



Catholic Schools Inspectorate inspection report for St. Patrick's Catholic Primary School, Workington

URN: 112340

Carried out on behalf of the Right Rev. Paul Swarbrick, Bishop of Lancaster on:

Date: 1st and 2nd November 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

1

Religious education (p.5)

The quality of curriculum religious education.....

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school.....

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference



The school is fully compliant with all requirements of the diocesan bishop



The school has responded to the areas for improvement from the last inspection

Fully

Summary of key findings

What the school does well

- St Patrick's has a highly developed Catholic identity and mission that is understood and lived out by the pupils, staff, governors and parents in all their actions, encounters and behaviours.
- Leaders and governors have a strong shared vision for the school which leads to high expectations for all. They ensure that Christ is placed at the heart of all school policy and practice.
- Behaviour in lessons and around school is excellent. Pupils actively seek to put the needs of others before themselves through a highly developed sense of Christ's presence in one another.

- Teachers use highly effective questioning during lessons to support and deepen learning, meaning that pupils of all abilities can access the curriculum and make progress from their starting points.
- Parents place immense value on what the school does for them and the pupils. There is a real sense of pride and belonging in this close community.

What the school needs to improve:

- Through teachers' relevant and specific feedback, ensure pupils have a clear understanding of what they need to do to improve further so they can show the full extent of their knowledge.
- Ensure robust monitoring and moderation of pupils' work to establish standards of expected and greater depth learning, achieving consistency in assessment.
- Develop pupils' capacity to plan, lead and evaluate prayer and liturgy, with less adult support, as they get older.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

St Patrick's is a wholly Catholic school, and the pupils show this clearly in the way they treat one another. They know they are created in the image and likeness of God and have a high level of respect for themselves, others and a strong understanding of the commitment they have to serve others through charitable giving. Each chosen class charity benefits from the pupils' selfless actions and generous giving. The pupils see everyone as the same no matter what their background or beliefs. Class Samaritans in each year group are asked to look out for pupils who need extra help. One Samaritan said, 'As a Catholic school, we follow in Jesus' footsteps... you put others before yourself.' Another pupil, when asked about the school's mission explained, 'We are special in God's eyes.' As a result, children and pupils at St Patrick's feel safe and supported. They enjoy coming to school and enjoy their learning in all subjects.

Class and whole school Masses are a regular and valued part of the school's Catholic life. The whole school community, including parents, attended Mass on All Saints Day. Three children and one member of staff assisted the parish priest as altar servers, pupils in year six helped younger children to act reverently and the whole congregation responded and sang enthusiastically. Monthly family Masses at Our Lady and Saint Michael's church, supported by staff and pupils, have significantly boosted regular attendance at Mass. Through the school's work in religious formation, some pupils have elected to be baptised and continue their own faith journey through the Sacraments.

Leaders and governors have a very clear vision for the Catholic life of the school. This is particularly highlighted by well-developed parish links, the school's commitment to Catholic social teaching, accurate self-evaluation of their work and the manner in which all staff are valued and respected. Staff stated that colleagues rarely leave St Patrick's because it is such a wonderful place

to work. The governors are currently engaging with the Bishop's vision for the diocese and have actively supported another school locally, by sharing the skills of their well-respected head teacher during the last five years. During this time, St Patrick's has continued to flourish through effective and dedicated leadership at all levels.

St Patrick's is a highly inclusive school. The welcome given to Indian families moving into the parish, shows a spirit of generous hospitality and staff go the extra mile to reflect the mission of the school in the service it offers them. Pupils of other religions are equally valued, and opportunities are taken to celebrate their cultures and faith traditions. Letters of thanks to the pupils, from housebound members of the parish, show the care and concern offered to the vulnerable to show they are loved. The pupils also recently gathered a large amount of goods for the local food bank, as part of their mission to 'walk in the footsteps of Jesus'.

The school environment fully demonstrates its Catholic character, with dedicated worship areas in class and around school that are accessible to staff and pupils. It is clear that time and effort is given to enhancing the physical environment. Class saints are proudly displayed on the doors alongside the class charity's details, corridor displays show whole school religious artwork and the school's new outside room for prayer is a great addition to the areas where children can pray. Parents think St Patrick's is a wonderful school and one that fully enables the pupils to take a full and active part in their faith. Parental responses in the questionnaire were overwhelmingly positive and thankful for the way staff support pupils to develop in, 'mind, body and soul'.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils at St Patrick's enjoy learning in religious education and take an active part in lessons, showing an increasingly developed knowledge and understanding of age-appropriate content, as set out in the *Religious Education Directory*. It is clear that behaviour in lessons is a strength and children openly say they love coming to school. Pupils in all classes engage well and are interested in the themes and topics studied. In recent years, the school has found innovative ways to support children who speak English as an additional language, so they too can progress and know more. Teachers and support staff use technology to translate questions and other content, often recording pupils' responses and linking them to online learning journeys. Pupils become more religiously literate as they move through the school. For example, one child in upper Key Stage 2 wrote about 'theoretical truths' in a letter to a scientist discussing the creation of the world. Further adaptations to teaching and feedback will enable pupils to more regularly demonstrate higher order knowledge and skills in their work.

Pupils' books show good standards of presentation and written work that is comparable to their work in other subjects. A good blend of group work, paired tasks and independent work ensures that children can think deeply and gather ideas before showing what they know. Offering more variety in the way pupils' can evidence their work, showing individuality and creativity, would meet the differing needs of all pupils. Marking and feedback in religious education meets the requirements of the school's policy, but children cannot fully articulate what they need to do to improve further. Moderation of pupil's work, in-house, with other schools and formally with the diocese, will ensure that all staff can assess consistently and in-line with current attainment standards and those being introduced through the new *Religious Education Directory* over the next two years.

Teachers have a high level of subject knowledge and are confident in their planning, delivery and support for pupils of all ages and abilities. Effective questioning skilfully enhances learning for all pupils during direct teaching and the allocation of support staff means that children with language barriers and additional educational needs are included. The school's established scheme of work is understood by teachers and suitably enhanced to build knowledge and improve learning. Pupils know that if they do not understand something, they can ask the teacher who will always help them. Three classes have recently begun to adapt their teaching in-line with the updated Directory and are using a new scheme. Leaders recognise the challenges faced by schools as they change their curriculum content and have engaged well with the diocese who are leading this conversion. Religious education at St Patrick's is highly supportive of pupil's spiritual and moral development, nurturing this well. This is also recognised by parents who speak highly of their children's experiences and recognise this as a strength of the school.

Leaders and governors are committed to ensuring that religious education is the 'core of the core' in school. The senior leadership team work collegiately to raise standards, ensure parity with other core subjects and provide staff with high quality resources and training. Leaders have a shared vision for the school that means teaching and learning are consistently good, and staff consequently feel very well supported in their roles. The link governor for religious education is actively involved and is knowledgeable about the school's improvement strategies. Monitoring activities are part the school's improvement strategy, but these must be more detailed and frequent if they are to have a greater impact on the school's good standards and the accuracy of self-evaluation in religious education.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

Prayer and liturgy is well-developed, routinely planned and includes a variety of opportunities for pupils to take part. Children and pupils are respectful, reverent and they show full participation and engagement in their responses and singing. Pupils have a growing understanding of the Church's liturgical year and experience some of the ways of praying that are part of Catholic tradition. Adults predominantly lead worship opportunities in the early years and Key Stage 1, and support pupils to plan class worship in Key Stage 2. The ability to do this with increasingly less adult support, as children get older, has been identified as a next step for the school. These progressive age-related skills should be articulated in the school's Prayer and Liturgy policy. Evaluating the quality of the prayer and liturgy they have planned, knowing how to improve next time, would also benefit pupils. Pupils can explain how they have been led to action, actively raising money for their class charities and the local food bank.

Prayer and liturgy opportunities and provision are evident throughout the school. Traditional prayers and those personal to the school are visible throughout the building and are part of each class's morning and afternoon observance and thanks to God. Staff are committed, participate fully and help children to understand how scripture can guide their lives following the celebration. Class prayer spaces are beautifully created and personalised by the children, using liturgical colours. The addition of the class saint's image serves to remind the children of Jesus' influence in the lives of the faithful. Prayer areas outside the classroom are also well thought out and designed to enable pupils to pray. There is a lovely area of devotion to Mary, where children can sit at break times, think and pray. A display about creation was enhanced by children's own additions and imagery linked to care for our common home. At St Patrick's there is a flourishing partnership with the parish and our Lady and St Michael's church. Every opportunity is taken to invite parents and the parish into school or extend the hospitality of the school into the community, for example by

singing at a local care home. Parents are regular attendees at whole school gatherings and really appreciate the opportunities it gives them to participate in prayer alongside their children.

Leaders, including governors are effective in how they plan the school calendar to celebrate the sacraments, the liturgical year, holy days of obligation and special occasions within the life of the school. St Patrick's Day is always celebrated with great significance. Pupils would understand Catholic tradition more deeply through broadening the range of ways of praying, such as adoration of the Blessed Sacrament, Benediction and guided meditation. Mass is an integral part of the prayer life of the school, and everyone is involved. It was wonderful to see the youngest children supported by the oldest during All Saints' Day Mass. The parish priest is invited into school regularly and has a close relationship with staff, children and parents. Through his intervention, a group of Franciscan Friars recently visited school to work with the children. He spoke with great respect about the work of the school in bringing families to Mass and caring for the most vulnerable in the community.

Leaders ensure rich professional development is offered to staff and suitable resources are provided so that prayer and liturgy provision is of a consistently good quality. Leaders complete some monitoring of prayer and liturgy in school and governors are invited to take part in class worship celebrations during their annual subject leadership day. Evaluating the impact of prayer and liturgy and ensuring its place in the cycle of improvement would further enhance outcomes for pupils.

Information about the school

| | |
|--|---|
| Full name of school | St. Patrick's Catholic Primary School |
| School unique reference number (URN) | 112340 |
| Full postal address of the school | Derwent Street, Workington, CA14 2DW |
| School phone number | 01900 601807 |
| Name of head teacher or principal | Mrs Sheryl Slack |
| Chair of governing board | Mr David Jones |
| School Website | https://www.stpatricksworkington.co.uk |
| Multi-academy trust or company (if applicable) | N/A |
| Type of school | Primary |
| School category | Voluntary aided |
| Age-range of pupils | 4 to 11 |
| Trustees | Lancaster Roman Catholic Diocesan Trustees Registered |
| Gender of pupils | Mixed |
| Date of last denominational inspection | July 2017 |
| Previous denominational inspection grade | 1 - outstanding |

The inspection team

Mark FitzGibbon

Lead inspector

Alan Parry

Team inspector

Key to grade judgements

| Grade | England | Wales |
|----------|----------------------|--|
| 1 | Outstanding | Excellent |
| 2 | Good | Good |
| 3 | Requires improvement | Adequate and requires improvement |
| 4 | Inadequate | Unsatisfactory and in need of urgent improvement |