



# Archdiocese of Birmingham

## Section 48 Inspection Report

### **ST PATRICK'S CATHOLIC PRIMARY SCHOOL**

Part of the Painsley Catholic Academy  
Marston Road, Stafford, ST16 3BT

Inspection dates: 21<sup>st</sup> – 22<sup>nd</sup> May 2019

Lead Inspector: Julie-Anne Tallon

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**OVERALL EFFECTIVENESS:** **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

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*Overall effectiveness at previous inspection:* *Good*

### **SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS**

This is a Good Catholic school because:

- School leaders are accurate in their self-evaluation of Catholic Life, Religious Education and Collective Worship. They celebrate their strengths and take rapid action to address areas for development. There is a continuous drive for self-improvement.
- It is a faith community focused on ensuring every pupil can access all the opportunities presented to them by God to develop.
- The level of nurture and care for all within St Patrick's School is clearly modelled on Christ's love for his followers; this is strongly led by the headteacher.
- The school works very closely with the MAC and the diocese to ensure the very best provision for the pupils.
- Pupils enjoy Religious Education and make good progress in their lessons.
- The school provides engaging Collective Worship, which helps the whole school community to participate reverently and to grow spiritually.

It is not yet Outstanding because:

- More pupils need to be working at a greater depth in Religious Education.
- Pupils of all ages do not regularly plan and lead Collective Worship.

**FULL REPORT****What does the school need to do to improve further?**

- Ensure there is consistent challenge for more able pupils in Religious Education so that a higher number of them are able to work at a greater depth.
- Continue to ensure that teachers who are new to teaching in a Catholic school have access to Diocesan and MAC training in Catholic Life, Religious Education and Collective Worship.
- Further develop pupil led Collective Worship at all ages.

**THE CATHOLIC LIFE OF THE SCHOOL**

The quality of the Catholic Life of the school.	<b>Good</b>
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Good
The quality of provision for the Catholic Life of the school.	Good
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Good

**The extent to which pupils contribute to and benefit from the Catholic Life of the school.****The quality of provision for the Catholic Life of the school.**

- St Patrick's pupils have a clear respect for themselves and others. This is seen in their good behaviour, which they based on Jesus as a positive role model.
- Pupils relish opportunities to be responsible individuals in a Catholic community. Their behaviours in lessons and around school reflect this.
- Year 6 pupils value the opportunity to support the development of younger pupils through guiding their 'buddies' in the celebration of Holy Mass.
- Pupils understand the meaning of the shamrock symbol on their school badge. They can confidently explain how the leaves represent, 'Learn, Love and Respect'. They value this as an integral part of their school. They understand how living these actions to the best of their ability will support their vocation and help them to use their gifts in the service of others.
- Pupils participate in the evaluation and constant improvement of Catholic Life. They feel that their voice is valued by school leaders. They were very pleased that their suggestion to name their houses after saints was carried out.
- Pupils talk passionately about Catholic Life and mission within their school, which encourages them to be active in their faith through a variety of charitable giving.
- Pupils know the virtues promoted in the Catholic Schools' Pupil Profile (CSPP) and can give examples of how these are truly alive at St Patrick's.
- Pupils are proud to represent their school, irrespective of their own faith commitments. They fondly describe their involvement with in-house and inter-school retreats.

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

- There is a very clear sense of community at all levels in St Patrick's. A strong Catholic ethos underpins everything that the school does. The whole team are united in ensuring that the pupils have every opportunity to act as true disciples.
- Leaders are proactive in the development of Catholic Life, reaching out for support and sharing good practice. School leaders have benefitted from guidance provided by the Painsley MAC.
- Very positive responses to parental questionnaires show how much they value the school's provision for Catholic Life.
- Relationships at all levels are firmly rooted in a love of Christ, enabling all stakeholders to work towards their very best.
- A clear sense of Christian community is reflected in the school environment. Signs and symbols promote the Catholic Faith throughout school.
- The headteacher is an exemplary role model of living a faith filled Catholic Life in service of Christ. Her example is central to the caring Catholic ethos that permeates all areas of school life.
- As part of the Painsley MAC, the school has responded proactively to Diocesan policies and initiatives. The school has benefitted from effective support and training from the Diocese; following advice given by the diocese has resulted in positive outcomes.
- The chief executive officer of the Painsley MAC has an intricate knowledge of St Patrick's School and works closely with the headteacher, governors and staff to secure the very best for pupils. The local governing board feel well supported by the MAC.
- The chair of the local governing board is knowledgeable and passionate about ensuring that Christ is genuinely at the centre of everything St Patrick's School does. This vision has been secured through recent strong appointments of Catholic leaders.
- Link governor reports are detailed and clearly identify key actions for the development of Catholic Life. These governors were fully involved in the completion of the Catholic Education Service Audit. They willingly gave a full day to audit practice, met with pupils, reviewed findings and produced a list of clear actions. As a result, they have an accurate understanding of the strengths and areas for development in regard to Catholic Life.
- Governors have given priority to investing in the development of staff new to teaching in a Catholic school. Staff have valued this support, which has helped them to fully understand and promote the Catholic Life of the school community.
- School leaders are working with the MAC and the diocese to ensure all areas of Relationships and Sex Education are delivered in accordance with the teachings of the Catholic Faith.
- The school values its very strong relationship with the parish. Staff and pupils have particularly benefited from the strong support of the parish priest.
- School leaders are attentive to the pastoral needs of staff and act upon feedback from well-being surveys. The school team very much feel that they work together as a family. Staff morale is evidently high.
- Termly retreat days celebrated within school are valued by all that attend.
- All recommendations from the most recent diocesan monitoring visit have been addressed by school and nearly all of them have been successfully implemented.

## RELIGIOUS EDUCATION

The quality of Religious Education.	<b>Good</b>
How well pupils achieve and enjoy their learning in Religious Education.	Good
The quality of teaching, learning and assessment in Religious Education.	Good
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Good

### **How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.**

- Pupils speak confidently about how much they enjoy Religious Education lessons. Pupils experience a variety of approaches to learning. For example, during the inspection, pupils in Year 6 confidently shared their knowledge of religious imagery of Mary and how they relate this learning to their daily lives.
- Pupils appreciate the support given to them through the use of success criteria in Religious Education lessons and this is reflected in their written work.
- Pupils use their knowledge, skills and understanding in Religious Education to reflect spiritually.
- Lesson observations, book scrutiny and pupil conferencing show learning in Religious Education, which embraces prayer, as an integral part of school learning.
- All staff demonstrate a strong subject knowledge. For example, the pupils in Year 4 gained a deeper understanding of the events linked to the Ascension because of the teacher's expertise.
- Pupils see Religious Education as a way of deepening their understanding of their own faith. They feel that it is their responsibility to live out their faith and spread the Word. They understand how they can do this through charitable outreach and by being positive role models to others.
- In a Year 3 lesson, the pupils were able to demonstrate how Christ is at the centre of everything we do through a map of the school. One pupil commented, "the main entrance of school leads us to Jesus."
- As a result of the devout faith within their families, some pupils have an incredible knowledge of the Catholic Faith and scripture. Teachers skilfully harness this knowledge in lessons.
- Some work is appropriately matched to the needs of pupils. As a result, this ensures that some pupils can independently access tasks as well as being challenged.
- Teachers communicate high expectations about Religious Education to their pupils and, as a result, the behaviour of pupils is good.
- Analysis of assessment data and the evidence of pupils' work in their books shows that most pupils, from their varied starting points, make good progress across the key stages.
- Most pupils achieve at least the expected diocesan standard by the end of Year 6.

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

- Leaders are to be commended for their rigorous pursuit of high standards in the quality of teaching of Religious Education.

- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders' and governors' self-evaluation of Religious Education is a good reflection of frequent monitoring. Areas for development are actioned in a timely manner.
- Leaders have a thorough understanding of standards in Religious Education through lesson observations, learning walks and work scrutiny.
- Governors are well informed and feel confident to act as a critical friend to school leaders.
- Leaders invest significantly in continual professional development for all staff. The school has benefitted from the support received from the MAC and the diocese. Staff value this investment and have a great willingness to learn and improve further.
- The support of outstanding teachers from within the MAC has had a positive impact on the quality of teaching and learning across school.
- Governors are proud that school provides pupils with strong foundations for life in modern Britain. Religious Education reinforces this, enabling pupils to use messages from the Gospels as a guide for life.

## COLLECTIVE WORSHIP

The quality of Collective Worship.	<b>Good</b>
How well pupils respond to and participate in the school's Collective Worship.	Good
The quality of Collective Worship provided by the school.	Good
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Good

### **How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.**

- Engaging Collective Worship ensures that pupils and staff are fully involved in prayer. When observed during the inspection, pupils were reverent, respectful and demonstrated strong knowledge of the Gospel stories.
- Pupils at St Patrick's are keen to actively participate in Collective Worship. Staff provide lots of ways to involve as many pupils as possible. For example, at Mass, pupils welcome parishioners, pupils and staff to the celebration of Mass and hand out the Order of Mass. This ensures that all attendees can be fully involved in the liturgy.
- Older pupils are role models of how to live in a faithful, praying community as they guide and support their younger prayer partners during Collective Worship.
- Pupils engage in a variety of approaches to prayer, which encourage their maximum participation.
- Older pupils regularly prepare and lead worship with confidence. As a result of recent pupil led worship, younger pupils are able to speak confidently about their relationship with Mary, Jesus' mother, and her love for both Jesus and us.
- Pupils act with reverence in staff led Collective Worship, which reinforce links between everyday life and the centrality of prayer.
- Pupils are familiar with a variety of traditional Catholic prayers appropriate to their age.
- They have a well-developed sense of respect for those of other faiths.

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

- Collective Worship is important to all members of the school community. Regular monitoring ensures that there is no complacency towards raising the standard of Collective Worship.
- Themes chosen for worship reflect a good understanding of the liturgical season and the Catholic character of the school. The headteacher's openness to share her own strong faith with the school community is inspiring.
- Leaders and governors review Collective Worship as part of their self-evaluation processes. As a result of this review, they have invested in three days of Diocesan training to support Newly Qualified Teachers in delivering worship. Observations during the inspection demonstrated the very positive effects of this training.
- Less experienced staff value the opportunities that have been given to observe experienced colleagues plan and deliver Collective Worship.
- Governors are very proud to promote and develop the strong parish links. Pupils take a lead in both weekday and weekend Masses.
- Governors and school leaders value the support from the parish priest and the strong impact this has had on the school community. He serves two primary schools, which has opened up opportunities for celebration of faith between both schools.

**SCHOOL DETAILS**

Unique reference number	142216
Local authority	Staffordshire
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Academy
Age range	4-11
Gender of pupils	Mixed
Number of pupils on roll	198
Appropriate authority	Board of directors
Chair of local academy committee	Rachel Craven
Headteacher	Catherine Williams
Telephone number	01785 356 685
Website address	<a href="http://www.stpatricksstafford.com">www.stpatricksstafford.com</a>
Email address	<a href="mailto:office@st-patricks-stafford.staffs.sch.uk">office@st-patricks-stafford.staffs.sch.uk</a>
Date of previous inspection	8 <sup>th</sup> – 9 <sup>th</sup> July 2014

## **INFORMATION ABOUT THIS SCHOOL**

- St Patrick's Catholic Primary School is an average sized primary school serving the parish of St Patrick's in Stafford.
- The percentage of Catholic pupils is currently 69%.
- The percentage of pupils from disadvantaged backgrounds is in line with the national average.
- The percentage of pupils with special educational needs and/or disabilities is above the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry through Reception baseline assessment is broadly below age related expectations.
- Since the last inspection the school have had significant changes in leaderships, governance and staffing. The school has become part of the Painsley Multi Academy Company.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors – Julie-Anne Tallon and Marie Conway.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across eight Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with CEO of the MAC, the chair of the local governing board, local governing board members, the headteacher, the parish priest, the head of school and teachers.
- The inspectors attended a whole school Mass, a whole school assembly and undertook learning walks to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Catholic Life/Religious Education action plan, teachers' planning and learning journals.