



DIOCESE OF BRENTWOOD



Inspection Report

Name of School: St Patrick's Catholic Primary School

Unique Reference Number: 102331

Inspection Date: 2 October 2012

Reporting Inspectors: Dr Michael Sutherland-Harper and
Mrs Penny Rickard

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: 310
Appropriate Authority: The Governing Body
Date of previous inspection:
2009

School Address:
Lowshoe Lane
Collier Row
Romford, Essex
RM5 2AP
Tel. No. 01708 745655
Fax No. 01708 731696
Chair of Governors: Mr Kieron Scott
Headteacher: Mrs Olivia Paton

Introduction:

The Inspection was carried out under Section 48 of the Education (Schools) Act 2005 by two inspectors appointed by the Diocesan Bishop at the request of the Governing Body of the School.

The Inspectors acknowledge and are appreciative of the full support, co-operation and courtesy they enjoyed from the Governors, Headteacher, Staff and Pupils of the School both before and during the Inspection. The Inspectors wish to express their gratitude to all concerned.

The focus of the Section 48 Inspection was:

- Classroom Religious Education
- The Catholic nature of the School through:
 1. Worship
 2. Links with the Catholic and wider community
- Spiritual, Moral, Social and Cultural development

The Section 48 Report

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Lowshoe Lane
Collier Row
Romford
Essex
RM5 2AP

Head Teacher: **Mrs Olivia Paton**

Date of Inspection: **2 October 2012**

Description of the School:

St Patrick's Catholic Primary School is a larger than average Catholic primary school situated in Collier Row in the London borough of Havering and in the diocese of Brentwood. The school is a one and a half form entry school and serves the Catholic parish of Corpus Christi in Collier Row.

Record of Evidence Base:

Two Diocesan Inspectors were in the school for the equivalent of two inspection days.

- The study of pre-inspection documentation including the Self-Evaluation Form/ Denominational Provision (SEF/DP).
- The observation of eight lessons.
- Participation in an assembly.
- Scrutiny of pupils' written work.
- Meetings with the Headteacher, the Head of Religious Education (R.E.), the Parish Priest, a governor and the School Council.
- Observations of R.E. displays in the classrooms and around the school.

What the School does well:

St Patrick's Catholic Primary School is a good, and improving, Catholic school. It is a cohesive school with an insistence on high standards in all areas. Staff and pupils feel they are valued. The calm, purposeful atmosphere which pervades the site is apparent from the moment of entry and reinforced by the willingness of its helpful, well-behaved pupils to assist each other, adults and visitors in any way possible. St Patrick's is an inclusive school which, in the words of its mission statement, 'celebrates everyone's gifts and talents', seeing this as a way in which 'we show our love for Jesus in all we do and say'. It is a school with good and rising standards with very good provision for prayer and reflection. Pupils are well involved in the life of the community, especially in the upper years and through their active School Council but also in a variety of other ways. They are keen to increase that involvement and always ready to raise funds which can help others less fortunate than themselves. The school is now looking at ways to increase the role played by the youngest pupils. Religious Education (R.E.) is seen as being at the heart of the school and reinforcing its core values. The school is keen to develop its outdoor area to reinforce the exploration of faith which goes on in the classrooms. The school has very good links with the diocese and other schools. It has an outstanding capacity for further improvement because of the headteacher's clear vision of how to take the school and R.E. forward.

R.E. is delivered well and in a creative way. Good relationships help to personalize the provision because the emphasis is on the school as one big family, centred on common values, including respect for others. Adults and pupils work well together and this work is reinforced by very good links with parents and carers. The parish priest is a regular visitor to the school, interacting seamlessly with staff and pupils alike. The governing body is supportive of the school and increasingly ready to challenge its work so that the school continues to move forward.

The R.E. curriculum, based on the new 'Come and See' Religious Education programme of study, recommended by the Bishop of the Diocese, is being fully implemented. The

school meets both the national and diocesan requirements for the allocation of curriculum time for taught R.E. The well-qualified head of department is actively and continually looking at ways in which the delivery of the subject can be expanded and enriched. This work was underlined by a fascinating whole school assembly during the inspection where, in a dark and hushed hall, she and the headteacher explored the links between art, language and R.E. through a close look at a Dutch painting. This session, which also included a pretend conversation in Dutch between the deputy headteacher and the artist was also an example of the school's strong provision for spiritual, moral, social and cultural development and of the ways in which the school is moving to develop the curriculum. Pupils have a clear sense of right and wrong and a strong understanding of their obligation to help others. The school is looking at how it might develop further links with schools in this country and abroad to enrich pupils' learning experiences.

The systematic approach to the teaching of R.E. is balanced by the way in which elements of pupils' personal experiences can be brought into provision. Lessons are clearly planned with a good match of work to pupil abilities. Pupils understand the importance of R.E. and teachers adapt the syllabus effectively to the learning needs of each class. Resources and strategies engage pupils so that learning is good but some chances to engage pupils even more with the subject, by checking which resources and approaches help them most in taking their learning forward, are missed. Pupils work well because they understand the importance of R.E. in their formation. Teachers have good subject knowledge and interact well with pupils so they engage with learning. The majority of the teaching seen was good and some was outstanding. The use of visual aids to engage pupils and good questioning are strengths of the teaching. Assemblies and visits from the parish priest and other visitors supplement the teaching well. The classroom set-up helps to promote learning, such as when time around the prayer candle allows pupils to reflect on what they have learned. Good support from teachers and teaching assistants ensures that all groups of pupils make similar progress. Assessment and marking procedures are good but do not always show pupils the next steps they need to take towards their learning targets or offer them regular opportunities to self-assess.

The work in R.E. is strengthened by the outstanding provision for prayer, collective worship and liturgy. Prayer corners are a key part of each classroom. Pupils have many opportunities to contribute to prayer and to lead it and this further adds to the real sense of spirituality which increasingly pervades the school.

The headteacher is focused carefully on her determination to make St Patrick's an outstanding school and is working closely with governors to develop this aspect. She is well supported in her work by an able deputy. All staff work together as a team. The school has accurately assessed itself and is clearly focused on self-improvement. Good delivery has been assured through careful training.

The school is an inclusive community which is moving forward together in prayer and through learning as it works for the highest standards. The headteacher provides skillful guidance and is well supported by all members of the community. As such, the school's capacity for further improvement is good and rising rapidly.

What needs to be improved?

- **Develop links further between R.E. and the other subjects across the curriculum. Raise the quality of teaching to outstanding by identifying and sharing best practice.**
- **Ensure that marking and assessment procedures include opportunities for pupils to self-assess their work and always show them the next steps they should take towards their learning targets. Raise challenge and expect pupils to do more independently so that teachers have more time for rapid assessment and diagnosis of the way forward.**
- **Ensure that resources and approaches always engage all pupils by checking with them what would help them to achieve even more.**

The Inspectors endorse the areas identified by the school for improvement in the Section 48 Self-Evaluation Form.

St Patrick's Catholic Primary School is a good school with outstanding features. The school promotes clear values, is child-centred and seeks continually to improve. Achievement is good due to the close work between staff and pupils. The parish priest and governors work well with the school to help take it forward. The school is good and improving steadily.