



St Patrick's Catholic Primary School

URN: 401647

Catholic Schools Inspectorate report on behalf of the Archbishop of Cardiff

19–20 October 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.2)

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 curriculum requirements laid down by the Bishops' Conference

Yes

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

Yes

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

Fully

What the school does well

- St Patrick's School is a welcoming, joyful and inclusive Catholic learning community.
- Staff are positive role models for pupils, showing love and care, bearing witness to the school's Catholic life and mission. Good relations are a strength of the school leading to a strong sense of community. Pupils are proud and happy to be part of this community and feel safe, nurtured and valued.
- Leaders, governors and staff are committed to the mission of the Church and are ambitious for its success and fully dedicated to its work.
- Staff have had the confidence to implement the *Religious Education Directory* across the whole school through effective training and support. Staff have shared their journey with other schools. The quality of teaching and pupils work for newly adopted directory

reflects the importance the school places upon it. As a consequence, pupils are becoming religiously literate and developing good knowledge, understanding and skills.

What the school needs to improve

- Further develop religious education and self- evaluation with all stakeholders which would allow a more accurate and shared understanding of where the school is and a clearer way forward to implement improvement.
- Leaders to continue to facilitate planning, implementation and monitoring of the directory including focusing on a creative, independent approach for all pupils.

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

2

Provision

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

2

Leadership

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

2

2

Pupils at St Patrick's can express that they are valued and cared for as unique persons. They are happy, confident and feel secure. Pupils show respect for themselves, each other and adults which is evident in the high levels of good behaviour in lessons and across the school. Pupils follow consistent rules such as 'tracking' to focus pupil attention. Groups of pupils are proud to be members of pupil groups which include Mini-Vinnies and Little Disciples who actively participate in activities such as making gifts for parishioners and visiting local hospitals. More independence for these groups in decision making would further benefit the Catholic life and mission of the school. For instance, groups expressed an interest in creating their own school song and prayer. The school supports the work of Cafod, Big Lent Walk and their own local food bank *Big Bocs Bwyd*, which all contribute to help pupils' understanding of the need to work for the common good.

The Catholic nature and ethos of the school is important to all staff and pupils. Staff are exemplary role models for pupils and understand their responsibility in developing Catholic life, fully participating in activities that reflect the school mission and ethos such as rosary club and the liturgy group. The chaplaincy provision is a central and celebrated aspect of the life and mission of the school. There is a strong and inclusive culture of welcome. Regular family Masses at St Patrick's parish church are well attended by all the community, which is particularly impressive given that only 19% of pupils are baptised Catholics. Pupil groups such as Little Disciples have joined with other local schools and chaplains to celebrate Mass and spend time taking part in creative learning including how to pray the rosary.

Leaders and governors are highly passionate and determined in the exercise of their duty as guardians of the Catholic life. They are able to articulate their vision about the Catholic life and

mission of the school very well. They recognise the principle that Catholic schools are at the service of the local church and seek to work well with the local parish enabling strong community links. The school works very well with the church to enable parents to access food through its shared food bank scheme. Supportive groups such as the Friends of St Patrick's organise events which bring the whole community together in fundraising activities such as bingo and raffles. The school actively implements diocesan policies and protocols, including following the provision for Relationships and Sex Education Programme (RSE) and the Catholic Pupil Profile. The head teacher, deputy head teacher and religious education coordinator have secured significant progress over a relatively short amount of time and show great ambition and potential for the future. They have a clear vision for Catholic education rooted in social justice and this is reflected in decision making and the raising of standards. Leaders are committed to the Church's mission in education and work hard to inspire, motivate and help the whole community. This is exemplified in the St Patrick's uniform shop which focuses on sustainability and allowing every pupil to share a collective identity. The school's self-evaluation document is concise with targeted and planned improvements however, it is not evaluative enough and the inexact judgements are too optimistic. The document needs to be more evaluative using the evidence to show the impact of the actions. All stakeholders should be involved in the processes to make this document a more accurate reflection of where the school is at the current time and how the judgements have been made.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

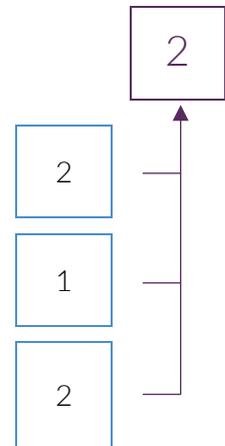
How well pupils achieve and enjoy their learning in religious education

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 learning in religious education and are becoming religiously literate, engaged young people. They are developing very good knowledge, understanding and skills that exemplify the learning required by the *Religious Education Directory*. The continued creative implementation of the directory will further enhance this. Pupils can speak with confidence of their learning showing an awareness of key concepts and using subject specific vocabulary such as stewardship and 'covenant'. Overall standards are good. Pupils steadily improve their knowledge making good progress from their starting points as they move through the school. Dedicated planning with all staff for a more creative and independent approach will further extend pupils achievement.

Teachers have a high level of confidence and subject knowledge which they communicate highly effectively to pupils, such as in the upper Key Stage 2 where pupils were able to link Laudato Si to Genesis chapter 2. Staff are leading the way in embracing the implementation of the *RED* through working collaboratively on their planning and assessment. Use of high-quality resources was exemplified through the use of an imaginative Lego clip explaining Psalm 139. Teachers are highly committed to the value of religious education and its impact on the moral and spiritual development of pupils. Planned lessons were differentiated with clear success criteria and learning objectives with teachers using skilful questioning which enabled pupils to consolidate their knowledge. This then allowed pupils to extend their learning when possible. Support staff worked highly effectively with teachers and were well utilised and valuable in all classes. In the best lessons there was appropriate pace, challenge and questioning of pupils for example when discussing human dignity and the need for equality.

Leaders ensure the school curriculum for religious education is becoming established with the necessary training and support for staff. The staff expressed enthusiasm about trialling the

RED and acknowledged the support and time they had been given to facilitate this. Comments included "I think that the great improvements have been brought about at a manageable pace, have been well led and the Continuing Professional Development has been inspiring and effective in upskilling my practise." Leaders need to ensure Governors' involvement with monitoring and evaluation of the curriculum to ensure the evaluation of the school's progress is accurate. Ensuring staff have time to plan to allow more pupil creativity and independence in recording their understanding would also benefit standards. The head teacher, religious education coordinator and members of leadership team are deeply committed to their roles and work well together monitoring the quality of religious education. They are supporting staff develop planning for the directory. Religious education is given parity with other core curriculum subjects in relation to resourcing, staffing and professional development.

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

Prayer and liturgy at St Patrick's school are a central part of school life and pupils respond positively to the opportunities provided. This was illustrated in the whole school Ten-Ten assembly on 'Giving Everything' and the Pupil Profile 'Grateful and Generous' assembly with the Little Disciples group helping lead the assemblies confidently. Behaviour was very good during observed times of collective worship with pupils respecting periods of silence as well as being given the opportunity to take part confidently in spontaneous prayer. The school needs to develop whole school collective worship further and give pupils greater ownership, by them to choose hymns and readings and to write their own prayers. As observed Christian Meditation and the Examen are well established throughout the whole school. The prayer and liturgy in class worship illustrated that pupils take on roles willingly. They are beginning to be involved in evaluating the quality of prayer and liturgy they have developed as a group. Classes used the 'Gweddiwn' resources with the gather, listen, respond and go forth format. Pupils were confident in the delivery and use of these resources. Calm and prayerful settings were created with opportunities for listening to scripture, quiet reflection, singing and spontaneous prayer being encouraged.

Leaders have developed areas in the school to enhance the provision for collective worship such as the St Patrick's chapel and prayer garden. All classes have a dedicated prayer area. The use of role-play in Year 2 with vestments was an example of how children can enjoy and use these areas creatively. Pupils are well used to the clear daily pattern of prayer including Christian Meditation and the Examen. The school works well with the local parish to help its pupils participate in the liturgy for example through termly family Masses, liturgical celebrations for example Harvest Mass and the Year 6 Leavers Mass in the cathedral. All staff

are models of good practise as participants of prayer and liturgy as witnessed in whole school assemblies.

Leaders have worked hard to achieve the previous recommendation to develop creativity in collective worship and to develop pupil's responses. Professional development for staff has been encouraged and staff are well supported to enable them to lead liturgy and prayer in school. The focus on developing facilities has been given a priority and will further improve worship opportunities for the future such as the anniversary of the school. Policies were well formulated and enable consistency of delivery across the school as evident in quiet reflective spaces, good behaviour and consistent calm environments.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	401647
School DfE Number (LAESTAB)	.
Full postal address of the school	Lucknow Street
School phone number	029 2022 6237
Headteacher	Mrs Sarah-Marie Jones
Chair of Governors/Trustees	Mrs Valentina Flamini
School Website	https://stpatricks-primary.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Male and female
Date of last denominational inspection	4-6 March 2013
Previous denominational inspection grade	Good

The inspection team

Mrs Juliet Stack

Lead

Mrs Mary Mort

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