can speak with confidence on issues such as justice and charity.

Members of the support staff are deployed effectively and were observed during the inspection supporting SEND children, aiding them in their learning. These elements of provision have contributed to the good progress of pupils and tracking suggests further progress will be made in coming years.

Our Lady and St Patrick's systematic monitoring and evaluation procedures in RE are outstanding and a key feature in the improvement in standards in recent years. Teachers are applying assessment procedures that are well embedded into school practice. Throughout the school diocesan principles and practices of assessing pupil progress are consistently being used.

A good Religious Education curriculum is provided by the school which meets the needs of pupils well. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development. The recently adopted scheme is being creatively adapted to meet the needs of all pupils. Effective long and short-term planning ensure full coverage of the curriculum and further opportunities are provided to enhance it. The curriculum meets the needs of the Bishops' Conference well.

The quality of Collective Worship in school is outstanding and given high priority. Prayer is central to the life of the school and pupils are offered a range of both formal and informal opportunities for prayer. The school's prayer room is a place of reflection and contemplation that is valued by the school community. Staff and pupils are confident and skilled in leading Collective Worship and liturgies. Pupils have a developing understanding of the liturgical calendar and themes for worship are consistent with the Catholic character of the school, ensuring that all major times in the church year are acknowledged and celebrated. Acts of worship have a significant impact on parents, pupils and the parish.

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	1
• 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?	1
PROVISION How effective is the provision for Catholic Education?	1
• the quality of teaching and purposeful learning in RE?	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