

## DIOCESAN INSPECTION REPORT

### St. Patrick's Primary School

(Part of Nicholas Postgate C.A.T.), Westbury Street, Thornaby on Tees, TS17 6NE

School Unique Reference Number: **142282**

<b>Inspection dates:</b>	25 – 26 April 2019
<b>Lead inspector:</b>	Elizabeth King
<b>Team inspector:</b>	Mary Brown, Helen Davenport (trainee)

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St. Patrick's Primary School is an outstanding Catholic school because:

- St. Patrick's school lives out its strong Catholic mission to build and nurture the Kingdom of God in all aspects of school life and takes this mission into the wider school community too. They strive to ensure every pupil grows in the love of God and is nurtured in the community in which they serve.
- Pupils enjoy school and are extremely proud to be members of the St. Patricks community. They recognise their purpose in the mission of the school and see themselves living in the footsteps of Jesus.
- An outstanding Catholic Life permeates the school. The links with the parish and parental engagement provides a layer of strength to the very secure foundations that leaders, staff and pupils have developed over time.
- Inspiring styles of Collective Worship provide the backbone to the spiritual formation of all. Pupils' participation is outstanding and they show reverence, respect and understanding of the Scripture that they share. Singing plays a major part of the prayer life of the school and pupils are enthused and actively participate both in the creation of songs as well as the performance.
- The quality of Religious Education (RE) is outstanding as leaders challenge and support staff to ensure that teaching and learning is of the highest standard.
- Leaders creatively embrace and implement all school policies with RE at the heart of them.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St. Patrick's school is a large primary school with 440 pupils currently on roll and a pupil admission number (PAN) of 50. A very large majority of pupils are white British, the remainder representing a range of heritages.
- Although there is a mix of socio-economic circumstances represented within school, there is an above average level of deprivation. The school deprivation indicator is significantly higher than the national average, being in the highest 20% of schools nationally for deprivation. Pupil premium is at 24%.
- The school was previously part of Our Lady of Light Multi Academy Trust which was dissolved in 2018 when the school entered the larger newly created Trust: Nicholas Postgate Catholic Academy Trust (NPCAT)
- A new leadership structure has been in place since September 2017: there is an executive head across St. Patrick's and Christ the King schools with a head of school at St. Patrick's supported by a well-established leadership team.
- The head of school is currently the RE subject leader. The school is developing a leader within school to take responsibility for RE in the near future.
- Pupils on free school meals is 16.46% compared to the national average of 13.7%. The percentage of pupils from ethnic minority groups is lower than average at 12.9%, compared with the national average of 32.1%.
- The school averages 12% with special education and disability needs (SEND).

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to develop outstanding teaching and learning by:  
Using collaborative working e.g. teacher to pupil, group to group and pupil to pupil consistently, fully maximising time for learning
- To improve the quality of teacher feedback by:
  - Ensuring it is consistently purposeful, effective and impacts on pupils progress
  - Addressing misconceptions in class more rapidly to reduce the need for written feedback after every piece of work

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils have a deep respect for the school and Catholic community and their spiritual development is outstanding. All pupils know, understand and naturally live out the mission statement, 'Seek Ye First, the Kingdom of God'. Being 'Kingdom Builders' is at the centre of every pupil's thoughts words and actions.
- Every pupil is truly immersed in the development of the school mission statement that is reviewed annually. All pupils animatedly discussed that they were here 'to follow in the footsteps of Jesus'. Actions of love, kindness, support and respect were observed in and out of the classroom. This behaviour is not taught discretely but a natural expectation that has evolved from the pupils' own expectations.
- Behaviour is exemplary throughout the school and they live out the ethos and values of the school. All pupils are supportive of one another; offer support; give thanks and offer forgiveness to each other.
- Pupils actively and maturely take on responsibilities, for example; mini-vinnies, eco-warriors, chaplaincy and school council. This enables them to develop a true sense of leadership, responsibility and ownership of the school mission through serving others.
- All pupils live out the NPCAT 'Called to Serve' initiative. They are extremely proud to be part of St. Patrick's school and parish family.
- The outstanding Catholic character of the school permeates every aspect of school life from Early Years Foundation Stage (EYFS) to Year 6. The pupils have a strong sense of personal worth and understand the importance of a personal relationship with God. They are excited and take every opportunity to discuss this with all visitors

**The quality of provision for the Catholic Life of the school is outstanding.**

- An outstanding Catholic identity is not only immediately visible but also felt from the moment you enter the school. St. Patrick's is an exceptionally welcoming school where everyone is treated with the upmost respect and valued for who they are. The strong Catholic character of the school is evident in every classroom, corridor, social space and outside area.
- The executive head teacher and head of school together enable the whole school community - pupils, parents, community, parish and staff - be involved with the mission and vision statement and place this at the heart of school life. Every policy and practice is rooted in Gospel values and lived out every day by all stakeholders. For example, the adult chaplaincy team describe the school as 'an oasis of Christ'.
- Parental engagement is extremely strong and they speak highly of all those who work in school. They feel involved and view themselves as one family sharing in sorrow and happiness. Parents commented that they

feel part of a big family and can see their children growing in spirituality. Parents whole heartedly agree that they have never heard a negative comment from anyone within the community about the school. A parent commented 'I didn't know schools like this exist till I came here'.

- The outstanding physical environment has been designed with care and attention ensuring pupils have opportunities for quiet reflection, sharing Worship and celebrating success. The high quality environment reflects the high priority and importance of Catholic Life in St. Patrick's.
- Every pupil regardless of need or ability is catered for in a loving, nurturing and respectful manner. The importance of all pupils feeling safe, being able to flourish and achieve their potential is at the heart of the school. Pupils commented that 'RE can't just come from your head it has to come from your heart too'.
- Staff at all levels are encouraged to undertake Diocesan continuing professional development (CPD) opportunities to nurture both professional skills and spiritual qualities. Leaders are committed in ensuring that all staff are motivated and inspired to progress professionally and personally. This supports the schools successful succession planning. Senior leaders lead by example through attendance and commitment to national CPD, for example, the head of school is participating in a National Formation Professional Programme for Spiritual Development.
- The school's chaplaincy team although still in its infancy is already demonstrating its impact on the Catholic Life of the school through the participation whose participation in charitable events, Collective Worship and visibility in school on an everyday basis. The adult chaplaincy team are committed and enthusiastic supporting the vision of the senior leadership team (SLT)

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- School leaders are highly committed to ensure the school's mission statement, which is revisited every year is central to all that happens in St. Patricks School.
- Staff and governors strive for a culture of high expectations and aspirations promoting the personal development of all pupils. They ensure the pupils are given the very best opportunities that are all rooted in Gospel values and have a clear vision for improving the lives of every pupil in the school.
- Very committed governors have a strong sense of responsibility for the Catholic Life of the school and take an active part in it. They challenge, support and advise all staff whilst holding the head teacher to account in order to ensure all pupils receive the highest quality experiences.
- Governors encourage and support the professional development of all staff recognising it as a key driver to success. They ensure the induction of new staff is thorough, supportive and of the highest quality.
- All leaders and governors lead by example. Their drive to follow Christ's example to love one another has a clear impact on Catholic Life and the atmosphere within the school. It is a spiritual, reflective and enormously positive place to be.
- A detailed and accurate self-evaluation truly reflects the reality of the Catholic Life in the school. The leaders are continuously striving to improve through processes of review, reflection and evaluation. Although they recognise their outstanding features they refuse to stand still and continuously look for creative ways to further develop and improve the provision for Catholic Life in St. Patrick's.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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

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#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- Collective Worship is at the heart of the school and embraces pupils, parents, staff governors and the wider community. Acts of Worship engage all pupils who respond with genuine interest and enthusiasm.
- Pupils are extremely reverent throughout all Acts of Worship listening to the word of God with respect and leading the greetings and responses with confidence, understanding and appreciation of the meaning of their actions. For example, when distinguishing the candle at the end of the Worship and reciting the words of a prayer.
- The quality of singing is exceptional and pupils clearly love to participate at all levels. The music ministry is a key strength and pupils are actively encouraged to write their own lyrics and share prayers through music.
- Participation in Collective Worship is encouraged at all ages and pupils feel part of the celebration. They lead liturgies with confidence at all levels; under the guidance of a class teacher/ chaplain, independently within a class and also within the parish community.
- All pupils are knowledgeable about the liturgical year. For example pupils in EYFS are able to explain the reason for the white cloth and its association with Easter.
- Class Worships are particularly uplifting and pupils openly share feelings, thoughts and prayers without any inhibitions within the safe, loving and nurturing ethos of their classroom.
- Parental involvement in Collective Worship is encouraged and well supported.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is at the heart of the school's Catholic Life and mission.
- The opportunities for pupils to develop their prayer life are well planned and varied. Prayer is a natural, central aspect of school life. Pupils are immersed in prayer and live out the mission in everything they do.
- Pupils confidently discuss Scripture and respond towards each other in a respectful caring manner at all times. For example when walking down the corridor they ask each other if they are happy.
- Collective Worship is very well planned at all levels. There is a wide range of experiences provided for the pupils, including opportunities to participate in liturgical dance, parish led Masses and services and liturgies with parents.

- Collective Worship is planned at a strategic level with senior leaders continuously identifying creative ways to develop the prayerfulness of all pupils. For example, the recently created adult mission team is ensuring the partnership with the parish and the community develops further. They see themselves as playing a key role in the evangelisation and conversion of pupils and parents.
- Classes attend weekly Masses and an adult chaplaincy member supports pupils with prayers and music in accordance with the liturgical year.
- The high expectations of staff is a reflection of their own prayer sessions and demonstrates a shared appreciation of the importance of worship at all levels.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- All leaders demonstrate very good knowledge in how to plan and deliver quality Collective Worship.
- Leaders ensure all pupils participate in a range of high quality Acts of Worship.
- Less experienced staff have outstanding practice modelled to them throughout school to help them develop their own spiritual and liturgical understanding.
- The wide variety of Acts of Worship are creative, inspiring and uplifting.
- Leaders are evaluative and regularly review current practices to refine and improve further.
- Senior leaders lead by example. For example, the head of school is participating in a national programme for Personal Spiritual Development. Opportunities for the development of staff formation is given the highest priority in staff development.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils clearly enjoy their learning and positively state that they learn about Jesus and in doing so grow closer to God. Attitudes towards learning are exceptional and behaviour is outstanding. Pupils demonstrate excellent listening skills, are well focused throughout lessons and respond positively to instructions given by the teacher.
- The majority of lessons were outstanding with none less than good.
- Pupils are religiously literate and able to articulate their learning clearly and concisely.
- Pupils are involved in their learning journey and are able to discuss their targets with understanding.
- From low starting points they make outstanding progress throughout all key stages and their performance is exemplary. Pupils in EYFS are able to articulate key stories from scripture and in the simplest form recognise its relevance to their own lives.
- The school is piloting the new Age-Related Standards in RE document to monitor and track the progress of pupils effectively. An effective monitoring system ensures that the high standards in attainment, progress in lessons and pupils' books are maintained over time.
- Scrutiny of data and pupil progress discussions ensures that there is no significant underachievement and any pupil at risk of not achieving is supported.
- Almost all pupils achieve above average attainment in line with Diocesan policy and guidance. Participation in moderation ensures teacher's judgements are robust.

#### **The quality of teaching and assessment in Religious Education is outstanding.**

- The strong subject knowledge, skills, expertise and confidence of teachers ensures pupils make at least good progress. High quality lessons are a result of well-planned lessons clearly linked to pupil's current assessment and the teachers' knowledge of independent lessons.
- The stronger lessons use time effectively, balancing the percentage of pupil and teacher talk and opportunities for collaborative work to extend learning.
- Teachers are confident and demonstrate strong subject expertise being able to answer, challenge and question pupils to extend attainment and progress.
- In the best lessons teachers use questioning effectively to affirm as well as develop pupil's knowledge

and understanding.

- The staff use high quality resources effectively, lessons are well organised and the use of teaching assistants is planned for at all times.
- The 'Come and See' resources are used consistently across all year groups with some examples of creativity to enthuse the pupils further.
- Pupils speak with confidence about their learning e.g. pupils were able to explain the tasks making links to Scripture.
- High expectations are evident across the school. Effort and achievement is celebrated with the wider school family.
- Feedback is consistent across the school but does not always inform the next steps in learning. The most purposeful feedback was evidenced through pupil and teacher discussions. Currently feedback is largely confirmation of the learning intention.
- Pupils are given opportunities to respond to feedback in key stage two, but again this is not always linked to the RE but secretarial skills and spelling.
- The learning environments are exceptional and reflect the high expectations demonstrated by all staff. The pupils are extremely proud of their displays and classroom areas. The displays in public areas are a combination of a celebration of achievements and an indication of the rich Catholic ethos that permeates every aspect of St. Patrick's.

#### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The RE requirements meets the requirements of the Bishop's Conference. The required amount of time dedicated to the teaching of curriculum RE is evident in the quantity of work in books, the classroom displays and the entire school environment.
- RE is extremely well resourced and leaders provide a range of creative opportunities to enrich learning further.
- Leaders and managers work tirelessly to work in partnership with the wider community and have developed a well-established relationship and the school is highly regarded within the local area.
- The executive head and head of school provide strong, robust and effective leadership. They ensure RE is given full priority embracing and implement school policies with RE at the heart of them. They are outstanding role models to other staff.
- Monitoring is of the highest standard and leaders have very high expectations of all staff. Leaders challenge and support as appropriate to ensure the needs of all pupils are met and every pupil achieves their potential.
- Governors challenge the head of school and executive head on all aspects of school improvement with RE at the same level as every other area. Governors demonstrate a genuine interest in ensuring the development of the subject continues.
- Governors are well informed and knowledgeable about the evaluation of RE. They work in partnership with the senior leadership team to strive for continuous improvements.
- Creativity is recognised as a key driver for continuous improvement. Governors and leaders support, encourage and drive this forward at all phases.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

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

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The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**COLLECTIVE WORSHIP:****1**

How well pupils respond to and participate in the school's Collective Worship.

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The quality of provision for Collective Worship.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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**RELIGIOUS EDUCATION:****1**

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

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

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## School details

<b>School name</b>	St. Patrick's Primary School
<b>Unique reference number</b>	142282
<b>Local authority</b>	Stockton
This Inspection Report is produced for the Rt Reverend Terence Patrick the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Gary Wilson
<b>Executive head teacher</b>	Mark Ryan
<b>Date of previous school inspection</b>	December 2013
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