

# DIOCESE OF SHREWSBURY

## DIOCESAN EDUCATION SERVICE

*...committed to encouraging 'fullness of life'*



### SECTION 48 INSPECTION REPORT:

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

School:	St Patrick's Catholic Primary School
Address:	North Road Wellington Telford TF1 3ER
Tel No:	01952 386160
URN:	123555
Headteacher:	Mrs S Coggins
Chair of Governors:	Mrs G Kendrick
Date of Inspection:	23 March 2012
Inspectors:	Mr K Toms Mrs P Blake

*“Inspired by St Patrick,  
through our example,  
our endeavour,  
our attitude  
and our love for one another,  
we will try to live  
and spread the Gospel message.”*

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	33	30	30	30	30	31	31	27	242
Catholics on roll	24	17	16	21	24	25	17	24	164
Other Christian denomination	6	8	5	5	4	3	10	2	43
Other faith background	0	0	1	0	0	1	0	0	2
No stated religious affiliation	3	5	8	4	2	2	4	1	33
Number of learners from ethnic groups	8	5	9	5	7	8	7	4	
Total on SEN Register	1	0	4	5	5	7	7	8	40 (37 + 3 S)
Total with Statements of SEN	0	1	0	0	1	0	1	0	3
FSM	0	2	5	0	0	1	0	2	10

Exclusions in last academic year	Permanent	0	Fixed term	1 (temporary)
Index of multiple deprivation	Telford and Wrekin is in the top 30% most deprived districts in the West Midlands Region. The borough has 6 lower level super output areas (LSOAs) in the top 10% most deprived nationally, representing around 6% of the population of the borough living in these areas, located in Woodside (2), Malinslee (2), College and Brookside. (A small number of our pupils reside within college wars). A further 17 LSOAs are in the top 10-20% most deprived nationally, representing around 16% of the total LSOAs in borough and 16% of the population. The most deprived LSOA in the Borough is located in Woodside and the least deprived LSOA is located in Priorslee.			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St. Patricks, Wellington, Shropshire	
St Mary's Madeley	

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
Blessed Robert Johnson	9
Charlton	14
Adams Grammar	2
WB	2
Thomas Telford	7
Burton Borough	1

STAFFING	
Full-time teachers	9
Part-time teachers	3
Total full-time equivalent	10.3
Teaching assistants	9
Percentage of Catholic teachers f.t.e.	7.3
How many teachers teach RE (P) f.t.e.	100%
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	1

Published admission number	218
Number of classes	7
Average class size KS1	30
Average class size KS2	29.75

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2009/10	Current financial year 2010/11	Next financial year 2011/12
RE	£ 414.16	£204.88	£847.49
English	0	0	0
Mathematics	0	0	0
Science	0	0	0

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	<b>2</b>
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**How effective the school is in providing Catholic Education**

St. Patrick's is a good school with many outstanding features. The Head Teacher, Senior Management Team and a very dedicated Governing Body work hard to ensure the Catholic mission of the school is central to the school's development. All staff work hard to support this mission and this is greatly appreciated by the children and fully supported by the parents. The school provides an environment in which pupils feel safe and secure and which nurtures the spiritual life and uniqueness of each pupil.

Good progress has been made since the last inspection and careful appointments have been made to build on these improvements. Leadership and management have a very clear understanding of what they need to do to continue this improvement and have clear goals to move the school on further. Links between parishes and school are well established and all appreciate the benefits of this partnership.

The pupils display a very good understanding of their work in Religious Education and the majority achieve expected levels with a significant number above this. The school is actively working on helping more children achieve the higher levels of attainment.

**What the school could do to improve further**

- Integrate the new scheme *The Way, The Truth and The Life* alongside the good practice already in school.
- Further develop assessment, monitoring and evaluation procedures with particular attention to differentiating for higher ability learners.

<b>PUPILS</b>	<b>2</b>
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**How good outcomes are for pupils, taking account of variations between different groups**

Pupils make good and some make outstanding progress at St. Patrick's. Children enter school with average abilities in Religious Education and, by the time they leave, the majority are achieving expected levels for their age with a significant number achieving above this. They work hard in their lessons, and are very attentive and enthusiastic about their work. In discussion with Inspectors they spoke of how proud they are of the work they do in Religious Education and how much they enjoy their lessons and the variety of tasks they are given. Pupils with disabilities or learning difficulties make good progress due to the high quality of support they receive. Behaviour in school is exemplary and the children show a high degree of responsibility towards each other.

In all the lessons observed, the children were very reflective. They were excellent in recalling previous work and responded well to challenging questions aimed at deepening their thinking. Children in Year Four were able to develop a greater understanding of the nature of service as displayed in the *Washing of Feet* scripture passage. The Year Five class showed a good understanding of how Jesus and His disciples might be feeling at this time and how they could apply it to their own lives. Other pupils in Key Stage 2 were working on differences in the Gospel stories of the same event.

The younger children too were equally reflective during the prayerful start to lessons. They showed very good prior knowledge of their work. The Year Two children made very good links to prayers used during Mass. Nursery children showed confidence and an exceptional level of knowledge when talking about the Easter story.

Pupils at St Patrick's are eager to take on roles and responsibilities and are quick to congratulate others and recognise their achievements.

The children showed an outstanding understanding of their Catholic tradition and how to live out their faith in not only the school community but also in the wider parish, and the wider local and global communities. This was particularly evident in the number of organisations they were involved in, from Minnie Vinnies to the Millennium development goals group, and their commitment to use their faith to make a real difference to the lives of others. The confident Children's Committee felt that their work was valued and that they influenced some decisions made by the Leadership Team. Pupils at St Patrick's make an outstanding contribution to the Catholic life of the school.

<b>PROVISION</b>	<b>2</b>
<p><b>How effective the provision is for Catholic Education</b></p> <p>The teaching and learning is good with a number of outstanding elements. There are very good planning, assessment and monitoring procedures in place. The recently- appointed Deputy Head Teacher, who is also the Religious Education Leader is making an excellent contribution, building on the foundations already established at the school.</p> <p>Resources are of a very high standard and there is an impressive use of IT to support and enhance learning in Religious Education. Marking is of a high standard and there is a commitment to raise standards in line with attainment in other subjects. The resources are very effectively used to help motivate and enthuse the pupils.</p> <p>Good progress has been maintained since the last Inspection and areas for improvement have been successfully addressed. There is a clear understanding of the next steps for improvements and plans are already in place to strengthen assessment and monitoring procedures. These will build on the good practice in the school and ensure, through differentiated planning and guidance, that more children can achieve level 4+ in Religious Education.</p> <p>There is outstanding provision for Collective Worship at St. Patrick’s with a wide range of celebrations linked to the liturgical year and interwoven with parish celebrations. The children are actively involved in these celebrations and were extremely reflective and prayerful in the morning assembly and in a very thought-provoking celebration of the Stations of the Cross in the afternoon.</p> <p>The provision at St. Patrick’s is deeply-rooted in the school’s mission statement and this is fully understood by all, underpinning daily life in the school community.</p>	

<b>LEADERS AND MANAGERS</b>	<b>1</b>
<p><b>How effective leaders and managers are in developing the Catholic Life of the school</b></p> <p>Leadership and management in developing the Catholic life of St. Patrick’s is outstanding. The Head Teacher is very effective and has a clear vision for the school which is being implemented. The Head Teacher and senior managers, ably supported by a deeply-committed and supportive Governing Body, ensure that the Catholic mission of the school remains at the core of all their thinking and planning. The school provides an excellent range of opportunities to improve the outcomes for all pupils in their spiritual and moral development. This is very much supported and appreciated by the parents and pupils who spoke overwhelmingly in praise of their school. They valued the links between home, school and parish, as exemplified in a very effective First Sacraments programme and family Masses.</p> <p>The Governors are extremely well-informed and play a significant part in the life of the school. They are dedicated in their support for its Catholic ethos and many are involved in the wider parish and the catechetical life of the parish. They know their school and are well able to challenge and support the school in its essential Catholic mission.</p> <p>The school provides excellent opportunities for the children to play a full part in the Catholic life of St Patrick’s and partnerships are outstanding at all levels through the school. This ensures that the children feel as if they make a valuable contribution to the school’s mission.</p> <p>The leadership and management of the school provide a spiritually rich and supportive environment – the children told the Inspectors: <i>“We care about our school, we care about each other and we care about making a difference”</i>.</p>	

<b>QUALITY OF TEACHING AND LEARNING</b>	<b>2</b>
<p>The pupils demonstrated in lessons and in conversation that they enjoy and value their Religious Education lessons. Lessons are interesting and creative in their approach to the topic and very good use of ICT is made not only for lesson content but also to support children with special needs. The pace of the lessons is generally good but some consideration needs to be given to the length and timing of some. However, teachers’ evaluations at the end of topics and monitoring by the leadership team should clarify that the activities fully address the intended learning objective.</p> <p>The parents support their child’s learning not only in encouragement through attending school events, but also in helping the children complete homework on related topics. Assessment and moderating procedures are in place but the school has identified that these need to be more firmly embedded.</p>	

There is some inconsistency in timetabling with some classes not devoting enough time to the teaching of Religious Education and at other classes devoting perhaps too much time. This has resulted in a more limited response in particular classes to certain parts of a theme or topic due to insufficient time.

**LEADERSHIP AND MANAGEMENT IN DEVELOPING THE CATHOLIC LIFE AND ETHOS OF THE SCHOOL**

**1**

The school over the last three years has gone through a period of change and instability after many years of stability. However, with the appointment of both the Head and the Deputy, there is not only a strong sense of direction but also an enthusiastic and energetic drive to achieve their vision. In this timescale the school has been outstanding in driving to create a Catholic life and ethos that is in line with the leadership's vision and the School's Mission Statement. There were no outstanding issues relating to the last inspection and the school is constantly looking for creative ways in which to initiate further improvements. There is a good strategic plan not only to develop standards further but also to review and consolidate.

The school provides opportunities for the professional and spiritual development of the staff. The RE coordinator is encouraged to go to Diocesan meetings and the school has arranged for in-service sessions in staff meetings in order to develop various aspects of the spiritual and prayer life of the school. This is being led by a member of the Diocesan team. The school also is involved in an annual Professional Development day arranged and organised by the Catholic schools of the area.

The school has also undertaken a rigorous self review involving all members of the school community in producing their SEF. This resulted in a document that celebrated their achievements, but clearly identifies the areas for development.

The school operates a very good inclusion policy and is aided in this by the hard work of the Learning Support staff, who all play a very significant role in supporting children with particular needs and in developing the life and ethos of the school. There is excellent support for those children who have English as a second language so that they can perform to the best of their abilities inside the classroom.

The Governing Body have recently gone through a period of change with three new Foundation members being appointed. These changes have empowered the Governors, as the new Governors are learning about their roles and responsibilities and all are keen to learn and understand about all aspects of school life. The Governors receive information about the religious life of the school from the termly head teacher's report that they receive, as well as a report from the governor who has been designated by the Governing Body to inform them on issues relating to the Religious Education programme and spiritual life of the school.

## PARENTS' QUESTIONNAIRE

Number of questionnaires returned 56

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	33	23			
2	I am happy with the values and attitudes that the school teaches	35	20	1		
3	I am made to feel welcome in school	30	24	2		
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	21	31	2		2
5	The school gives me a clear understanding of what is taught in Religious Education	27	29	1		
6	The school enables my child/ren to achieve a good standard of work in Religious Education	34	21	1		
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	24	27	2	2	

## PUPILS QUESTIONNAIRE (Y2)

	yes 	sometimes 	no 
1. I like being at this school.	22	6	
2. I learn new things in Here I am lessons.	27		1
3. I enjoy learning about Jesus and how to live as His friend	26	2	
4. I have to work hard	28		
5. My teacher helps me when I get stuck so I can make my work better.	21	6	1
6. My teacher listens to me.	25	3	
7. When I am unhappy there is always an adult I can talk to.	24	3	1
8. I get praise when I do my best	24	2	21
9. Other children are kind and behave well	15	10	2
10. I am happy on the playground.	22	4	2
11. I am allowed to help in class and around school.	18	10	
12. I enjoy the times we say our prayers, talk to God and sing songs about Jesus	28		

## PUPILS' QUESTIONNAIRE (Y6)

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	21	5		
2	Do you find out new things in Religious Education lessons?	12	9	5	
3	Are your Religious Education lessons interesting and fun?	17	8	1	
4	Do you get help when you are stuck?	13	9	4	
5	Do you have to work hard?	19	6	1	
6	Do teachers show you how to make your work better?	18	5	2	1
7	Do other children behave well?	9	13	4	
8	Are teachers fair to you?	21	5		
9	Do teachers listen to your ideas?	18	5	3	
10	Are you trusted to do things on your own?	19	5	2	
11	Do you enjoy your times of prayer together?	23	3		

## INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate</b>	<b>Judgement</b>
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<b><u>OVERALL EFFECTIVENESS OF THE SCHOOL</u></b>	
<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	1
The school's capacity for sustained improvement	1

<b><u>PUPILS</u></b>	
<b>How good outcomes are for pupils, taking into account of variations between different groups</b>	<b>2</b>
<b>How well pupils achieve and enjoy their learning in Religious Education</b>	<b>2</b>
• <i>The quality of pupils' learning and their progress</i>	2
• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i>	1
• <i>Pupils standards of attainment in Religious Education</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils respond to and participate in the school's collective worship	1

<b><u>PROVISION</u></b>	
<b>How effective the provision is for Catholic Education</b>	<b>2</b>
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	2
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	2
The quality of Collective Worship provided by the school	1

<b><u>LEADERS AND MANAGERS</u></b>	
<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>1</b>
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	1
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	1