



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

WIGAN

Inspection Date	29 September 2015
Inspectors	Mrs. Denise Hegarty, Mrs. Maria Eves, Mr. Dave Williams
Unique Reference Number	106460
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	301 (excluding nursery)
Chair of Governors	Suzanne Davies
Headteacher	Susan Bruen
School address	Hardybutts, Wigan, Lancashire. WN1 3RZ
Telephone number	01942 244361
E-mail address	enquiries@admin.saintpatricks.wigan.sch.uk
Date of last inspection	25 January 2011

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 is a larger than average-sized Catholic Primary School situated in Hardybutts in the Wigan district of the Archdiocese and serves the parish of St. Patrick's, Wigan. A significant percentage of pupils attend the school from St. William's, Ince.
- There are 301 children on roll, of whom 156 are baptised Catholic, 67 come from other Christian denominations, and 12 pupils are from another faith or religious tradition. Sixty six children have no religious affiliation or are not yet baptised.
- There are 19 teachers at the school, of whom 13 are Catholic. Thirteen teachers teach Religious Education and 2 have a suitable qualification in Religious Education. One teacher is currently studying for the Catholic Certificate in Religious Studies.
- St. Patrick's is the lead school of *Wigan Catholic Primary School Direct* steering a large partnership of 23 Catholic primary schools across the Wigan Local Authority in affiliation with Liverpool Hope University.
- The headteacher and the Religious Education Co-ordinator were both in post at the time of the last inspection.

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 is an outstanding school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils understand the school's Mission Statement and the part they play within it. They are regularly involved in its evaluation. Assemblies and Collective Worship often reflect the values of the mission statement.
- Pupils are incredibly proud members of their school. They have a great sense of belonging to this community and understand the demands that living the mission places on them especially in how they value and respect others. They are excellent ambassadors for the school and willingly share their gifts and talents with others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as play leaders and school councillors. Within these roles, they learn the importance of teamwork and how each member of the group plays their unique role. The school councillors understand the active role they play in bringing about improvements to the school environment for the good of all.
- Pupils are actively involved in developing the Catholic character of the school through, for example, their involvement in charity work and fund raising. They are alert to the needs of others and generously support a wide variety of good causes including Macmillan Cancer Support and Nugent Care. Pupils respond with enthusiasm and openness to these opportunities, recognise injustice and are committed to the common good.
- Year 6 pupils benefit from residential visits to Boreatton Park Adventure Centre. Such experiences impact greatly on pupils' social and moral development and also enable them to understand the importance of good communication and the need for working closely together.
- Pupils' behaviour is exemplary. They have an excellent sense of right and wrong and apply this in their personal relationships by taking an increasing responsibility for themselves and their own actions and by considering the needs and views of others. Following the Pope Francis' encyclical, *Laudato Si*, they are learning how to recycle and have discussed how to keep the world, our common home, a healthy place.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. They respect the dignity of all and are secure in their own stages of spiritual and emotional growth and development.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- They embrace opportunities to meet their potential in all aspects of school life. There is a good take up of the many extra-curricular activities that are available e.g. sport, music, recreational etc. Older pupils enjoy learning how to bowl from older members of the school community. This brings generations together and ensures the children respect and value their elders.
- Pupils show respect and understanding of other faiths and religions and appreciate the diversity that exists within the community.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement in Religious Education is outstanding. They demonstrate positive attitudes and high levels of enjoyment in their lessons.
- On entry to school many children have a very limited knowledge and understanding of the Catholic faith. They begin their religious education journey from a very low starting point. Pupils, however, make outstanding progress throughout the school in relation to their starting points and capabilities. Attainment in Religious Education is high.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also outstanding.
- Analyses of assessments undertaken provide evidence of pupils generally attaining at least appropriate levels for their age and stage of development in each key stage with many exceeding the level.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is excellent as shown by their interest, enthusiasm, positive attitude and exemplary behaviour. They take great pride in their work. On the day of inspection, it was noted that pupils were often engrossed in their learning, rarely off task and demonstrated an impressive level of knowledge, insight and maturity.
- Pupils are encouraged to work independently and collaboratively in groups. They co-operate extremely well with each other and help one another willingly.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners. Self assessment and reflection on the significance of their work forms a natural part of every lesson and the children are enabled to quickly check their learning and progress.

How well pupils' respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and participate well in Collective Worship.
- They act with reverence and at all times are keen to participate in a variety of gatherings. They particularly enjoy celebrating worship in 'Lucy's Garden' – a sacred space set aside in the school grounds in memory of a former pupil whose death was felt by the whole community.
- Pupils' knowledge of prayer and liturgy is increasing. They join in community prayers confidently and are familiar with a variety of prayer styles. They understand that they pray together during the day e.g. at lunch times, but can also talk to God about their own thoughts. Children have created their own heartfelt prayers following reflection time or in response to an event. When Pope Francis was elected, they sent prayers to him asking God to help him in his new role.
- Pupils appreciate and are open to the Word of God in the Scriptures, listening attentively and show reverence and esteem.
- They are developing a deeper awareness of the importance of stillness and are able to reflect in silence in the presence of God. In times when thoughts and experiences are shared, they feel their contributions are valued and respected.
- Children are becoming increasingly more confident and enthusiastic in preparing and leading worship from their earliest years. Their liturgical skills are developing well. An outstanding and uplifting example of pupil-led worship was experienced on the day of inspection.

- They have a good understanding of the Church's Year, its seasons and feasts.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- Teaching is consistently highly effective in ensuring that pupils are interested, enthused, remain engaged in their learning and make outstanding progress.
- Teachers display good subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils and to enable them to enjoy their learning.
- A wealth of practical experiences, connected to the Religious Education programme, provides a great foundation for pupils that is built on consistently well throughout the school in an age and stage appropriate manner.
- Teachers take into account pupils' prior learning and consistently ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding. This practice is outstanding and ensures work is correctly pitched to challenge pupils.
- Pupils are sometimes put into learning sets for Religious Education thus enabling them to access the adult-input at their own level.
- Outstanding use is made of the *Driver* words from the *Levels of Attainment* booklet to differentiate planning, questioning and tasks consistently across the school.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Good use is made of time and resources including other adults and Information and Communication Technology to maximise learning. Pace is swift, lessons are well prepared with clear learning outcomes and effective use is made of questioning to challenge children in all classes.
- Pupils are informed of their progress and how to improve through a combination of verbal and written feedback which combines constructive criticism with praise and encouragement. Marking is consistently of a high quality and includes detailed steps for improvement relative to each child's specific needs. Effort and achievement are celebrated in many other ways, too.
- The assessment of pupils' work in Religious Education is outstanding. Information gathered about each child through the use of formal and informal assessments and through the children's own self-evaluations are used extremely effectively to inform future planning. This enables focussed and challenging learning activities to be provided for all levels of ability.
- The school has outstanding and rigorous assessment strategies which provide accurate, up to date and detailed information on the achievement of all the pupils. Teachers are thus able to identify how well pupils are achieving and to target any underachievement.
- Pupils are encouraged to evaluate their own work through a very effective 'traffic-light' system which is undertaken before and after learning takes place.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils learning is outstanding.
- It meets pupils' needs exceptionally well. Religious Education is clearly seen as the core subject in this school and is under the same scrutiny and level of moderation as other core subjects.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education.
- Of the total curriculum time, at least 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.

- Appropriate levels of the programme are being followed in the different mixed age classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- The curriculum is customised to meet the needs of groups and individuals. Teachers plan well over a two year cycle to ensure there is full coverage of the Religious Education programme at appropriate levels for all the mixed age classes.
- Planning ensures full coverage of the Religious Education programme and is based on pupils' prior knowledge and experience. Imaginative and well planned strategies are deployed to enrich pupils learning. Some excellent examples were observed on the day of inspection which demonstrated how teachers collaborated to provide consistent provision in the mixed age classes. This was especially evident in the classes undertaking the *Remember* part of the process.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support. A generous budget is allocated for the subject.
- Displays and 'working walls' around the school are linked to the curriculum and celebrate work.
- A wide range of extra-curricular activities enhance and support learning. These promote respect for the gifts and talents of each individual and help to promote self-esteem. Enrichment activities such as educational trips support and enhance children's enjoyment and development. Visitors, too, are invited into school and provide memorable learning opportunities.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. Pupils are enabled to relate the teachings of Jesus to their everyday lives.
- Children have explored the beliefs and values of the Jewish faith and of Islam. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding. It has a high profile and is central to the life of the school.
- It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- A variety of experiences are offered in a variety of settings including the beautiful prayer garden in the school grounds dedicated to the life of a former pupil who sadly passed away.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Timings are age and stage appropriate. This ensures it is a suitable, personal experience for the children.
- Collective Worship is well-planned and adults demonstrate that they are good role models for the pupils to emulate.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. Each class has a Collective Worship box with objects and artefacts with which to construct a focus for worship.
- Excellent use is made of the *Wednesday Word* as a stimulus for worship. This enables links to be made with the Church's Year and helps the school community draw closer to each other and to God.
- Opportunities are sometimes provided for parents, carers, the local and wider faith communities to participate in a variety of celebrations.

- Children from Year 2 onwards have attended Mass at St Patrick's Church on a rolling programme each Friday morning. The whole school come together on special occasions e.g. start of the year, school feast day, etc. to celebrate the Eucharist. Pupils are provided with Mass sheets that engage them in following the liturgy.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- They show an excellent understanding of and commitment to the Mission of the Church. This is reflected in the school's own Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Clear policies and structures are in place for the spiritual and moral development of pupils and for their pastoral care. The school provides Silver Seal and Nurture Room access to support pupils with social, emotional and behavioural problems. This has a very positive impact on pupils. The programme for Relationships and Sex Education is carefully planned to celebrate Catholic teachings and principles.
- Christian ethos permeates the whole curriculum and every aspect of life in the school.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school and this contributes to the excellent relationships that exist within the school community as does the range of opportunities for spiritual and moral developments that are provided for staff and pupils.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place. All staff members have been involved in recent training linked to planning and delivery of worship.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. It is rigorous in identifying targets, timescales and lines of accountability and provides a basis to celebrate the school's strengths and outlines areas for development.
- The action plans for outcomes, provision and leadership which emanate from the document indicate clearly that the school is intent on continued improvement and will not tolerate complacency.
- All recommendations made in the previous report have been implemented and these areas are now also outstanding.
- The school provides good induction and in-service training to enable staff to further understand the Church's mission in education and to play their unique part in it.
- Parents are consulted regularly, their views and opinions are valued and they are involved in a variety of ways in the life of the school. Members of the local community including parishioners are invited to a weekly coffee morning which is also attended by a Parent Support Advisor.
- Parents are provided with copies of the *Wednesday Word* to support liturgy and encourage continued learning at home.

- The school undertakes leadership of the Archdiocesan sacramental preparation programme, *With You Always* for children in Year 4 and works closely with parents to do so.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their presence in school and in the way they challenge and support leadership.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in the way they promote, monitor and evaluate the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Religious Education is very much at the core of the curriculum in this school.
- There is a robust programme for the monitoring and evaluation cycle within the school which indicates that the *Come and See* programme is well-embedded.
- Monitoring data gleaned is used effectively to evaluate the schools performance and plan for future improvements.
- Teaching and learning are monitored regularly and appropriate feedback and support given to staff members as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all and additional support and guidance given to new or inexperienced members of staff. It is recommended that all staff members are encouraged to undertake the *Catholic Certificate in Religious Studies* to further enhance their subject knowledge.
- Excellent assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is outstanding in guiding Religious Education. She attends training and briefing sessions and introduces new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Governors are kept well informed of standards and progress in Religious Education. They are interested and pro-actively involved. The Chair of Governors is the link governor for the subject. There is a suitable budget commensurate with other core curricular areas.
- Curriculum outlines and newsletters are provided for parents who are consulted on different issues and encouraged to support their children's learning. Parents receive an annual report on progress and are further informed through verbal reports at Parents' Meetings. It is recommended, to help parents more fully understand their child's achievement and progress in the subject that comments made are more personalised and are less limited to a standardised format.
- Achievement and effort are celebrated.

What the school needs to do to improve further:

- Continue to implement the areas for development identified in the school's own Self Evaluation Document. These include:
 - increasing the number of exciting opportunities within Religious Education;
 - engaging parents, carers and members of the parish in Collective Worship;
 - further embedding the Religious Education assessment, monitoring and tracking systems to give it the same status as other subjects.

- Enable all members of the school community to know and understand the part they play in living the school's Mission Statement by:
 - reviewing and shortening the Mission Statement so it is easily remembered by even the youngest of pupils;
 - proudly displaying it on front page of the school website.
- Continue to enhance and improve provision for Collective Worship by:
 - giving the pupils wider opportunities to respond to and take forth the message they have received from the scripture they have listened to;
 - ensuring maximum participation of all present.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

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