



# St Patrick's Catholic Primary School

URN: 149626

Catholic Schools Inspectorate report on behalf of the Bishop of Hallam

26–27 February 2025

## Summary of key findings

### 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

2

#### 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 general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

## Compliance statement

- The school's religious education programme ensures that at least 10% of the timetable is dedicated to teaching and learning in the subject.
- The school follows the guidance of the diocesan bishop in all matters.
- The school has fully responded to all action points from the previous inspection.

## What the school does well

- The drive and passion of the headteacher galvanise pupils, staff and parents to support the Catholic life and mission of St Patrick's, since she has 'brought Christ into the building and into our hearts'.
- The culture of welcome and inclusivity ensures that all members of the community feel valued and celebrated.
- Pastoral care is strong: all members of the staff team contribute so that pupils and families receive the support they need.
- Pupils enjoy religious education: they recall their learning and discuss their knowledge positively.
- All members of the school community embrace opportunities to pray together.

## What the school needs to improve

- Secure in pupils a deep understanding of Catholic social teaching.
- Establish effective systems for teachers to advance and deepen pupils' learning in religion education lessons.
- Ensure that pupil-led celebrations of the word fulfil the expectations set out for each age-phase.

## 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

#### Pupil outcomes

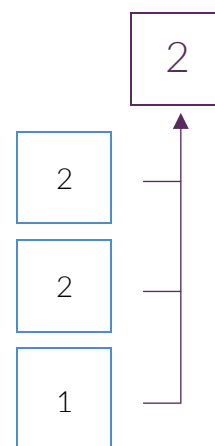
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

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

#### Leadership

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



Relationships are strong and respect abides at St Patrick's, where pupils are secure in the knowledge that God loves each and every one of them. This stems from the well-known and much-recited pupils' mission, 'We are God's amazing gifts'. Pupils have a strong sense of their own worth and that of others, which helps them to understand and appreciate their peers, accepting others warmly. This impacts positively on behaviour throughout the school day. Pupils have a strong urge to help others. They recognise the importance of the extensive charity work they undertake; they are proud of what they have achieved in raising funds and involving themselves in good works, such as donating toiletries to the people in Ukraine, supporting Cafod's 'Big Lent Walk', and wearing red to support the Children's Heart Surgery Fund. Pupils are keen to get involved, recognising that 'we want to help people to live a better life'; however, they do not fully link these activities with the drive and principles of Catholic social teaching, though they show the capacity to do so through the quality of their conversation. Pupils are proud of their patron saint and knowledgeable about the life of St Patrick; they also show immense pride in being part of this school family because, 'It's God's school and God looks after us'.

The mission of the school is understood by all and lived out each day. Pastoral care is a strength of the school. There is an explicit commitment to those who need extra help, leading to staff, at all levels, being vigilant and going 'the extra mile' to ensure that pupils and their families receive loving support in line with the school's Catholic mission. Furthermore, the culture of welcome and inclusivity is extended to the whole community, so that those from all cultures and belief traditions are valued and supported. The sense of community at St Patrick's is evident in the quality of relationships fostered by the staff, who work hard to live out the Catholic life and mission of the school. Parents say, 'Here, there is a real sense of community and being loved'.

This is further revealed in the model of good practice seen in members of staff, bearing witness to the Catholic ethos of the school in word and deed. There are many outward signs of Catholicity in the school environment: religious artefacts, display boards and prayer tables leave no doubt that this school is a faith-filled community. The provision for relationships, sex and health education meets the diocesan requirements and is faithful to the teachings of the Catholic Church.

The headteacher is instrumental in ensuring that St Patrick's is a school which holds Jesus Christ at its heart. She inspires others to help her create and sustain a school environment which is joyful in its witness and faith development. Leaders, including governors, join her in showing an unwavering commitment to the Catholic life and mission of the school, highlighting this as a core priority. Opportunities to strengthen parish links and engage with others beyond the school building are embraced, so that parents, parishioners and the wider community are invited and encouraged to participate in true partnership with the school family. Work with the school's chaplain is bearing much fruit, with a number of families showing interest in finding out more about the Catholic faith as a consequence of their experience within St Patrick's – and that of their children. The wellbeing of staff is prioritised: workloads are monitored, induction processes are thorough, and staff feel valued at all times.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

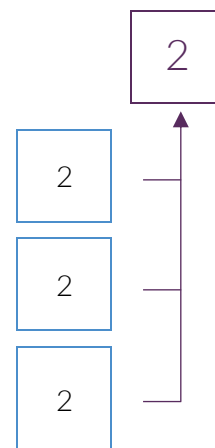
How well pupils achieve and enjoy their learning in religious education

#### Provision

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

#### Leadership

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



Pupils enjoy their lessons in religious education and want to do their best, sharing their ideas and talking about their learning. They say, 'I love to learn about God and what Jesus and the disciples did'. Pupils are developing good recall and retrieval skills by answering questions and rehearsing answers with their 'talk partners', showing what they have remembered from lessons. Pupils speak with confidence when contributing to discussions and they make good points when verbalising ideas. Workbooks do not always reflect their full understanding in religious education, because there are few opportunities for them to make links to multiple religious sources, such as quotes from scripture, the lives of saints or phrases from known prayers or hymns. Pupils show their written work proudly. They are in the early stages of being able to assess their own progress, but can rarely explain which steps to take in order to improve their work. Nevertheless, pupils pay good attention, concentrate and behave well, which means that no time is lost in lessons. In addition, achievement in learning for pupils is in line with that of English and maths. From the youngest year group onwards, pupils come alive in more creative activities, such as when drama is incorporated into lessons or when cooperative tasks are on offer, which enable pupils from all groups to more fully engage and participate.

Teachers are positive and confident practitioners who are committed to the value of religious education. Although questions feature regularly in lessons, those chosen do not always lead to developing pupils' learning, as teachers sometimes rely on checking only for knowledge and understanding, limiting opportunities for pupil reflection and debate. When supporting pupils to improve their work, teachers do not take the opportunity to regularly reference different religious sources, or model the links which could be made between the lines from a traditional prayer and the words of Jesus in a Gospel story. In the most successful lessons, teaching assistants get fully involved in activities and teachers use good techniques to 'hook in' the pupils

and maintain their interest: For example, setting the table for the last supper, or producing a lidded basket from which to produce an intriguing object to stimulate discussion. Although feedback to pupils rarely suggests what pupils need to do to take their learning further, teachers do take time to celebrate pupils' achievements in lessons, encouraging and rewarding the contributions made, often drawing upon and referencing the school's core values of faith, community, respect and excellence.

The subject leader for religious education has a strong vision for the ongoing development of this subject, ably supported by staff, governors, and colleagues from the St Francis Catholic Multi-Academy Trust. There is a clear commitment to training and professional development for staff, who benefit from and are committed to the sessions and courses provided. Effective monitoring processes are in place, which are helping teachers and leaders to know where strengths lie within teaching methods and to decide which aspects could be even better. The leader for religious education uses coaching methods with staff, working with them closely towards continuous improvement and enabling teachers to reflect upon best practice in the classroom. Governors undertake scrutiny of pupils' work, familiarising themselves with the progress being made. The subject leader ensures that teachers moderate pupils' work alongside colleagues from other schools across the trust, checking closely that the needs of pupils are being met and that all teachers are aspiring for consistently high standards of teaching and learning across the school.

## Collective worship

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

### Collective worship key judgement grade

#### 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

2

#### Leadership

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

2

2

Pupils respond well to prayer and liturgy at St Patrick's, confidently singing, reciting known prayers and reflecting thoughtfully. Pupil-led leadership of prayer is an ongoing area for development within the school, to which all are committed. Pupils are keen to participate and lead celebrations of the word, with the GIFT team (growing in faith together) taking an enthusiastic lead and explaining that, to do this well, 'you have to have courage!' Pupils are chosen and encouraged to read scripture and prayers in school gatherings, even when adults are taking the lead. Pupils also have opportunities in classrooms to plan and lead aspects of prayer and reflection, though these are heavily scaffolded by adults at present. Parents enjoy and appreciate being included in prayer and liturgy within the school or at the parish church, noticing that 'children listen to the morals of the story' when scripture is shared. Some pupils are influencing home and family life significantly, sharing their love of God with parents and siblings as beacons of faith through their enthusiasm, commitment and desire to create prayer spaces within the home: 'My child loves coming home and telling me about how we can follow in Jesus' footsteps. She tries to put it into practice at home'.

Prayer is central to school life, with pupils and adults relishing opportunities to gather to pray together. Policies and practices reflect the rhythm of the prayer life of the Catholic tradition and follow the season of the liturgical year. Although appropriate scripture is chosen during celebrations of the word, and within religious education lessons, sometimes the passages are too long for younger pupils, or the staff do not fully prepare the pupils to read the word of God carefully, missing opportunities for scripture to fully resonate. However, staff make good use of space to create a prayerful atmosphere, changing classroom layouts to ensure that the area feels special and separate this time from lessons. Consideration has been given by staff to expanding prayer spaces in the school, with a view to creating a 'garden of hope' to mark the Jubilee Year

2025 while reflecting the school's commitment to, and ambition for, promoting prayer and developing faith. Virtually all parents agree that St Patrick's includes families well in their provision for the prayer life of the school.

The school's policy on prayer and liturgy is well formed and sits within a wider suite of well-written booklets which promote all aspects of life within a Catholic school. Leaders, who model best practice, ensure that there are plenty of opportunities to celebrate the sacraments together as a school family – including the wider community wherever possible. Continuing professional development is a priority for leaders, including governors, who recognise the value in supporting staff to grow in their ability to plan and lead celebrations of the word with pupils. The chaplain is well used to deliver training sessions for staff. In turn, staff respond positively, keen to develop their skills and be instrumental in the faith development of all. Leaders and governors have formulated a skills strategy which sets out clearly what pupils of different age groups should be able to do by the end of each academic year in order to build up their capacity to plan and lead engaging celebrations of the word. This strategy is not consistently in place across the school, but represents a good position from which to build. Leaders, including governors, recognise the importance of prayer and liturgy when setting budgets, ensuring that resources, staffing and facilities enable spiritual experiences to be meaningful and frequent.



## Information about the school

|  |   |
|--|---|
| Full name of school                            | St Patrick's Catholic Primary School  |
| School unique reference number (URN)           | 149626  |
| School DfE Number (LAESTAB)                    | 8913764   |
| Full postal address of the school              | St Patrick's Catholic Primary School, Whitehouse Road,<br>Bircotes, Doncaster, DN11 8EF     |
| School phone number                            | 001302743145  |
| Headteacher                                    | Mary Jenkinson  |
| Chair of governors                             | Vacancy   |
| School Website                                 | <a href="http://www.stpatrickscatholicps.co.uk/">http://www.stpatrickscatholicps.co.uk/</a> |
| Trusteeship                                    | Diocesan  |
| Multi-academy trust or company (if applicable) | St Francis Catholic Multi Academy Trust   |
| Phase  | Primary   |
| Type of school                                 | Academy   |
| Admissions policy                              | Non-selective   |
| Age-range of pupils                            | 3-11  |
| Gender of pupils                               | Mixed   |
| Date of last denominational inspection         | March 2018  |
| Previous denominational inspection grade       | Good (2)  |

## The inspection team

Fionuala Boucher  
Alex Downing

Lead  
Team

## 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 |