

NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION

Summer 2010



**St. Patrick's Catholic Primary School
Harrison Road
Leicester
LE4 6QN**

Date of Inspection: 7th July 2010

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

Name and address of School:	St. Patrick's Catholic Primary School Harrison Road Leicester LE4 6QN
Headteacher:	Mr. Miroslaw Olszewski
Chair of Governors:	Fr. Martin Hardy
Date of Inspection:	July 7th 2010
Inspection Team:	Mrs. Anne Recchia Mr. Bryan Lowe
URN & DCSF Numbers:	3423
Overall Grade Awarded:	2

A. DESCRIPTION OF THE SCHOOL

St. Patrick's Catholic Primary School is situated in the Belgrave area of Leicester, which is a predominantly Asian community. It serves the parishes of St. Patrick's and Our Lady of Good Counsel in the city of Leicester. The majority of pupils come from the Beaumont Leys and Mowacre Hill estates of Leicester. Some pupils travel to school by bus, as the catchment area of the school is extensive.

The school is a one-form entry, taking pupils from Foundation Stage One (part-time) to Year 6. The numbers on roll have increased since 2000, from 189 pupils to 236 (July 2010) due to the school's improved reputation amongst the parents and local community.

67% of pupils are Catholic. Of the other 33%, 18% belong to other Christian denominations with 14% of other world faith traditions. An increasing number of asylum/refugee and polish pupils have recently been admitted. These come with little or no English. 13% of all pupils are entitled to free school meals and 17% of pupils are on the special needs register with 1% of all pupils having a statement of Special Educational need.

The school works with other local schools as part of the Belgrave Development Group of schools and with other Catholic Primary Schools in Leicester. The school achieved Investors in People Gold Award, the first in the East midland Area to do so.

INSPECTION SCHEDULE

B. OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?

St. Patrick's Catholic Primary School is a good school with many outstanding features. The Catholic life of the school and its provision for Community Cohesion is outstanding. It lives and breathes its Catholic Mission within its very diverse community. The school is highly regarded by parents, pupils and the people in the locality. The Religious Education Curriculum is good. It is well taught and the pupils develop spiritually, morally, and ethically as a result of it. The majority of pupils make good progress throughout the school and attain levels at or just above National averages. The need to challenge the most able in some classes is an area for further development.

The school has made good efforts to address the issues raised in the last inspection and are very aware, through the self evaluation process, of those areas that need to be developed in the future.

GRADE: 2 Good

C. The capacity of the school to make further improvements and why.

The school has a good capacity to make further improvements. Its self-evaluation is largely accurate, effectively identifying areas for improvement highlighted in this report. The strong leadership team, working closely with the staff, have put in place effective systems of monitoring, evaluation and planning for the future. The Governing Body is committed and supportive of the school. Governors must now play a more active role in the school's self evaluation process in order for them to become more of a critical friend to the school.

GRADE: 2

D. What steps need to be taken to improve the provision further?

At St. Patrick's Catholic Primary School the strengths far outweigh the areas for development. However, all good schools recognise the need for further improvement. We recommend the school focuses on the following:

- Further develop effective monitoring and evaluation procedures so that Governors have a clear understanding of levels of attainment in Religious Education and can develop their role as critical friends to the school.
- Ensure work in all classes is suitably differentiated to meet the needs of all the children and especially challenge the most able
- Ensure developmental marking is used consistently throughout the school leading in turn to pupil target setting.

THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

1. How effective are leadership and management in developing the Catholic life of the school?

The Leadership and management of the school is outstanding in developing the Catholic life of the school. The head teacher sets clear direction for the school and has nurtured and developed a very efficient team around him. He delegates extremely successfully, trusting senior members of staff to lead and develop their particular areas of responsibility within the school. As a consequence high quality care and the education of all pupils is effectively promoted.

The Governors are very supportive of the school and are kept informed of its progress and areas for development. There has been an understandable emphasis on Maths and English over the past few years as the school has worked hard to emerge from Special Measures. The Governors now need to critically monitor and evaluate the Catholic life of the school and its Religious Education in order to fully understand and support its future development.

The Governors and head teacher have worked hard to improve the school's building. New classrooms and rooms for community use are currently being built and will considerably enhance the accommodation the school provides. In the interim the school is making best use of the sometimes cramped conditions it has at present.

The school is very inclusive. It welcomes and nurtures pupils from many different faith and cultural backgrounds. In this way the Catholic mission of the school is a lived experience and reflects the community it serves. The Head teacher and Religious Education Coordinator work closely together to promote the children's spiritual and moral development. This aspect of the school is outstanding. Pupils are polite, enthusiastic about their faith, willing to share their faith experiences and celebrate the similarities and differences within their community.

The two parish priests are frequent visitors to the school. They celebrate mass on a regular basis, and are well known and loved by the pupils. This has created an effective link with the parishes and has brought "Church" into school in a very tangible way.

The school's provision for pupils new to the UK is very well regarded by other schools in the area. The Head teacher has been called upon to assess pupils in other schools and advise on integration programmes. It is part of the Belgrave Development Group.

The school has developed a very good relationship with the local Catholic Secondary School ensuring smooth transition to secondary education. It has developed very effective links with a Muslim school locally and pupils have enjoyed joint activity days. The Religious Education Coordinator regularly attends Diocesan training and the school has strong links with other Catholic Schools in the City of Leicester. Governors have accessed the training offered by the Diocese and are aware of the need to continually update this as new members join the Governing Body.

The school is very well regarded by parents. Their views are sought regularly and the vast majority of parents value the work of the school. Applications for admission to the school outstrip the number of places available indicating the popularity of the school in the local area.

The Catholic life of the school is monitored and evaluated to a good standard. The Head teacher visits classrooms daily, encouraging pupils and teachers and informally gathering information to assess, monitor and evaluate the daily life of the school. Governors visit regularly, follow a planned programme and then report back to the Governing Body. The Head teacher has developed a governor link on the website to ensure that they are fully informed.

Grade: 1 Outstanding

Collective Worship

2. How good is the quality of Collective Worship?

The quality of the provision for prayer, collective worship and the liturgical life of the school is outstanding. The Eucharist is central to the life of the school and is celebrated regularly. Pupils are involved in the planning of masses and play an active part, reading scripture, drama, music, prayers and welcome. Other liturgies are well planned around the Here I Am programme, "Statements to Live By" and the liturgical calendar. There is a prayerful atmosphere in the school and the pupils are comfortable using both traditional and informal prayer to communicate with their God. The school has very effectively used the Reach4 team to help pupils find different forms of prayer and worship. The development of a chaplaincy team to continue this work would further enhance provision and ensure pupils are involved even more fully in the planning of liturgies.

There is a good understanding of the needs of the local community and the school reflects this in its multi cultural approach to prayer and worship. This ensures that all pupils feel valued and their very varied backgrounds are celebrated. Visitors to the school are able to share their faith and culture with the pupils. There is a real sense of the school being at the centre of this diverse community and being valued by it.

The Religious Education coordinator successfully plans, monitors and evaluates Collective Worship within the school. She has a clear understanding of its strengths and areas for development. In-service training takes place on a regular basis and teachers feel well supported in this aspect of the school's life. Training to develop the multi faith aspect of prayer and worship has also been undertaken by the Religious Education Coordinator to aid a deeper understanding of other world faiths. There are good links with other Faith leaders in the community and they value the presence of the Catholic Churches and Catholic School in the community.

The Liturgical life, prayer and Collective Worship contribute very effectively to the spiritual and moral development of the pupils. They are prayerful and thoughtful young people who recognise that they are all members of God's family but can celebrate their difference with respect and knowledge. The introduction of "Statements to Live By" has had a very positive effect on pupils understanding of fairness and justice and this is very evident in their relationships with one another and with the adults in the school.

Grade: 1 Outstanding

Community Cohesion

3. How effectively the school promotes community cohesion: inwardly (within the school); within the local faith community (parish and education communities); and the wider social, cultural and educational communities.

St. Patrick's Catholic Primary is at the heart of the community and is well respected by all. It promotes Community Cohesion to an outstanding level. The Head teacher and senior leadership team are very aware of the diverse nature of the community served by the school. They make great efforts to be welcoming and inclusive. The school has received the Young Gifted and Equal award for Racial Equality in the areas of ethos, racial harassment and community cohesion. This is a testament to the open, welcoming and just environment which the school provides.

Within the school relationships are very good. The staff come from a variety of cultures themselves and, as a consequence, have a good understanding of the wealth of knowledge they can share and also of the tensions that may arise. The pupils are respectful both of one another and of the adults in the school. They are very well behaved and demonstrate the Gospel Values of love, forgiveness, reconciliation and respect in and around the school. Any incidents of misbehaviour are tackled with sensitivity and calm which ensures the working of the school is not disrupted.

There are good links with the two parishes and with the Diocese. The parish priests value the work of the school and are frequent visitors. Preparation for the sacraments takes place within the parish but is supported through the Religious Education Curriculum and acts of Collective Worship within school. Mass is celebrated with parishioners on special occasions (e.g. St Patrick's Day).

The Sacrament of Reconciliation is offered in school annually. All children irrespective of their faith background are invited to take part in the act of reconciliation at these times.

The school works very effectively with other schools in the area, sharing expertise, taking part in cultural and sporting activities and generally supporting each other. They support local, national and global charities where the pupils and staff give generously of their time and money. This involvement allows the pupils to see their lives as part of a broader perspective and encourages them to think spiritually and ethically about the world around them.

The inclusive nature of prayer, Collective Worship and the liturgical life of the school are good. The Religious Education Coordinator has attended recent training on this issue and is planning to develop multi cultural worship further. The Religious Education Curriculum promotes Community Cohesion very effectively through its study of other world faiths, visits to other places of worship and visiting speakers.

Grade: 1 Outstanding

RELIGIOUS EDUCATION

Achievement and Standards

4. How well do learners achieve?

The standard of the work of the children in Religious Education is at, or above, national averages by the end of Key Stage Two. The majority of children enter the Early Years Foundation Stage with skills and knowledge well below those expected for their age but make rapid progress through Foundation Stage One and Two. Children with special educational needs and English as an additional language make very good progress. This reflects the support they receive. There are no significant differences between groups of learners.

Children have an excellent religious knowledge and are able to use it in practical ways to solve problems both within the school and the wider community. They are very reflective, able to discuss moral and social issues in a mature way and their spirituality is reinforced by work with 'Statements to Live By'. Children enjoy their work and take a pride in it. Pupils in the year 3 and 4 classes are constructing a range of quality psalms and the year 6 class has produced some exceptional poetry based upon 'God's World'.

Achievement in Religious Education is very well celebrated through Mass, assemblies, displays, class liturgies, events books and records of achievement.

Behaviour in class and around the school is outstanding; children are polite and courteous and engage positively in lessons.

Grade: 2 Good

Quality of Provision for Religious Education

5. How effective are teaching and learning?

Strong planning using Here I Am, Statements to Live By, Cafod resources and Circle time, ensure that children are being taught in an interesting way with cross-curricular links and opportunities to express their own views. Other Faith teaching is a true living celebration utilising the school community. Further to this, the RE coordinator is developing an excellent and extensive package of other faith resources with IT links to useful sites.

In most cases, work is stimulating and challenging, utilising good levels of differentiation and where this happens, the quality of learning is very good. This good practice needs now to be shared across the whole school.

Teaching of Religious Education ranges from satisfactory to outstanding, but overall, it is good.

Teaching across the Foundation Stage supports learning very well with role play activities linked to topics. In a Foundation Stage lesson on 'treasures' all children made good progress and were able to articulate their own views and interpretations of 'God's treasures'; this lesson had outstanding features. In Key Stage One differentiation would further enhance the progress of children's learning. In Key Stage Two, all lessons were good, many with outstanding features. The use of music, IT and topical current events ensure that children enjoy lessons and achieve well.

In the majority of classes, children receive good feedback from marking and performance is assessed well through both informal and formal methods. Levels attained are recorded and assessed against other core subjects and a clear tracking system is used for Religious Education. The formal monitoring of classroom practice, planning, pupils' work and assessment is very good and enables the R.E. Co-ordinator to secure continued school improvement. Children with Special Educational Needs make good progress. This is in some part due to the investment in resources including a specialist SEN support teacher and a Teaching Assistant in every classroom.

The work produced by the children is displayed attractively in classrooms and around the school, demonstrating the importance attached to Religious Education.

Another strong feature of the school is its 'open door' policy offered to parents. This is in addition to the two parents' evenings and acts as a further opportunity to discuss children's learning and development.

The school's learning platform allows parents to access a range of information including Religious Education topics. This development by the headteacher has enabled the sharing of information by parents and a further range of password protected information is available to staff and governors.

Grade: 2 Good

6. How well does the Religious Education curriculum meet the needs and interests of learners?

The Religious Education curriculum fulfils the requirements of the "Curriculum Directory for Catholic Schools" to a good standard and supports the children in living out Gospel Values. The school not only covers the teaching of other faiths but fully utilises its own cultural diversity and that of the local community. In this way, pupils gain a deeper understanding of and respect for, other faiths and share in their celebrations. Numerous activities and assemblies help to reinforce these very strong cohesive values including a Hindu wedding, Islamic festival and Diwali. The Religious Education curriculum effectively meets the needs and interests of most learners. In some classes however the level of challenge is not sufficient to allow the most able to progress at a faster rate.

The caring Catholic ethos of the school has a positive effect on nurturing the behaviour of the children during lessons. It is exemplary and reflects the good relationships which in turn impact positively on achievement and standards. Children are given opportunities to take on responsibilities, such as being members of an effective school council and the playground buddy system. The school actively supports local and national charities, with, in some cases, the initiative coming from the children themselves. The whole school community creates a happy, caring environment.

The two Parish priests make a strong contribution to the life of the school and contribute significantly to the R.E. curriculum. The dissemination of R.E. assessment results to the governing body would aid judgements and decisions about the curriculum.

Grade: 2 Good

Leadership and Management

7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

The Head teacher provides strong and effective leadership and management and is working hard to ensure that standards continue to be raised under his leadership. A more stable staff has allowed a greater degree of delegation to take place and this is leading to further rapid improvement. The Head teacher is exemplary in his tireless work for school improvement and to develop the physical environment for the children which has led to several new buildings and classrooms.

The Governing Body is supportive of the school. Both parish priests offer excellent curriculum, spiritual and moral support. Together they now need to offer more challenge to the Headteacher in order to have a more cohesive approach to raising achievement in curriculum Religious Education.

The Religious Education Co-ordinator has quickly developed the curriculum; she uses work scrutiny and monitoring to explore coverage and standards, has developed a tracking system and is able to compare RE to other core subject levels. She has started to further enhance the teaching and learning of other faiths and is implementing targets. The coordinator ensures that all staff are very well supported and that everyone is able to access and make effective use of the resources in the school and beyond. The creative use of ICT in Religious Education augments and stimulates children's learning and progress.

The Religious Education Coordinator has an excellent grasp of her subject throughout the school and the governing body have a much better understanding as a result. The leadership team ensures that inclusion of all learners is given high priority in the belief that we are all created in the image of God and that 'Every Child Matters'.

The Headteacher ensures that effective working partnerships continue to be in place with parents, parishes and other outside agencies to support the continuing work of the school. Leadership now need to ensure that there is consistency of both marking and differentiation throughout the school.

Grade: 2 Good

.Common grading scale for all inspection judgements

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?	2
<ul style="list-style-type: none"> the overall effectiveness of the Catholic life of the school and its provision for community cohesion; 	1
<ul style="list-style-type: none"> the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development 	2
<ul style="list-style-type: none"> the effectiveness of steps taken to promote improvement since the last inspection 	2
<ul style="list-style-type: none"> the capacity to make further improvements 	1

THE CATHOLIC LIFE OF THE SCHOOL

How effective are leadership and management in developing the Catholic life of the school?	1
<ul style="list-style-type: none"> how well the governing body fulfils its role in relation to the school's Catholic foundation 	2
<ul style="list-style-type: none"> how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement 	1
<ul style="list-style-type: none"> the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school 	1
<ul style="list-style-type: none"> how effectively leadership at all levels in the school promotes learners' spiritual and moral development 	1
<ul style="list-style-type: none"> the impact of the involvement of the local priests on the work of the school 	1
<ul style="list-style-type: none"> how effectively the leadership promotes relationships and communication with key partners in education 	1
<ul style="list-style-type: none"> how effectively the Catholic life of the school is monitored and evaluated 	2
How good is the quality of Collective Worship?	1
<ul style="list-style-type: none"> the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency 	1
<ul style="list-style-type: none"> learners' response to the school's provision 	1
<ul style="list-style-type: none"> how effectively the provision is planned, monitored and evaluated 	1
<ul style="list-style-type: none"> how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners 	1
How effectively the school promotes Community Cohesion?	1
<ul style="list-style-type: none"> how effectively leadership at all levels promote community cohesion within the school 	1
<ul style="list-style-type: none"> the efforts of the school to promote community cohesion with the wider Catholic faith and education communities 	1
<ul style="list-style-type: none"> how well does the school work in partnership with the wider education, cultural and social communities 	1
<ul style="list-style-type: none"> the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school 	2
<ul style="list-style-type: none"> how far the Religious Education curriculum promotes community cohesion 	1

RELIGIOUS EDUCATION

How well do learners achieve in Religious Education?	2
<ul style="list-style-type: none"> • learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners 	2
<ul style="list-style-type: none"> • the standards of learners' work 	2
<ul style="list-style-type: none"> • learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners 	2
<ul style="list-style-type: none"> • the extent to which learners enjoy their work 	2
<ul style="list-style-type: none"> • the behaviour of learners 	1
<ul style="list-style-type: none"> • learners' spiritual, moral, social and cultural development 	1
<ul style="list-style-type: none"> • the extent to which learners' contribute positively to the school and broader community in the school 	1
How effective are teaching and learning in Religious Education?	2
<ul style="list-style-type: none"> • how well teaching is used to meet learners' needs and curriculum requirements 	2
<ul style="list-style-type: none"> • the suitability and rigour of assessment in planning, monitoring and informing learners' progress 	2
<ul style="list-style-type: none"> • the diagnosis of, and provision for, additional learning needs 	1
<ul style="list-style-type: none"> • the involvement of parents and carers in their children's learning and development 	2
How well does the Religious Education curriculum meet the needs and interests of learners?	2
<ul style="list-style-type: none"> • the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience 	2
<ul style="list-style-type: none"> • how far the Religious Education curriculum meets external requirements and is responsive to local circumstances 	1
<ul style="list-style-type: none"> • the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners 	1
<ul style="list-style-type: none"> • the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement 	2
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	2
<ul style="list-style-type: none"> • how effectively whole school and subject leadership in Religious Education lead and support their staff 	1
<ul style="list-style-type: none"> • how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment 	2
<ul style="list-style-type: none"> • how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential 	1
<ul style="list-style-type: none"> • the adequacy and suitability of staff to ensure that learners are well taught 	2
<ul style="list-style-type: none"> • the adequacy and suitability of specialist equipment, learning resources and accommodation 	2
<ul style="list-style-type: none"> • how effectively and efficiently resources are deployed to achieve high standards 	2
<ul style="list-style-type: none"> • The extent to which governors discharge their responsibilities 	2