



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

SOUTHPORT

Inspection Date 1 May 2018

Inspectors Mrs Pat Peel Mr. John Riley Mrs. Angela Paget

Unique Reference Number 104918

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 357

Chair of Governors Mr. Anthony Sammin

Headteacher Mr. Gary Bevin

School address Radnor Drive
Churchtown
Southport
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Date of last inspection June 2013

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Patrick's is a larger than average sized Catholic Primary School situated in Churchtown, Southport serving the parish of St. Patrick's and St. Marie's.
- There are 357 children on roll of whom 278 are baptised Catholic, 48 come from other Christian denominations and 1 from other faith or religious traditions, 30 have no religious affiliation.
- There are nineteen teachers. Sixteen of which teach Religious Education. Nine teachers are baptised Catholic. Eight teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been no significant change in personnel.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

St. Patrick's is a good school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils truly appreciate, value and actively participate in the Catholic Life at St. Patrick's. They know and live out their Mission Statement, *'Faithfully following in the footsteps of Jesus, we serve, love and learn together inspiring each other to excellence,'* every day. Pupils will benefit from looking for ways in which they can take part in the evaluation of its effectiveness to give them ownership of it.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong.
- Pupils enthusiastically embrace the demands that members of the school community entails such as becoming school councillors, eco councillors, and house captains.
- They take a leading role in those activities which promote the schools' Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, *St. Vincent de Paul Society*, *Macmillan Cancer Care* and the *International Aid Shoe box Appeal* to name but a few. Within the locality they have supported the *Southport Soup Kitchen* by collecting tins of soup and undertaken a range of activities to support Queenscourt Hospice and *Walton Centre Charity*. Globally, they have supported the work of the *Sons of Divine Providence* in Kenya and India by selling bulbs and raising funds for Syrian refugees. They are alert to the needs of others and seek justice for all.
- The school offers pupils lots of opportunities to take part in events with other schools including a Santa Dash at Christ the King High School to raise funds for the Queenscourt Hospice, Greenbank High School for a modern foreign language 'Fiestaval' and Stanley High School for a boys and girls football tournament.
- Pupils value and fully participate in opportunities provided by the school including a range of after school clubs such as curriculum groups, tag rugby, Multi-skills sports, digital animation, and dance to name but a few.
- On the day of inspection, a child commented that, *"They were proud of their teachers' at St. Patrick's and all they do for them!"*
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. Pupils in Year 6 have spent a day at *Crosby Lakeside Activity Centre* canoeing and team building.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. Pupils are rewarded with house points. During their weekly assembly members of the winning house are congratulated and awarded a rosette. These are collated until the end of the academic year.

- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish celebrations and activities, irrespective of their own faith commitments. Pupils attend the local church and are involved as greeters, readers and altar servers.
- Pupils were awarded a 'friendship bench' from a charity called '*Jack's Journey*' following nominations from the local community.
- Pupils in Year 5 have benefitted from attendance at a '*Crucial Crew*' event run by the Police and Fire Service collaboratively to raise awareness of safety issues.
- Catechists from the parish support the school the With You Always Sacramental programme.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, '*Faithfully following in the footsteps of Jesus, we serve, love and learn together inspiring each other to excellence,*' and its aims are a clear expression of the educational mission of the Church. It underpins every aspect of school life at St. Patrick's.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- There is a keen sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is an extremely supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays, classroom focus' and sacred reflective spaces all create an overwhelming yet calm ambience which exudes St. Patrick' catholicity and ethos. Of particular note is the use of the 'footprint' which is not only a visual reminder of the words of the Mission Statement but also reinforces the love and learning as names of pupils written on them are moved around the school as they move from class to class.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities. This is a real strength in the school.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer and continuous professional development opportunities such as attendance at Archdiocesan in-service days.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school is equally attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education alongside Personal, Social and Health Education. The curriculum has been planned in readiness to celebrate Catholic teachings and principles in this aspect. This is an area the school has recognised needs to be further developed over the coming year to embed it fully.
- The school hosts '*Zigzags*' before and after school provision throughout the year.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The schools' leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders and is reflected in the school's self-evaluation document which is a coherent reflection of monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it.
- The school has successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, sends out regular newsletters and has a website. As a result, parents and carers have a very good understanding of the school's mission and are supportive of it.
- The website needs updating to reflect and celebrate all that happens in the Catholic Life of the school.
- There is a very active Parents and Teacher Association who organise fundraising activities to support the needs of the school. They hold regular parent forum meetings in the school.
- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Many of the governors are active in the parish and they make a valuable contribution to the Catholic Life of the school. They are very supportive to the school's mission.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision for the Archdiocese throughout the school.
- Leaders and governors have made a commitment to further develop Relationships and Sex Education throughout the school alongside Personal, Social and Health Education.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make excellent progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are very articulate, religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.

- Pupils concentrate well and understand how well they are doing. This can be improved further by teachers using the language of the level descriptors i.e. driver words routinely during lessons and when questioning to challenge pupils thinking.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout.
- Pupils enjoy a range of activities and respond well to opportunities which extend their learning. Behaviour for learning is exemplary because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, both in class and in written work, is outstanding. Pupils take pride in their workbooks.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- On the day of inspection there was some outstanding practice observed with nothing less than good. Teachers need to use the language of the level descriptors i.e. driver words more as part of their repertoire.
- Staff are using the Archdiocesan template for planning Religious Education, but it is not the most up-to-date version and whilst there is some evidence of the language of the level descriptors i.e. driver words being used, lesson objectives are not concise enough and pupils are not always challenged accordingly. It is highly recommended that the school undertakes in-service training to support teachers planning, differentiating and assessing using the driver words.
- Some teachers plan very good lessons and do use the language of the level descriptors i.e. driver words, but not enough is linked to pupils' current on-going assessment.
- Teachers are confident in their subject knowledge and have a very good understanding of how pupils learn. However, in some classes, the needs of the more able pupils are not always met as teachers do not always provide opportunities for greater depth and challenge by using the driver words. Focussed training will enable teachers to do this more effectively.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are motivated and concentrate extremely well in lessons.
- In books there is evidence of continuity in lessons and across sequences of lessons. Mind maps are used at the beginnings of topics and added to during the Remember part of the process. Parents are routinely invited to the Rejoice celebration aspect of the topics. During Respond pupils are given lots of opportunities to reflect on and give worth to their new learning.
- In the best lessons observed teachers used questioning techniques very well. They adapted explanations using the language of the level descriptors i.e. driver words catering for the needs of all pupils.
- High quality resources e.g. Come and See website, God's and Church's Story, audio and visual media etc. are employed to engage pupils in their learning.
- Other adults are used very effectively to optimise learning for pupils who need their support.

- Evidence in books shows that marking is always positive but not always linked to the lesson objective. Occasionally, next steps are used however, pupils are not always given the opportunity to respond to it or fully understand what they need to do next to improve their work.
- In the best lessons achievement and effort are celebrated immediately leading to good levels of motivation from pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leader regularly attends Archdiocesan in-service training and meets together with two other schools to support monitoring and evaluation of the subject.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are embedded. However, training is needed to support the whole school in planning and differentiating using the language of the level descriptors i.e. driver words. This will lead to an overall rise in standards and a greater clarity of impact of teaching and learning in Religious Education.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of assessment, tracking, monitoring, analysis and self-challenge.
- Whole school tracking is in place however analysis of it is not yet rigorous enough and some data at the higher levels is inaccurate. This will improve when staff are more confident using the language of the level descriptors more succinctly on a daily basis.
- The subject leader is a real strength in the school and is highly respected and valued by her colleagues. She is enthusiastic and committed to the role. Since the monitoring visit she has continued to drive forward the subject and is endeavouring to improve teaching and learning in Religious Education further.
- Leaders and governors ensure that Religious Education is planned to meet the needs of different groups of pupils. There is a link governor for Religious Education who supports the subject leader in her role.

COLLECTIVE WORSHIP

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

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils are involved in planning, preparing and leading worship with confidence, enthusiasm and a degree of independence.

- In some classes, pupils are routinely evaluating Collective Worship, either as a leader or a participant, but this needs to be further developed across the school.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer.
- Pupils value and participate voluntarily in liturgy and prayer and say that they really enjoy taking part in it.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Staff regularly use 'Come and See for Yourself' Collective Worship materials prior to beginning a new Religious Education topic.
- Collective Worship has a purpose, message and direction although evidence suggests in some classes this is not always clear. The school would benefit from undertaking Archdiocesan in-service training to support Collective Worship.
- The themes chosen for worship reflect a good understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship and resourcing is given a high priority in the school. Portfolios of evidence are collated by every member of staff for monitoring purposes. Evidence shows that pupils and staff do not always listen to Scripture during acts of worship. This is a fundamental part of worship and leaders must ensure that pupils and staff are exposed to it.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have very good experiences of the Church's liturgical life.
- Staff are becoming more skilled in helping pupils to plan and deliver quality worship when appropriate. Scripture must always be chosen by the teacher and they need to facilitate the worship alongside the children.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good.
- The parish priest is a frequent visitor to the school and is fulsome of his praise of St. Patrick's. He presides at Mass for key celebrations throughout the Church's liturgical year and supports in class during some Religious Education topics.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. There is a policy in place which was recently reviewed.

- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts. They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils. It is recommended that the school undertakes Archdiocesan in-service training to support Collective Worship.
- They promote pupils' planning and leading Collective Worship but this needs to be further developed in the school to ensure quality experiences are delivered.

What the school needs to do to improve further

- Further develop the quality of teaching and purposeful learning in Religious Education by:
 - undertaking Archdiocesan in-service for Planning and Differentiation;
 - ensuring teachers develop the language of the level descriptors i.e. driver words into their day to day repertoire to more accurately support pupils during lessons;
 - giving quality time to next step marking to ensure pupils know what they need to do to improve further.
- Further develop the work being undertaken in Catholic Life by:
 - undertaking Archdiocesan in-service training for Collective Worship;
 - beginning to develop a curriculum map for Relationships and Sex Education;
 - continuing to embed '*Journey In Love*' into lessons to support Relationships and Sex Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate