



DIOCESE OF BRENTWOOD

Inspection Report

Name of School: St Patrick's Primary School

LEA: Havering

Inspection Date: 7th February 2018

Reporting Inspector: Pamela Brannigan

This Inspection was carried out under Section 48 of the Education Act 2005.

Type of School: Primary
School Category: Voluntary Aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 386
Appropriate Authority: The Governing Body
Date of previous inspection: November 2012

School Address:
Lowshoe Lane
Collier Row, Romford
Essex
RM5 2AP

Tel. No. 01708 745655
Headteacher: Mrs O. Paton
Chair of Governors: Mr K. Miller

Information about the school

St Patrick's Catholic Primary School in Collier Row, in the London borough of Havering is part of the diocese of Brentwood. The school serves the parish of Corpus Christi, Collier Row from which the majority of pupils come. There are currently 386 pupils aged 4-11 on roll and the school is almost fully two form entry. The majority of pupils are White British with a large number with Black African heritage. Around 80% of pupils are Catholics with the remainder coming from other Christian denominations, other faiths or none. 81% of the teachers are Catholics and five have the CCRS qualification. The proportion of pupils with special needs is below the national average. There are close links with other deanery primary and secondary schools.

Key grades for inspection

1: Outstanding 2: Good 3: Requires improvement 4: Inadequate

Overall effectiveness of this Catholic school

Grade 1

St Patrick's is an outstanding school where the Catholic ethos is evident in its daily life with prayer and worship being central to its work. Pupils are given opportunities for spiritual and moral development through the curriculum and the wider life of the school. They make an excellent contribution to the school's Catholic life through taking on responsibilities within school and responding to the needs of the wider community through charitable fundraising. The quality of pupils' learning and progress in religious education is very good as are the standards of attainment. There is regular monitoring of teaching, learning, and assessment. Many governors are of long standing who know the school well and offer an excellent level of support. Pastoral care is very good and shared with the local parish priest, governors and all staff. Relationships within the school and with the local parish are excellent and pupils feel well cared for and supported in their learning. Parents are very happy with the Catholic life of the school although a small number would like more information about religious education homework.

The school has an excellent capacity for sustained improvement. The last inspection in 2012 identified three areas for development: to develop cross-curricular links and raise the quality of teaching to outstanding; to ensure marking and assessment include opportunities for pupils to self-assess their work; to ensure resources and approaches always engage all pupils. All three have been very well addressed and the school seeks continually to improve. The experienced headteacher supported by her deputy ensures that religious education has a leading place in the curriculum. The subject leader produces an annual action plan to sustain effectiveness and put in place further improvements. She also gives model lessons for teachers new to Catholic education to observe. Regular, rigorous monitoring is ensuring that teaching is relevant and appropriate to children's needs.

The quality of self-evaluation is very good. The school documentation is accurate and gives a comprehensive analysis of the Catholic life of the school and religious education. There are strategies in place to share good practice and support new teachers. The curriculum which follows the 'Come and See' programme enables pupils to make connections between faith and their own lives. Staff are encouraged to improve their skills through training and embarking on the CCRS course. There are also good links with other deanery primary and secondary schools through in-service sessions and staff meetings. All new teachers are given guidance in assessment and levelling pupils' work.

The current leadership has an excellent capacity to maintain effectiveness. The headteacher shows very good leadership of a Catholic community and is well supported by her deputy and subject leader. Governors have a wide range of expertise and a very good knowledge of the everyday life of the school. They visit frequently and are involved in staff appointments as well as liaising with subject leaders. Initiatives are in place which are leading to very good outcomes for all pupils.

What the school should do to improve further

- Continue to implement the areas identified in the religious education action plan.
- Plan for developments in assessment without levels in religious education in line with Diocesan guidance.

Outcomes for pupils

Grade 1

Pupil achievement and progress in religious education are very good. Pupils spoken to said they enjoy religious education and the range of activities involved. Pupils observed during the inspection worked well

together and were keen to achieve. They have a good knowledge of the Catholic faith appropriate to their age and abilities and are familiar with the school's mission statement and core values. Lessons observed were well planned with a range of cross curricular activities. In Early Years pupils were introduced to the Bible before being told the story of Jesus and the children in appropriate language. This was followed by discussions about Jesus' loving attitude towards children and a song to reinforce this. In Key Stage 1 pupils explored 'The Last Supper' using Leonardo's famous painting. This was carefully linked with the priest's words at the consecration during Mass. Pupils were able to draw parallels with family meals and the concept of a parish family. In Years 5 pupils used scripture to link the Passover meal to the Last Supper. They considered the similarities between unleavened matzo bread and the hosts used in Communion. Year 6 pupils explored the concept of 'communion' using St Paul's letter to the Romans to help them understand how they can be in communion with God in their daily lives. Across the school workbooks are well presented and include comments to help pupils make the 'next steps' in their learning. Assessments show that pupils have a good understanding of topics covered and are making very good progress. Other faiths are taught well through the 'Come and See' religious education programme and talks by visiting speakers. By the end of Key Stage 2 standards of attainment meet or exceed diocesan expectations and all groups make good progress. Teaching assistants make a valuable contribution to the learning of individuals and groups of pupils. School leadership gives religious education a high profile and uses staff meeting time and in-service sessions to support teachers.

Pupils make an excellent contribution to the Catholic life of the school. They respond well to opportunities to understand the needs of others in school and the wider community. Pupils often suggest charities they wish to support and these have included Cafod, NSPCC, Rainbow Trust Children's Hospice as well as contributing to the local foodbank. Pupils spoken to had a good understanding of the work of these charities. They were also able to link this with the life and teachings of Jesus. Pupils are given responsibilities to support the life of the school as school council members, pupil counsellors and pupil chaplains who distribute the 'Wednesday Word' and read prayers in assembly. There are very good links with the local parish with weekly Masses attended by classes on a rota basis when pupils act as altar servers, readers and offertory takers. The school has fostered links with the parish Liturgy group and pupils worked with them to prepare the Mass for Education Sunday. The parish priest who provides pastoral support for staff and pupils comes in frequently and acts as an additional teaching resource. There are also good links with the wider local community through sporting events and each year school councillors visit Romford Town hall to meet the mayor leading to an understanding of local issues. Pupils are very well cared for and those who need additional support benefit from the employment of a counsellor from Brentwood Catholic Children's Society. Pupils' behaviour is very good and they show consideration and respect for adults and each other. They value the sense of security, friendship and community created within the school. Pupils are aware of the support available to them and feel safe, cared for and know where to go when they need help

Prayer and collective worship are an integral part of school life. Pupils understand the importance of prayer and participate readily in class and assemblies. The cycle of celebrations reflects the Church's liturgical year and enables pupils to understand how faith links to everyday experiences. All pupils are given opportunities to lead celebrations at school and at the parish church. These include the Easter celebration, Harvest festival, and carols and a Nativity play at Christmas. Pupils respond positively to opportunities to develop their faith journey through reflective prayer. They have a good grasp of religious terminology appropriate to their ages. They learn the traditional prayers of the Church as well as writing their own, many of which were seen during the inspection. In addition, there is a 'prayer corridor' where prayers written by everyone in the school are displayed. Pupils are familiar with traditional devotions and there is a daily Rosary club during May and October. Preparation for the sacraments of Eucharist and Reconciliation in Year 3 are parish based with support from the school. In Lent and Advent services of Reconciliation are held in school.

Leaders and managers

Grade 1

The headteacher, her deputy and subject leader for religious education demonstrate excellent leadership of the school through the way they promote, monitor and evaluate the provision for its Catholic life. They communicate a clear Catholic vision to the whole community and are supported in this by staff and governors who are all committed to providing the best possible environment for the pupils. The Catholicity is evident in displays around the school and in the classroom prayer areas. During the inspection the headteacher led a powerful assembly on the subject of the Temptations of Christ with links to the season of Lent. Pupils assisted by acting out the gospel and responding to suggestions for ways to celebrate Lent. Pupils own prayers were used as well as the school prayer. Singing was excellent and all pupils participated with enthusiasm. There are weekly masses in the local parish church and parents are invited to attend. The 'Wednesday Word' sent

to parents and families each week includes aspects of the liturgical year and suggestions to enhance family prayer life.

Many governors have a long standing knowledge and understanding of the school and are well informed about its life through the headteacher's report and visits to school events as well as meetings with senior leaders. Along with the headteacher they monitor the school's provision for prayer and worship as well as religious education through classroom visits and looking at workbooks. Governor visits have a clear focus and include interviews with pupils as well as members of staff and the subject leader. Governors have accessed training provided by the diocese which has enabled them to evaluate aspects of the religious life of the school and to challenge and support effectively.

The subject leader produces an annual action plan for religious education and improvements and is well placed to support new teachers. She monitors religious education through workbook scrutiny, observing teaching and evaluating outcomes. She gives feedback after lesson observations resulting in improvements in teaching and learning. She leads training sessions for staff to help them ensure that all pupils achieve well and to disseminate new ideas in the teaching of religious education. She also presents information to the governing body each half term with a report on the progress of the religious education action plan to enable governors to evaluate provision and development. She attends meetings with subject leaders from other deanery schools to support moderation and assessment of pupils' work. All school leaders support staff development and teachers are encouraged to undertake further training.

School leaders ensure that St Patrick's is a welcoming community where everyone is respected and valued. The school offers a range of extra-curricular activities as well as a Breakfast Club and participates in local community events. There are good links with other deanery schools including the Catholic secondary schools to which many pupils transfer at the end of Key Stage 2. Provision for spiritual development ensures that pupils are able to reflect on their own lives and experiences. Parents are kept well informed about religious education through curriculum newsletters and their children's welfare and progress through regular meetings. One parent wrote, 'I am very happy with the way my daughter receives support and guidance in the Catholic faith. I am impressed with how the school's Catholic ethos is echoed in all they do.'

Provision

Grade 1

The quality of teaching and learning in religious education is very good. During the inspection, lessons observed were good or better. Pupils are given a very good start in Early Years which is built upon as they progress through the school. Lessons are planned with clear learning intentions and a range of activities. All groups of pupils make good progress and behaviour for learning is excellent. Teachers respond well to pupils' comments and take opportunities to extend knowledge and develop understanding. Well differentiated tasks enable pupils to work with enthusiasm and interest. However, older pupils would benefit from more class sets of bibles to support their study of scripture. The school is currently awaiting delivery of additional sets to address this need. Good support by teaching assistants is a feature of many lessons. Pupils are informed about ways to improve their work and respond to written and verbal comments. There is every indication that current good standards are likely to be maintained or improved.

The quality of the religious education curriculum is outstanding. Across the school at least 10% of curriculum time is devoted to religious education. The programme 'Come and See' has been implemented throughout the school and is enhanced by participation in the Deanery Mass and the programme 'Journey in Love.' which is shared with parents. The local parish priest acts as an additional teaching resource and is a frequent visitor to the school. An investment in good quality resources to stimulate thought and discussion when studying scripture has been made. Vibrant religious education displays around the school emphasise the importance of faith to the work of the community. The curriculum enables pupils to become aware of their responsibility for each other and their environment. It contributes very well to their spiritual and moral development.

Provision for prayer and worship at St Patrick's is outstanding. Assemblies and liturgies are well planned and contribute to pupils' spiritual development. Monday's whole school collective worship introduces the 'Word of the Week' which is re-visited in class, assemblies and in pupils' own thoughts and reflections. Assemblies include visual presentations, Bible readings, drama, singing and music. Pupils are involved in collective worship in their classrooms and are given opportunities for personal reflection. Each classroom has a prayer focus with religious artefacts and a display board which includes children's work and key vocabulary. There are plans to establish a prayer garden to support activities including meditation and reflection. Feast day

Masses are celebrated throughout the year and the traditions of the Church and lives of the saints are explored with pupils. Parents, families and parishioners are invited to many celebrations and in addition to attending Mass pupils visit the local church to familiarise themselves with aspects of the building.

The school is constantly seeking to develop practice to improve outcomes for pupils. The subject leader is reviewing procedures to prepare the school for assessment without levels. Tracking of pupils' progress provides a clear picture of progress in both key stages. There is evidence that good outcomes for pupils are likely to be maintained or improved as the school consolidates and builds on current very good practice.

The inspector would like to express her thanks and appreciation to all members of the school community for their welcome and openness during the inspection.