

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

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

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**School URN:** 119583

**Headteacher:** Mrs C E Hind

**Chair of Governors:** Mrs T Moore

**Section 48 Inspector:** Mrs F Wygladala

**Date of Inspection:** 8<sup>th</sup> March 2013

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**

St Patrick's is a Catholic voluntary aided primary school in the Diocese of Lancaster. The school serves the parish of Blessed John Henry Newman, Morecambe; it is an average sized primary school. The proportion of pupils known to be eligible for the pupil premium is above the national average. Around half the pupils are of Irish Traveller or Romany Gypsy heritage. The proportion of pupils from these groups has increased over the last three years, most other pupils are White British and 100% are from a Christian background. There are frequent changes to the school population as many pupils join or leave the school at different times of the year. There are currently 176 learners on role of whom approximately 67% are baptised Catholics. Only 40% of pupils transfer at the end of year six to Our Lady's Catholic College.

## **FACTUAL INFORMATION**

### **Pupil Catchment:**

Number of pupils on roll:	176
Planned Admission Number of Pupils:	30
Percentage of pupils baptised Catholics:	67%
Percentage of pupils from other Christian denominations:	33%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	0%
Percentage of pupils from ethnic groups:	57%
Percentage of pupils with special needs:	32%
Percentage of pupils with additional educational needs:	54%

### **Staffing**

Full-time teachers:	6
Part-time teachers:	4
Percentage of Catholic teachers:	50%
Percentage of teachers with CCRS:	33%

### **Percentage of learning time given to RE:**

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

### **Parish served by the school:**

1. Blessed John Henry Newman, Morecambe

## **Overall Effectiveness**

2

## **MAIN FINDINGS**

St Patrick's is a good self-evaluating school. Outcomes for pupils and the school's capacity for sustained improvement are good. All staff have total commitment to the ethos and mission of Catholic education.

The school provides a good Catholic education for pupils. Pupils are happy to come to school and consequently they generally have positive attitudes to learning. Outcomes for pupils are good, with the only significant variation in attainment being between the stable and transient populations. Most pupils make good progress in RE due to the hard work and commitment of staff. The recently improved monitoring, assessment and tracking system, is enabling standards of attainment to improve for all groups of learners. However, although most start from below average starting points and make expected progress, pupils in Key Stage 2 would benefit from more challenging activities to enable them to achieve higher levels of attainment. Pupils gain from the range of opportunities offered to contribute to the Catholic Life of the school. Their participation in the prayer and liturgical life of the school is good, as is the promotion of pupils' spiritual and moral development.

Teaching and learning in RE are good which enables the vast majority of pupils who have been in the school since Reception to make good progress. The RE curriculum provided is varied and the focus is on meeting the needs of all pupils and on raising standards. The quality of Collective Worship is good: staff take a balanced approach within the school day and pupils respond with respect and reverence. The staff are good role models for pupils and offer a variety of prayer and worship opportunities.

## **Capacity for sustained improvement**

2

The school has addressed all priorities for improvement since the last inspection and is continuing to strive to improve standards. The school's capacity for sustained improvement in all areas is good because of the quality of leadership and commitment from staff and governors. Their accurate self-evaluation is leading to clear targets and appropriate priorities are set to consolidate success and to secure further improvements.

## **What the school needs to do to improve further**

To continue to raise standards in Religious Education by:

- Continuing to develop as a whole school, the new rigorous assessment and tracking system to monitor attainment and progress for every pupil throughout the year enabling underachievement to be addressed and standards to rise.

- Ensuring through planning that more challenging tasks and activities enable Key Stage 1 and 2 pupils to achieve higher levels of attainment.
- In Collective Worship, enable pupils to develop planning skills in preparing and leading their own class based Collective Worship with confidence and enthusiasm.

## PUPILS

### **How good outcomes are for pupils, taking particular account of variations between different groups** 2

The majority of pupils enjoy RE. They speak enthusiastically about their lessons and have very positive attitudes towards their learning. They take pride in their work and produce work of a good quality. Assessment data, pupil tracking systems and work scrutiny are all evidence of recent improvements. Standards of attainment in RE are mostly above average for the pupils who have been at the school from Reception; however standards are below average in pupils who have joined the school in Key Stage 2 due to their low baselines on entry.

Most pupils' standard of attainment in knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2) is at least average. From well below average starting points on entry to the school, standards rise to being broadly in line with national expectations at the end of Key Stage 1, with significant progress made in Foundation Stage. At the end of Key Stage 2, standards vary with the transient population. Pupils who have special educational needs and/or disabilities make good progress because their needs are accurately identified and support is carefully adapted to meet them. Pupils are becoming increasingly religiously literate and their knowledge, skills and understanding are developing well according to their age and capability. They discuss their faith confidently and are able to think spiritually.

Prayer is central to the Catholic Life of the School; pupils act with reverence and are eager to participate in all of the many different types of worship offered at school. They join in community prayers appropriately and with confidence, for example when learning the apostles' creed. Pupils are becoming more reflective and inquiring; they show an understanding of the need to forgive and to be forgiven. Pupils have responded well to the many opportunities to pray, especially during the Year of Faith and in the newly created worship area on the Key Stage 2 corridor which is used by whole classes and groups of pupils. Pupils particularly enjoyed the opportunity to reflect and develop their artistic skills when the travelling Icon visited on its journey around the diocese. Teachers need to focus more on developing pupils' skills in planning, preparing and leading their own class-based Collective Worship. Pupils understand the importance of the key celebrations in school and in the parish community throughout the liturgical year.

All pupils act in a manner consistent with their beliefs and show respect for each other. They display a strong sense of belonging to their school, church and the local community. Pupils take on responsibilities and participate constructively in the Catholic Life of the school beyond routine lessons and activities. This is seen

through pupils' eagerness to take part in prayer activities such as harvest, remembrance, Taizé, Christingle and Mothers' Day liturgies. Pupils are considerate to others and caring to anyone in apparent need. They regularly work together to run their own fundraising activities, such as Operation Christmas Child, CAFOD and Mary's Meals. Year six pupils are looking forward to going on a pilgrimage to the Cathedral in the very near future.

## **LEADERS AND MANAGERS**

### **How effective leaders and managers are in developing the Catholic Life of the School**

2

Leaders and managers promote the Catholic Life of the school very well. The Catholic mission of the school is at the heart of all school life and pupils' spiritual and moral development is central to the school's vision.

The school recently introduced rigor to tracking procedures to monitor attainment and progress regularly. The next step is to develop these systems across the school which will add to the schools effectiveness and improve standards. Planning is founded on sound evidence and data, tackling key areas of weakness systematically and building on areas of strength. Consequently there is substantial evidence that through lesson observations, sampling work, monitoring plans and talking to pupils and staff, standards of attainment are rising.

Governors provide effective challenge and support regarding the Catholic Life of the school. They play an active part in planning for continuous improvement and show determination in challenging and supporting the school in order to address areas of development. Governors and staff share an INSET day at the start of every year and they are also involved in 'Mission' week; they are well-informed on issues relating to RE and to the Catholic Life of the school through the newly formed sub-committee, and through this understand the school's performance in RE and understand what needs to be done to ensure continuous improvement of standards. Governors discharge their statutory and canonical duties well and are very supportive of leaders and staff. They are actively involved in the school community and have positive relationships with pupils and staff. The role of the RE link governor is key in the partnership between governors, staff, parents, parishioners and pupils.

The school's partnership activities and the leadership and management make a strong contribution to at least satisfactory and often good achievement and to the well-being of pupils. There is a common sense of belonging among staff and pupils and all have a high regard for the Catholic Life of the school. Staff are good role models for pupils and have very good relationships with pupils and parents. Pupils have a sense of the wider world, other peoples' beliefs, cultures and needs. They have benefited from the introduction of World Faith week, with a world religion being studied by the whole school each year. They co-operate well with each other and parents are kept informed about what is happening in school with regular newsletters.

Strong links exist with the newly formed parish of Blessed John Henry Newman. The recently merged parishes and the school works collaboratively on delivering

the sacramental programmes for preparation for receiving the Sacraments of Reconciliation and the Eucharist. Relationships among pupils are positive. Many opportunities exist for pupils to engage and collaborate with each other through, for example, the effective school council and involvement with other local schools. Plans are in place to link with a school in Cape Town to develop awareness of other cultures.

## **PROVISION**

### **How effective the provision is for Catholic Education**

**2**

Class observations show that teaching is a strength of the school and this was illustrated with an outstanding lesson in Year 5 seen during inspection. A range of teaching styles, clear explanations, well paced lessons and good use of ICT ensure that all pupils are consistently interested in their learning and make progress that is broadly in line with their capabilities. Effectively planned lessons build on prior learning and meet the needs of most pupils. However, more challenging activities and tasks are planned to enable pupils at the end of Key Stage 1 and 2 to achieve higher levels of attainment, in line with levels in English.

Teachers have good subject knowledge and this inspires and promotes confidence in learners. Staff make learning interesting and this impacts positively on pupil enjoyment, engagement and motivation. Pupils enjoy varied activities such as role play and hot seating in RE. Staff engage learners effectively in these activities to embed knowledge and skills. RE displays of pupils' work around school are of a very high quality, with staff sharing common themes along corridors and in the hall e.g. currently these are the miracles Jesus performed, Holy week and Stations of the Cross.

Support staff are effectively deployed to meet the needs of the pupils by being targeted to work with groups. The school has a broadly accurate picture of pupils' achievement and teachers provide pupils with detailed feedback, both orally and through marking. Marking in RE using the marking ladders is consistently used and effective throughout the school, comments in books ensure that pupils know how well they are doing and what they need to improve.

Teachers adapt the RE curriculum creatively to meet the needs of most pupils. It is enriched with a variety of imaginative and well-planned strategies and relevant resources, to engage and motivate the pupils. The RE curriculum provides good opportunities for and impacts positively on pupils' spiritual and moral development. The time given to Curriculum RE meets the requirements of the Bishops' Conference.

The recently introduced 'values curriculum' supports the RE curriculum and gospel values that pupils are taught at St Patrick's; it enables a whole school focus with a value shared each month for example love, peace and hope. Activities on the monthly value vary throughout the school, with staff sharing

their experiences. A display in the hall focusses the minds of pupils, staff and parents when gathered in prayer.

The quality of Collective Worship provided by the school is good; prayer is central to the life of the school and is a key part of every celebration. It is fully inclusive, reflective and well-planned enabling pupils to take an active part, for example the worship observed in Foundation Stage. There is a range of formal and informal opportunities for daily prayer and pupils share prayers confidently in class, in school liturgies and in school Masses. In Collective Worship, pupils now need to develop their skills in planning; preparing and leading their own class based Collective Worship with confidence and enthusiasm.

Attendance by parents, other family members and parishioners is facilitated and encouraged in services in church, despite the distance, and in the school hall. Both Parish clergy play an important part in pastoral support with regular visits to the school.

# SUMMARY OF INSPECTION JUDGEMENTS

**Key for inspection grades:**

Grade 1 **Outstanding**

Grade 2 **Good**

Grade 3 **Satisfactory**

Grade 4 **Unsatisfactory**

<b>Overall effectiveness</b>	<b>2</b>
<b>The school's capacity for sustained improvement</b>	<b>2</b>
<b>PUPILS How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>2</b>
• how well do pupils achieve and enjoy their learning in RE?	2
❖ the quality of pupils' learning and their progress	2
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
❖ pupils' attainment in RE	3
• to what extent do pupils contribute to and benefit from the Catholic Life of the school?	2
• how well do pupils respond to and participate in the school's Collective Worship?	2
<b>LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic Life of the School?</b>	<b>2</b>
• 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?	2
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	2
• 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?	<b>2</b>
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being?	2
• how effectively leaders and managers promote Community Cohesion?	2
<b>PROVISION How effective is the provision for Catholic Education?</b>	<b>2</b>
• the quality of teaching and purposeful learning in?	2
• the effectiveness of assessment and academic guidance in RE?	2
• the extent to which RE curriculum meets pupils' needs?	2
• the quality of Collective Worship provided by the school?	2