

The Diocese of Hallam

Section 48 Inspection Report

The Catholic Life of the School and Religious Education

St Patrick's Catholic Primary School

Whitehouse Road, Bircotes, Doncaster, DN11 8EF

School URN	122816
Overall Effectiveness grade	Grade 2
Date of inspection	19 March 2018
Name of Chair of Governors	Catherine Hennis
Name of Headteacher	Neil Harris
Name of RE Subject Leaders	Oonah Grainger Ann-Marie McGough
Date of previous inspection	12.09.2012
Previous inspection grade	Grade 2
Section 48 Inspector(s)	Michael D'Rozario Alexandra Healey (trainee inspector)

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good,
3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

2

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

2

OUTSTANDING (1)	To be judged OUTSTANDING for overall effectiveness: The three Section judgements must all be OUTSTANDING
GOOD (2)	To be judged GOOD for overall effectiveness: The three Section judgements must all be at least GOOD
REQUIRES IMPROVEMENT (3)	To be judged REQUIRES IMPROVEMENT for overall effectiveness: One or more sections will be judged to REQUIRE IMPROVEMENT with no sections judged inadequate.
INADEQUATE (4)	To be judged INADEQUATE for overall effectiveness: At least one Section will be judged inadequate.

Summary of key findings:

This is a GOOD Catholic Primary School

- Pupils at St Patrick’s display excellent behaviour at all times. They are supportive of each other and respectful to adults and peers alike.
- The headteacher has been instrumental in driving school improvement and ensures that the mission of the school permeates every aspect of school life.
- The Religious Education subject leaders are enthusiastic, capable and lead by example and have a key role in promoting the Catholic Life of the school. They are keen to drive the school towards excellence in all areas of the inspection process and work collaboratively to monitor and evaluate the provision of Religious Education within school
- Parents hold a very positive view of the school and hold the school in high esteem; they state that school staff know all the children by name.
- Religious Education is good overall, with children enjoying the varied and interesting activities planned for them and as a result making good progress over time. Systems for monitoring and evaluating standards in Religious Education are in place and will support the school in achieving higher standards.
- The deacon is a regular and welcome visitor to the school.
- Governors work very closely with the school and play a full part in helping the school improve further.

What the school needs to do to improve further:

- Provide opportunities for pupils to plan and lead acts of Collective Worship and for school leaders to monitor and evaluate Collective Worship so as to further improve provision.
- Enhance the links between school, parish and community.
- Improve systems and procedures for monitoring and evaluation of Religious Education and the Catholic Life of the school, particularly in light of the impending appointment of a new headteacher.

Information about this inspection

The inspection of St Patrick’s Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Hallam. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school’s own self-

evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspectors reviewed in detail the following aspects:

- The school's self-evaluation document (DSEF)
- Previous and current inspection reports and information about the school
- Pupils' contribution to the Catholic Life of the school
- The Religious Education curriculum
- The achievement of pupils

The inspection was carried out by one inspector and one trainee inspector over the course of one day and the following activities were undertaken:

- Scrutiny of the Diocesan Self-Evaluation Document
- Lesson observations
- Interviews with the headteacher, Religious Education Co-ordinators, governors, deacon, pupils and parents
- Scrutiny of school policies
- Scrutiny of the school website
- A learning walk
- Observation and participation in two acts of Collective Worship that included prayer time and a full school assembly

Information about this school

- St. Patrick's Catholic Primary School is a smaller than average primary school with 100 children on roll including nursery.
- Officially in Nottinghamshire Local Authority, the school sits on the Nottinghamshire/Yorkshire border and is part of the Catholic Diocese of Hallam.
- 27 % of pupils are Catholic.
- It has a higher than national average deprivation figure.
- The school has close links with the McAuley family of schools in Doncaster, Serlby Park Academy family of schools and, more recently, St. Joseph's Catholic Primary School, Retford, and Holy Family Catholic Primary School in Worksop, as the three North Nottinghamshire Schools in the Diocese of Hallam.
- A 'Good' grading was achieved at its most recent Ofsted inspection.
- The catchment area is the Parish boundary of St. Patrick's and the overwhelming majority of the children come within this boundary.
- The school has undergone significant changes to the staff and the leadership team in recent times. The headteacher and governors secured the appointment of an experienced teacher to the post of deputy headteacher in January 2017 to further increase the capacity of leadership across the school.

Full Report – Inspection Judgements

CATHOLIC LIFE

The quality of the Catholic Life of the school is GOOD

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	2

The extent to which pupils contribute to and benefit from the Catholic Life of the school is GOOD

- Pupils have a pride in their school and are taking a greater role in leading its Catholic Life, contributing to the 'Greater Good', through numerous fundraising events to support those less fortunate than themselves. This includes supporting charities such as CAFOD, Hallam Caring Service, Mission Together and The Nolan Trust.
- Pupils comment on the respect they have for one other and how they relate well to adults working in school. They say that they are treated fairly and taught how to look after each other, as all play their part in respect, care and forgiveness.
- Pupils enjoy working collaboratively and are given many opportunities to do so in lessons. They say that this helps them build good relationships both in and outside of the classroom.
- Pupils are developing a deeper understanding of the importance of key celebrations in school throughout the liturgical year. Portfolios of pupils' work, activities and events record the Catholic Life of the school well. Plans are in place for pupils to take a greater role in leading school and class assemblies and Collective Worship.
- Pupils take on a range of responsibilities in the school such as anti-bullying ambassadors, playground leaders and house captains, with younger pupils being supported by older pupils in a number of ways. Older pupils guide and encourage younger pupils in play and other aspects of school life.
- The Deacon plays a significant role in supporting and contributing to the Catholic Life of the school and is a frequent visitor, working collaboratively with pupils, staff and the Religious Education Co-ordinators.
- Pupils can empathise with and appreciate the circumstances of those less fortunate than themselves and express their reasoning. Older pupils spoke about justice and fairness as they discussed current local and world affairs and this is also shown through their support for CAFOD, Mission Together and the Hallam Caring Service.

- Outcomes for pupils are improving as they become more confident, mature, independent learners with positive attitudes to school life. They comment on the supportive environment of the school, and they know how and when to seek advice and support.

The quality of provision for the Catholic Life of the school is GOOD

- The school community has a strong sense of unity and parents value the nurturing that the school provides for their children. The mission statement ‘Loving, Learning, Laughing,’ is clearly visible throughout the school and is a clear expression of the commitment to live out Gospel values.
- The school environment reflects the Catholic identity of the school. There are visible signs of the school’s distinctive Catholic nature through liturgical displays, a variety of artefacts and focal points for prayer.
- School staff promote high expectations of behaviour and are good role models of mutual respect and forgiveness for pupils.
- Pastoral programmes relating to Sex and Relationships Education (SRE) and personal, health and social education (PHSE) are being supported through bespoke programmes which are consistent with Church teaching.
- The curriculum reflects a commitment to Catholic social teaching and pupils state that ‘everyone is listened to and valued’.
- The entire school community values its Catholic nature and is committed to its development. This aspect of school life is held in high regard.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is GOOD

- Governors, headteacher and Religious Education Co-ordinators promote the Catholic life of the school through their involvement in governance, curriculum and fulfilment of the legal requirements.
- Provision is monitored by senior leaders through lesson observations, and work scrutiny and evaluating the responses from pupil and parent surveys and the impact of provision on the Catholic Life of the school.
- The deacon acts as link governor to monitor and support the Religious Education Co-ordinators.
- An action plan is in place to ensure targets are met within agreed timescales and that provision is enhanced.

- The school has made good use of CPD opportunities provided by the Diocese to support the Religious Education Co-ordinators and teaching staff and to provide resources.
- The governing body holds the school to account and the appointed link governor to the school is familiar with the outcomes of the school and of its priorities. Regular visits take place to monitor progress to meeting agreed targets set and recommendations of the Diocese.
- Leaders demonstrate a strong commitment to the Catholic ethos of the school and provide good examples for the rest of the community. The enthusiastic subject leaders for Religious Education are a very positive example of this commitment and work tirelessly for the school community.

RELIGIOUS EDUCATION

The quality of Religious Education is GOOD

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

How well pupils achieve and enjoy their learning in Religious Education is GOOD

- The school follows the Come and See programme and is working to moderate its assessment, develop quality resources and share best practice with the two other schools that constitute the North Nottinghamshire schools in the Diocese of Hallam.
- Most groups of pupils make good progress in Religious Education lessons, are keen to do well, apply themselves diligently in lessons and work at a good pace.
- Children are becoming religiously literate and are developing skills appropriate to their age and abilities. Pupils comment on how much they enjoy Religious Education lessons as there is a greater variety of activities, including art, drama, new technologies and cross curricular themes alongside their written work.
- Pupils are improving their knowledge and understanding in Religious Education and are developing their competence as learners but could be presented with more challenging classwork

that could extend their learning and given time to respond to marking and feedback to improve their work further.

- Pupils value the support and guidance offered to them in lessons, enjoying the opportunity to work collaboratively and were able to discuss in detail the topics covered and the work they had completed to date.
- Behaviour throughout the school and during lessons is a strength. Pupils show a high level of respect to adults and to their peers. They feel that they can contribute to lessons and other activities and that their responses are valued.

The quality of teaching, learning and assessment in Religious Education is GOOD

- The quality of teaching has improved and is effective in ensuring that pupils are engaged with their learning. This is supported with good planning and clear learning intentions and as a result pupils are making progress.
- Pupils comment that they find their Religious Education lessons ‘fun’ and enjoy the variety within lessons as there are a range of interesting activities and that they are provided with opportunities to relate their experiences and present their views on moral and social issues such as the refugee crisis.
- Teachers are developing good subject knowledge and have taken advantage of professional development opportunities offered by the Diocese and partnerships with other local Diocesan schools.
- Good imaginative resources, including new technologies are maximising learning as evidenced in lesson observations, discussions with pupils and samples of work.
- The school was in receipt of support from the Local Authority and this has had a positive impact on strengthening the quality of teaching in all subjects including Religious Education.
- Teaching observed was good and led to purposeful learning and motivated, interested and engaged pupils. The Religious Education Co-ordinators have monitored the quality of teaching and have undertaken work scrutiny alongside senior colleagues. This informs an action plan and is shared with staff and governors.
- All lessons observed had clear learning objectives relating to the Come and See programme.
- In lessons, time is used effectively to maximise learning opportunities and established routines support pupils’ independence.
- Teachers use a range of teaching styles to match the needs and interests of learners, such as the effective use of ICT, visual aids, art and role play. Children state that there is ‘support for all children’ and they recognise that ‘we all have different needs’.

- Pupils are being informed about their progress through marking and feedback and will benefit from further opportunities to improve their work.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is GOOD

- Governors and the leadership team have identified school priorities following school self-evaluation and have clear and consistent systems of monitoring and evaluating provision within Religious Education
- The Religious Education Co-ordinators model best practice with the support of the senior leadership team and, and are well-placed to move the school forward and drive the school improvement areas identified by this inspection.
- Governors are actively involved in the school and the chair of governors and deacon have regular discussions with the headteacher and subject leader about Religious Education. They have overseen a change in teacher personnel and are keen that all are part of a comprehensive programme of quality formation leading to teaching and learning excellence.
- The school has introduced systems for tracking, monitoring and evaluating teaching and learning including Religious Education and are beginning to measure its impact.
- The Religious Education Co-ordinators support less experienced colleagues with planning and assessment within Religious Education.
- Class teachers undertake termly assessments in order to measure pupil progress and inform further improvement and moderation is undertaken within the school. Pupil data is then forwarded to the Diocese after scrutiny.
- Pupils state that they enjoy their Religious Education lessons and appreciate the opportunity to work with their peers. Their views are sought and they express gratitude for the support they receive during lessons from teachers and other adults and comment on the positive relationships within school.
- Surveys seek the views of parents who state that they are pleased with the outcomes for pupils and how their children benefit from the teaching, care and experiences they receive in school.
- Governors discharge their canonical and statutory duties effectively and the Religious Education curriculum meets episcopal requirements regarding curriculum time for Religious Education.
- Leaders have supported staff to embed the *Come and See* scheme of work and this has been developed in a way that focusses on the needs and interests of the pupils. The curriculum provides opportunities for pupils' spiritual, moral and cultural development.

COLLECTIVE WORSHIP

The quality of Collective Worship is GOOD

How well pupils respond to and participate in the school's Collective Worship	2
The quality of provision for Collective Worship	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	3

- **How well pupils respond to and participate in the school's Collective Worship is GOOD .**
- Pupils at St Patrick's act with reverence and respect during acts of Collective Worship and participate in communal prayers appropriately, respond positively and are attentive.
- Pupils enjoy participating in a range of liturgical worship. When talking about the opportunities to engage in worship, they are keen to share their experiences and some could describe some of the liturgies and masses attended.
- Collective Worship reflects the liturgical year and is planned to provide pupils with enriched experiences. During the inspection, portfolios presented some examples of the different aspects of liturgical worship.
- Pupils have a well-developed sense of respect for those of other faiths and study world faiths in their Religious Education lessons.
- Pupils commented on their prayer journals and appreciated time allocated for them to reflect at the end of lessons. They would like this to continue throughout the year.
- The Deacon commends the work of the school and the pupils' response to Collective Worship in church and at school.

The quality of provision for Collective Worship is GOOD

- Collective Worship is central to the life of the school and worship is celebratory and engaging. All members of the community feel valued and engaged in this aspect of school life.
- Pupil have the opportunity to pray together, with every class having a prayer focus area that reflects the liturgical year.
- Parents and parishioners are invited to attend acts of Collective Worship in church and in school, and appreciate the opportunity of doing so.
- Masses and liturgical celebrations are held in school and parents and parishioners are made to feel very welcome.

- Pupils are being introduced to prayer in a variety of ways including formal prayers and their own prayers within their prayer journals. They pray in class and as whole school community, coming together during assemblies. Children value the contribution that prayer provides in their daily life and appreciate the opportunity to pray regularly.
- Each class has a special box used to store objects and materials for class based liturgy and the children were able to explain that the lighted candle represented the light of Christ in their midst. However, these resources could be better utilised.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship is GOOD

- Although acts of Collective Worship are led well by adults, greater opportunities for children to plan and lead worship remains a priority for the school. Children pray in formal settings, and are growing in confidence in expressing their private intentions.
- Leaders have a thorough understanding of the Church's liturgical year. They act as role models for the school community.
- The school self-evaluation and improvement plan reflects the Catholic nature of the school and the governors are briefed on the provision of Collective Worship.
- Leaders actively seek the comments and views of parents and children and are making adaptations to provision for Collective Worship.
- Leaders have ensured that staff attend diocesan professional development and have made a commitment to send all teaching staff to these.
- Although some monitoring of Collective Worship takes place, pupil leadership of Collective Worship requires improvement.