

Diocese of Hallam



SECTION 48 INSPECTION REPORT THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

ST PATRICK'S CATHOLIC PRIMARY SCHOOL

School URN	122816
Name of Chair of Governors	Ann Woods
Name of Head teacher	Stephen Dent
Date of inspection	12th September 2012
Section 48 Inspector	John Greenwood

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Patrick's Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the School

St Patrick's is a smaller than average school in a rural town. The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is also above average. The large majority of pupils come from White British backgrounds, although a small minority are from minority ethnic heritages. The area has high levels of deprivation and only a small percentage of families have accessed higher education. A small number of the baptised children regularly attend mass and in recent years there have been few children receiving the sacraments.

The school has 4 teaching groups with children spending 2 years in each class setting i.e. Foundation Stage class with FS1 children attending school in the mornings with the FS2 children, who attend full time; Years 1 and 2 together in Class1; Years 3 and 4 in Class 2 and Years 5 and 6 make up Class 3.

Type of School	Voluntary Aided Primary
Age profile of students	3-11
Number on roll	94
Number of students on Special Needs and Disabilities Register	17
Number of students with a Statement of Special Educational Needs	2
Number of Catholics on roll	32
Number of Other Christian Denominations	37
Number of other Faiths	0
School Address	Whitehouse Road Bircotes, Doncaster, DN11 8EF
Telephone Number	01302 743145
Fax Number	
Email	admin@st-patricks.notts.sch.uk

OVERALL EFFECTIVENESS OF THE SCHOOL

How effective the school is in providing Catholic education
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The overall effectiveness of Catholic education at St Patrick's School is good. The school has a welcoming, caring environment which has undergone positive improvements over recent years. Its distinctive nature as a Catholic school is clearly apparent in the displays and artwork around the school. Each classroom has a dedicated area devoted to Religious Education which is changed and updated in line with topics being studied and the Church's liturgical year. The Headteacher, the Religious Education Co-ordinator, Governors and staff, identify and address areas for development in the Catholic life of the school in a detailed Religious Education action plan which has led to improvements in provision. The children are well cared for resulting in them developing spiritually and morally and acquiring appropriate religious knowledge, skills and attitudes. The behaviour of the children is good and they contribute to a variety of liturgies.

Teaching and learning in Religious Education the school is good overall. Through the 'Here I Am' Religious Education curriculum followed up to the end of the 2011-12 academic year, children develop a good understanding of the Catholic faith and are able to recall a great deal of knowledge about their Religion and the life of Jesus. The school has just begun to implement the new 'Come and See' Religious Education programme and teachers are very enthusiastic about its introduction. Early indications suggest that the children are responding positively to this new programme and are enjoying their lessons. The lessons are reflected in the general life of the school resulting in the children achieving a good level of moral and spiritual development. Through the Religious Education teaching, the children learn about other faiths and further enrich their knowledge of the world through supporting various charities.

Since the last Religious Education inspection both the quality and amount of recorded work has improved and children now work to specific learning objectives and success criteria in line with other core subjects.

The school is without a resident Parish Priest but is supported by a neighbouring parish and particularly by the Parish Deacon, who regularly visits the school, leads assemblies and is a governor.

The school's capacity for sustained improvement
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The school's capacity for sustained improvement is good. The development of the Catholic life of the school has a detailed Action Plan and is monitored regularly by the Headteacher and Religious Education Co-ordinator. The Headteacher has a clear vision for the school and provides a caring leadership to promote school improvement. The Parish Deacon is the school's link governor for Religious Education and he has a very good knowledge of the Catholic life of the school. The Religious Education Co-ordinator supports colleagues and monitors teaching very effectively; she evaluates the children's learning accurately and has ensured that there is a good capacity to improve the school further. A new Religious Education Co-ordinator has recently been appointed and plans are well in place to pass on responsibilities to this experienced teacher who has previously carried out this role.

The school views the implementation of a new curriculum for Religious Education very positively. The combination of the school coming out of Ofsted's Special Measures category and the impetus provided by the new Religious Education curriculum should result in a rapid positive development of the Catholic life of the school.

What does the school need to do to improve further?

- Fully implement the new 'Come and See' Religious Education curriculum
- Ensure that regular staff meetings are devoted to the teaching of Religious Education and the Catholic life of the school
- Implement new assessment criteria in line with the 'Come and See' curriculum
- Ensure that the quality of teaching and learning continues to improve and is consistently good and outstanding throughout the school
- Give children further opportunities to lead and contribute to Collective Worship
- Ensure that there is a well-managed transition from the current to the new Religious Education Co-ordinator and that her role is clearly defined

PUPILS

How good outcomes are for pupils taking particular account of variations between different groups	2
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The outcomes for the children are good as children of all abilities make good progress. The children obviously enjoy their Religious Education lessons and respond with enthusiasm. This was particularly noticeable in a lesson with the Year 5 and 6 pupils as they were researching the talents, and more importantly the qualities, of famous personalities. Many children were very thoughtful in their responses; they listened attentively, and had a strong desire to do their best.

The children work very well together and cooperated very effectively in a Year 3 and 4 Religious Education lesson, and in other lessons to produce shared work. Some children made good links between the content of their Religious Education lesson and their knowledge of the sacraments. Children with special needs were particularly well supported by Teaching Assistants who enabled the children to gain from and contribute to the teaching and learning in Religious Education.

The standard of written work in Religious Education is good. Teachers provide differentiated activities for children of varying abilities although on a few occasions some children were a little unsure of what was expected of them. Children readily related what they were learning in Religious Education to their own lives, eg. the joys and sorrows in families and the qualities we hope to achieve. This makes a significant contribution to the way the children relate to each other and the care shown by children and adults for each other. Some children really appreciate their Religious Education lessons and one child spoke for others when she said that those lessons were different because you could talk about your feelings more.

Children from the Foundation Stage right through to Year 6 make significant contributions to the prayer life of the school and all show due respect and reverence during liturgies. Collective Worship led by the Deacon incorporated good use of some children to assist in a drama but generally there is scope for greater involvement of the children in collective worship assemblies. The older children could

be given more opportunities to have further responsibilities in leading class based liturgies. Similarly children could be given greater say in choosing which charities to support. They would then be able to make a greater contribution to the Catholic life of the school.

PROVISION:

How effective the provision is in promoting Catholic education

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Overall, the quality of teaching in Religious Education is good. Lessons are well planned and resourced with the teachers already making good use of the new Come and See curriculum resources. A variety of approaches to interest the children were observed such as pictures, powerpoints and drama. Most lessons are well paced and give opportunities for the children to use other curriculum skills, eg ICT and literacy skills, as part of their Religious Education work. The children's artwork in the Foundation Stage was delightful and a group of Year 1 pupils used role play very effectively. Some teachers used the Come and See resources but personalised them to make the lessons even more effective. Some activities lacked clear direction but most lessons are stimulating and interesting and enable the children to deepen their understanding of Religious Education and the Catholic life of the school.

Successful assessment procedures are in place to assess the children's Religious Education work. The Religious Education Co-ordinator has played a particularly supportive role to implement and monitor how these assessments are carried out. Marking of children's work is now linked to learning objectives and indicate how the children could improve their work further. Success criteria are now being shared with the children so that they can assess their own work. This is very good practice. New arrangements for assessment in line with the Come and See curriculum will be introduced as it is implemented more fully.

The Religious Education curriculum is good in meeting the needs of the pupils. At least 10% of teaching time is devoted to Religious Education but through the use of whole school and class based liturgies and many other events, the Catholic life of the school is made real and celebrated.

Provision for Collective Worship is good although increasing responsibilities to the children would improve it still further. The support and input by the Parish Deacon is highly appreciated by the school and the relationship between the children and the Deacon is excellent. Even though only a small proportion of the children regularly attend Mass, the school encourages parish/school links through one of the teachers leading sacramental preparation in the parishes and a neighbouring Parish Priest visits when he is able to.

The school has a fairly diverse population, differing backgrounds are celebrated and racist incidents are very rare and not tolerated. The school is promoting Community Cohesion ensuring the children experience opportunities within the local and wider community. These include working with children from local schools, visitors to school, extensive sports programme with primary schools in the Serlby and McAuley pyramids and a special drug awareness (DARE) programme. These are complemented by raising awareness through global charities such as Mission Together and the work of Cafod. Plans are in place to take school council members to Parliament later this term.

The school provides 'Rainbows' sessions for those children experiencing bereavement or loss of some kind. It is being extended to include the youngest children. The dedication and commitment of the staff involved has resulted in the programme being highly valued by parents and children and has proved most worthwhile in supporting those children feeling vulnerable.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the school	2
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The Headteacher and Religious Education Co-ordinator, together with all staff and governors, are good in developing the Catholic life of the school. Despite the school having to meet the demands of being in Ofsted's category of Special Measures up to last December, it has remained true to faith values and all involved have ensured that the spiritual dimension of the school is celebrated and made real. This new phase of the school's history now gives scope to improve the way the governing body provides effective challenge and support for the Catholic dimension of the school. It may be a time when the school's Mission Statement and Religious Education policies are revisited.

Monitoring of provision within school is carried out by the Headteacher and Religious Education Co-ordinator and this has developed significantly this academic year, as have assessment procedures. All staff share the responsibility to promote the Catholic life of the school. The support staff demonstrate great care and patience, particularly in the way they support children experiencing difficulties.

The development of the Catholic life of the school has a high priority with its own Action Plan and is fundamental to the life of the school; this vision is shared by all in the school community. However, inevitably, the school has had to concentrate on the academic aspects of school life to meet Ofsted's requirements. With the introduction of a new Religious Education curriculum there is now renewed vigour in the leadership team to continue to develop best practice in Religious Education.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 Outstanding Grade 2 Good Grade 3 Satisfactory Grade 4 Inadequate

Overall effectiveness	2
The school's capacity for sustained improvement	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
<input type="checkbox"/> how well pupils achieve and enjoy their learning in Religious Education	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
<input type="checkbox"/> pupils' attainment in Religious Education	2

<input type="checkbox"/> the extent to which pupils contribute to and benefit from the Catholic life of the school	3
<input type="checkbox"/> how well pupils respond to and participate in the school's collective worship	2
How effective the provision is in promoting Catholic Education	2
<input type="checkbox"/> the quality of teaching and purposeful learning in Religious Education	2
<input type="checkbox"/> the effectiveness of assessment and academic guidance in Religious Education	2
<input type="checkbox"/> the extent to which the Religious Education curriculum meets pupils' needs	2
<input type="checkbox"/> the quality of collective worship provided by the school	2
How effective leaders and managers are in developing the Catholic life of the school	2
<input type="checkbox"/> 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
<input type="checkbox"/> how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	2
<input type="checkbox"/> 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 are met	3
<input type="checkbox"/> how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	2
<input type="checkbox"/> how effectively leaders and managers promote community cohesion.	2

Further copies of this report are obtainable from St Patrick's Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440.