



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

#### LIVERPOOL

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Inspection Date	Wednesday 16 <sup>th</sup> October 2019
Inspectors	Mrs Julie Rourke Mrs Christine Mason
Unique Reference Number	104660

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	217
Chair of Governors	Mrs Donna Fox
Headteacher	Mrs Joanne Lewis
School address	Upper Hill Street Liverpool Merseyside L8 5UX
Telephone number	0151-709-1062
E-mail address	patrick-ao@st-patricks.liverpool.sch.uk
Date of last inspection	6 <sup>th</sup> November 2014



# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St. Patrick's school is a smaller than average sized Catholic primary school situated in the Toxteth/Dingle area of Liverpool and mainly serves the parish of St. Patrick.
- There are 217 children on roll of whom 89 are baptised Catholic, 25 come from other Christian denominations. One hundred and three are from other faith or religious traditions.
- There are 14 teachers in the school of whom 7 are baptised Catholic. Seven teachers teach Religious Education and 5 have a suitable qualification in Religious Education.
- Since the last inspection, there is a new Chair of Governors in post. Governors have appointed a new headteacher, deputy headteacher. There is a new Religious Education subject leader.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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# OVERALL EFFECTIVENESS

St. Patrick's Catholic Primary School is a good school in providing Catholic Education.

## CATHOLIC LIFE

### **The extent to which the pupils contribute to and benefit from the Catholic Life of the school**

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils value and are ambassadors of their mission, 'Peace, love and understanding.' They actively participate in the Catholic Life and mission of the school. On the day of inspection, Year Two children even sang their mission!
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They enjoy visiting church and spoke passionately on the day of inspection about how happy they were that their parish church was saved from closure.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They fully accept their responsibilities and as a result they seek to take a lead role in becoming, for example, part of the School Council, Eco club and SPARKS – St. Patrick's Are Really Kind Students group.
- St. Patrick's Eco club are a highly motivated and conscientious club. On the day of inspection, they spoke at length of the importance of climate change. The school has been awarded their sixth Green Flag Award.
- St. Patrick's SPARKS group take care of children who may need a friend or mediation.
- Pupils clearly recognise the importance of using their gifts in the service of others. They are alert to the needs of others and seek justice for all within and beyond the school community. Pupils support numerous local and National causes such as, Nugent, CAFOD, Whitechapel Centre for the Homeless and Claire House Children's Hospice.
- They live out their Catholic mission through a variety of opportunities. They celebrate Show and Tell assemblies and have access to a variety of after school clubs, such as, choir, art, music and gymnastics.
- Residential are an important part of their school life offering many experiences for them to live out their mission. There are opportunities for children to visit Crosby Hall, Lake District and/or Colomendy. Pupils are encouraged to visit Spain where part of their visit is a pilgrimage to Montserrat.
- St. Patrick's school family welcomes a variety of different cultures and religions. Children are encouraged to share their own experiences, promote acceptance and tolerance within their school community. Their spiritual, moral, social and cultural awareness and development is a strength of the school, preparing children to live as their mission states in peace, love and understanding.
- Pupils enjoy learning about other faiths and religions. Each year the school is required by the Bishops' Conference of England and Wales to teach another faith and religion. Children enjoy studying Judaism and Islam and visit the local synagogue and mosque which helps gain understanding.
- Pupils are able to take opportunities the school provides for their personal support and development such as Life Story Therapy and Play Therapy.

- The Relationships and Sex Education programme, *Journey in Love*, recommended by the Archdiocese, has been implemented. As a result of this, pupils, appropriate to their age and capability are beginning to develop an understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love

## **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The school is a vibrant learning environment. There are dedicated areas of learning for example, well-being and pastoral care. The school has wildlife areas to promote the children's passion for environmental and ecological understanding.
- St. Patrick's has a strong sense of community at all levels, evident in the quality of relationships. The school is a supportive and joyful community. On the day of inspection, staff shared their commitments as a school family, 'The whole ethos of the school and the way we all treat one another supports (our mission) of peace, love and understanding. It is not simple a motto, it is a way of being for us.'
- The school has a high regard for the pastoral needs of staff, and these are understood and catered for. There is regular professional development. Team teaching and staff strengths are valued. Staff also take part in fundraising events. They take time to pray together. Leaders speak highly of the thoughtful and personalised worship opportunities that the subject leader provides for staff.
- Staff are role models of mutual respect and forgiveness for pupils and promote positive behaviour through the school's 'Good to be green' policy. Following the school's Golden rules are consistently encouraged throughout the school. All staff are fully committed to the Catholic Life and mission of the school, across the curriculum and the whole of school life.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home, and the dignity of every human person. CAFOD materials are used in school and caring for their environment is promoted. The school is keen to achieve CAFOD's Live Simply Award.
- St. Patrick's have achieved their fourth International School's Award. They celebrate global awareness through a variety of cultural events and hold a dedicated International week each year. This gives the school the opportunity to share and celebrate the cultural diversity of families within the school and in the wider world. A staff member shared, 'I am proud to work in such an inclusive supportive school. We make every child and staff member feel valued.'
- Clear policies and structures are in place, which provide high levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The school employs a therapist and a Learning Mentor who support children and their families and offer therapeutic interventions.
- The deputy headteacher is beginning to develop staff in 'Thrive,' an approach to learning through mental health and well-being. This is an exciting project unfolding in school in encouraging healthy, happy, confident children who are ready and open to learning.
- Pastoral programmes and Personal, Social and Health Education and Relationships and Sex Education reflect Catholic teachings and principles.
- The parish priest is regularly invited to school events. The school and parish work closely to support families and children in their Sacramental preparation.
- The school provides parents with a wealth of information regarding the Catholic Life of the school. The website and school's Twitter account shares the variety of opportunities provided for the children and its successes and celebrations. A parent shared their thoughts about the Catholic Life of the school, 'My child believes they have a big family at St. Patrick's and often corrects me when I say school, they say family.'

## **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The headteacher, senior leaders and governors are deeply committed to the Church's mission in education.
- The provision for the Catholic Life of the school is given priority by leaders. The school's self-evaluation of their Catholic Life provision reflects how they monitor, analyse and self-challenge. The self-evaluation document is clearly focused on the Catholic Life of the school and its Mission Statement.
- The school would benefit from a review of its Mission Statement, aims and objectives. This will be an opportunity for the school family to reflect on God's word. Scripture used and contained within the mission, its aims and objectives will then serve to enrich all the school has to offer. The revised mission will provide support to further developments in Religious Education and centralise the prayer life of the school.
- The school has strategies for engaging with parents/carers to the obvious benefit of pupils. Parents/carers understand the school's mission. Parents and families are encouraged to share in the life of the school. They are invited a variety of events such as, liturgical celebrations, stay and play, coffee mornings, curriculum meetings and St. Patrick's Day assembly.
- The governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises this as a school improvement priority. There are planned improvements to further enhance the Catholic Life of the school. Governors take part in the life of the school through for example, meeting with the Eco club, attending assemblies and worship.
- All policies relating to the Catholic Life of the school are up to date and ratified by the governors.
- The school responds well to Archdiocesan policies and initiatives and promotes them throughout the school, including, Archdiocesan subject leader Religious Education training and Religious Education cluster meetings.
- The Archdiocesan recommended, Relationships and Sex Education programme, *Journey in Love* has begun to be implemented across the school. The school is now ready to map and embed this programme, identifying links with Religious Education, Science and Personal, Social and Health Education across the school year.

## **RELIGIOUS EDUCATION**

### **How well pupils achieve and enjoy their learning in Religious Education**

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils, relative to their age and capacity, are developing in being religiously literate. They are engaged in the work provided for them and are enthused when they are asked to extend their learning.
- The quality of pupils' current work, both in class and in written work, is good.
- Pupils' attainment, as indicated by teacher assessment is good. Children's work is moderated well and will continue to improve as the school embeds the new standards for Religious Education.

- There is good evidence of data collated from across the school, showing how Religious Education is affecting different groups of children.
- Pupils workbooks are presented well, and their work broadly matches the *Come and See* programme. Pupils record in a variety of ways and their own ideas are supported.
- Teachers use praise, encouragement along with some use of driver words when marking pupils work.
- To continue developing children's achievements and enjoyment in Religious Education, teachers can now make good use of the data the school is collating. Teachers can differentiate knowing what driver skills groups of pupils are using well and challenge with new skills.
- This will support and enhance pupil's enjoyment of Religious Education, to further reflect on their own learning, have a clear understanding of how well they are doing, know what they need to do to improve and say how they are making progress.

## **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is good. On the day of inspection some outstanding teaching was observed.
- Teachers plan very good lessons with a range of creative activities, adaptation of the *Come and See* programme and good evaluations. Teachers work hard to ensure children with *EAL* and those with specific needs are catered for.
- There is supportive and effective teamwork between teachers and teaching assistants. Teaching assistants are carefully planned for to optimise learning for pupils. On the day of inspection, they showed understanding and consideration of the specific needs of pupils in their care. They continually praise and encourage progress.
- Teachers at St. Patrick's are passionate and enthusiastic in their teaching. They share exceptional relationships with the children. On the day of inspection, teachers used driver words in their questioning. They shared life experiences and moral dilemmas and children enjoyed collaborative work.
- In the Foundation Stage teachers ensure Religious Education is linked effectively and appropriately to the *Early Learning Goals*.
- Achievement and effort were celebrated in lessons, which motivated children in their work.
- By using current data and their knowledge of the individual, teachers can enhance their practice in consolidating and extending pupils' knowledge and understanding, so that pupils' learning is deepened and challenged.
- This will ensure that all teachers are consistently communicating high expectations in Religious Education across all year groups. Detailed feedback to children on their progress will enable them to improve their understanding, evaluate how well they are achieving and know what they need to do to improve.

## **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors know that Religious Education is comparable to other core curriculum subjects, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum have been implemented.
- Planning matches the required amount of curriculum time is given to Religious Education in each key stage.

- Leaders and governors assess and track Religious Education attainment. Leaders monitor Religious Education well, informed by current best practice. This results in action planning taken by the school which leads to good outcomes in Religious Education.
- The Religious Education link governor meets regularly with the subject leader, has taken part in monitoring such as, learning walks and new initiatives and updates have been shared.
- The subject leader is truly dedicated and enthused by her role. Through her monitoring evidence she shares her vision in areas that need addressing. These are used well to improve teaching and learning in Religious Education, resulting in teaching that is likely to be at least consistently good. She attends all training and is involved in a highly effective and supportive cluster group of schools.
- Leaders can now continue to develop standards in the teaching and learning of Religious Education by analysing the outcomes of monitoring. They can keep moving forward by developing strategic actions that professionally develops teaching, learning and shares and challenges best practice.
- This will support and enhance teachers' subject expertise and develop breadth, depth, full coverage and evidence of the *Come and See* Religious Education programme. Following this, pupils' learning opportunities can be maximised enabling them to make rapid and sustained progress.
- Following the strategies for improvement, children's workbooks can then reflect and celebrate the full coverage of *Come and See* and match the creative activities teachers plan well for.

## COLLECTIVE WORSHIP

### How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is good.
- Acts of Collective Worship engage pupils' interest and inspire their thoughts and responses.
- Pupils act with reverence and are keen to participate. They reflect in silence and join in community prayer appropriately and with confidence.
- On the day of inspection, pupils were supported in their heartfelt prayers. Sand was used to draw a cross and respond to Scripture. Pupils were meaningful and reverent in their very moving responses.
- Pupils take part in preparing and leading thoughtful worship supported by adults; they enjoy sharing their whole school liturgies.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.
- Children have an overwhelming respect for those of other faiths. This is reflected in the manner in which pupils participate in prayer and liturgy. The inclusivity and invitation for all children in prayer is a strength of the school.
- In partnership with pupils, teachers can continue to develop pupils' initiatives in planning for and leading worship. By outlining gradual steps for children across the year groups and with age appropriate expectations, they can further explore for example, gatherings, singing, prayer, use of artefacts and how they can go forth, to visibly uplift their peers.



## **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is good.
- On the day of inspection, good and outstanding worships were observed.
- Collective Worship is part of the life of the school and prayer is included in school celebrations. Praying together is part of the daily experience for pupils and staff.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have a variety experiences of the Church's liturgical life.
- Staff help pupils to plan and deliver quality show and tell worship assemblies, enjoyed by the school community and their families. They have a good understanding of the purpose of Collective Worship and the methods and styles of prayer.
- Collective Worship is planned well, as a result, experience of Collective Worship is engaging, and members of the community speak positively about these opportunities.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and there is a good response to this invitation.
- Collective Worship has a good purpose, message and direction, this can continue to be enhanced. The school can now choose themes for worship within a long-term planner that reflects the liturgical year and enhances the good practices already in place.
- The school would benefit from using Scripture differentiated throughout the *Come and See* programme to support what children are listening and responding to. This will support and strengthen all teachers in their planning and delivery of worship and will develop a rich, deep understanding of the liturgical season.
- By following set themes and sharing of best practices, Collective Worship will have the highest priority and staff across the school can skilfully further children's participation in planning and leading worship.

## **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Senior leaders and governors know how to provide and ratify policies and guidelines to plan and deliver quality Collective Worship. Governors are fully supportive and active in the prayer life of the school.
- Senior leaders of Collective Worship within the school are appropriate role models of worship practice for staff and pupils, sharing their understanding of the Church's liturgical year, seasons and feasts.
- They provide worship that is accessible to the pupils in a contemporary context.
- School leaders and governors have established a prayerful inclusive community, in respect of every faith and religion.
- Leaders and governors should now ensure monitoring and evaluation of Collective Worship is regularly reviewed and updated and any training needs are put into place. This will support the centrality of the prayer life of the school. It will enhance how Scripture is viewed, used and shared. It will enable the school community to see God's work and God's Word in all they are achieving.

## What the school needs to do to improve further

- Continue to enhance the Catholic Life of the school by:
  - reviewing the Mission Statement, aims and objectives.
- Continue to develop Religious Education by:
  - analysing the outcomes of monitoring to develop standards in the teaching and learning of Religious Education.
  - supporting and enhancing teachers' subject expertise
  - develop breadth, depth, full coverage and evidence of the *Come and See* Religious Education programme.
  - using data and their knowledge of the children to consolidate and extend pupils' knowledge and understanding.
  - using data to differentiate, plan and teach knowing the driver skills groups of pupils are using well and challenging with new skills.
  - communicating high expectations in Religious Education across all year groups.
- Continue to develop Collective Worship by:
  - reviewing monitoring and evaluation of Collective Worship and updating any training needs.
  - enhancing how Scripture is viewed, used and shared.
  - following set themes for worship.
  - sharing best practice.
  - supporting and developing pupils in planning for and leading worship across the school.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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### CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

### COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***



