



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST PATRICK'S CATHOLIC PRIMARY SCHOOL

SOUTHPORT

Inspection Date 18 June 2013

Inspectors Mrs Marie Connolly
Mrs Meg Buckley Mr David Ashley

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 329

Chair of Governors Mrs R. Travers

Headteacher Mr G.R. Bevin

School address Radnor Drive
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Date of last inspection 5 February 2008

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 parishes of St Patrick's and St Marie's.
- There are 329 children on roll of whom 253 are baptised Catholic, 74 come from other Christian denominations, and 2 from another religious tradition.
- There are 16 full time teachers of whom 15 teach Religious Education. Currently 11 have a suitable qualification in Religious Education. Twelve teachers are baptised Catholic.
- The same headteacher has remained in post since the last inspection. However, since the last inspection a new subject leader and several other new staff have been appointed.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St Patrick's is an outstanding school in providing Catholic Education.

Inspection Judgements

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 know and understand the school's Mission Statement and understand the part they play within it. They are regularly involved in its evaluation.
- The full Mission Statement makes explicit the Christian values by which the school operates – love, integrity, care, respect, trust and tolerance. A shorter motto 'faithful footsteps bring us closer to you' has been artistically depicted in the main school hall. This and other beautiful interpretive displays are an excellent reminder to all of how the school puts its mission into practice on a daily basis.
- Assemblies and Collective Worship regularly reflect the values of the mission statement. Pupils have a tremendous sense of belonging to the school community and value and respect others. They described the school as 'a treasure' – not the building but the people who make it!
- Positive relationships at every level are a key feature of the school. Pupils are encouraged to take on roles of responsibility in the school and wider community from their earliest years e.g. fruit monitors, school councillors, playground buddies mentors etc.
- Pupils are actively involved in developing the Catholic character of the school by planning and delivering Collective Worship, membership of the school and eco councils, involvement in charity work etc.
- Opportunities are provided to support children's spirituality and social and emotional development through use of materials such as SEAL. They show curiosity, are imaginative and intuitive and understand what makes them who they are.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions. Class rules are drawn up collaboratively and rewards and sanctions are appreciated. Children praise and acknowledge the contribution of others freely.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. They value themselves are honest and trustworthy. They respect difference and the fundamental equality of all. The children spoke of how the school was a place where you were safe to 'make mistakes'.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They show a wholehearted readiness to celebrate their lived experiences. Much photographic evidence supports this.
- Staff and pupils are involved in service to the local faith and religious communities e.g. Southport Soup Kitchen, Bulbs for Africa and India, fundraising for CAFOD and MacMillan Cancer Fund. They show respect and understanding of other faiths and religions which is important as the school's intake is not culturally diverse.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a good knowledge and understanding of the Catholic faith. A significant number, however are not from a Catholic background.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding. Excellent differentiation and support of pupils from additional staff is in place.
- Analysis of assessments undertaken provides evidence of pupils generally attaining at least appropriate levels for their age and stage of development in each key stage. A large percentage of pupils exceed this.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. Assessment and tracking indicates that this is improving steadily each year.
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. They are becoming increasingly more confident in expressing their views. Powerful examples of this are to be found in workbooks.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and outstanding behaviour.
- Pupils are encouraged to work independently and collaboratively and do so extremely well.
- Their ability to grasp opportunities to extend and improve their knowledge, understanding and develop skills is exceptional.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond wholeheartedly and actively participate in Collective Worship
- They act with reverence and are keen to participate in a variety of gatherings and a range of ways.
- Pupils' knowledge of prayer and liturgy is increasing. They become familiar with a variety of prayer styles. They pray sincerely and movingly.
- They appreciate and are open to the Word of God in the scriptures.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. They respond with actions and through dance most creatively.
- They are becoming increasingly more confident preparing and leading worship from their earliest years and do so with great enthusiasm. This has been an area of significant development since the last inspection.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress. This has improved even further since the last inspection when it was judged to be outstanding.
- Teachers display excellent subject knowledge and deploy a wide range of teaching styles to motivate and inspire pupils. The calm but highly creative way this is undertaken consistently throughout the school is a real strength.

- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education. Expectations are consistently high and pupils respond well to the challenge.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and excellent resources including other adults and Information Communication Technology to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. This is undertaken by each class teacher. Teachers should ensure that pupils respond to this when appropriate. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated regularly.
- The quality of work produced by the children is of a consistently high standard. Beautifully presented work is evidence of the secure learning that takes place throughout the school.
- The assessment of pupils work in Religious Education is outstanding.
- The school has excellent assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers need to enable pupils to evaluate their own work simply during the plenary in lessons. It would be good to do this to get a broad overview of who has met the learning objectives through a simple 'thumbs up/thumbs down', or 'traffic lights' routine. Teaching Assistants could make note of this to support differentiation in future lessons.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. The teachers are adapting planning as their experience of the programme develops.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments thoroughly as appropriate.
- Enrichment activities such as role play, art, drama, use of ICT, music and other creative cross curricular links have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation. This was seen first-hand on the day of inspection when pupils were discussing justice issues concerning fair trade and conservation of the world's 'treasures'.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. The school has benefitted from local visiting speakers.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship. Monitoring of Collective Worship identifies areas of strength and development.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively. This excellent practice which has only recently been introduced needs to be embedded. This will help children grow in confidence.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. This is greatly appreciated and parents and others have commented on how moving these celebrations are.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement its vision and core Christian values. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- Leaders, governors and managers are outstanding in the way they monitor and use their findings to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. celebrations, services, fundraising projects and community links. Each class has interpreted the mission statement for themselves appropriate to their age and this is displayed in their classroom. Displays all around the school serve as a constant reminder to all of the school's Mission and vision. They know, own and live out their Mission beautifully.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The inspectors agreed with the school's accurate grading of itself. The experience of Catholic life for the whole school community and the teachers witness to it is exemplary.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Excellent

and coherent documentation has been produced to support staff. Teachers planning and workbooks are monitored regularly by the Religious Education subject leader and feedback given individually and at staff meetings when common areas need to be identified for celebration or development. Staff are encouraged to attend in-service provided by The Department for Christian Education as well as specific training for Newly qualified teachers. The quality of Collective Worship has been a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.

- Innumerable opportunities for spiritual and moral developments are provided for staff and pupils such as use of 'Come and See for Yourself, outdoor prayer areas, beautiful displays and objects of beauty around the school enable all to appreciate their worth and nurture their self-esteem. The lovely 'wonder wall' display is an opportunity for children to ask some of the more searching questions they may reflect on.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects any religious diversity within the school.
- There are positive relationships at every level within the school. Every person knows they are valued and the part they play in school is regularly affirmed.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through newsletters, meetings and questionnaires. The school's website is excellent in the way it presents Catholic Education.
- Governors are excellent in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through review of the Mission Statement, rigorous monitoring and evaluation, regular involvement in the day to day life of the school and development of the Improvement plan. Along with the leadership team they check timetabling and spending.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used most effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle. Governors have been on 'learning walks' for Religious Education around the school. This has helped them to see first-hand a broad picture of practice and identify strengths and areas for development alongside the subject leader.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader, supported by the headteacher is truly outstanding in guiding Religious Education. She has shown real commitment and creativity introducing new initiatives promptly when appropriate. She is inspirational in the manner in which she nurtures others. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability. This is updated as soon as new areas for development are identified.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated in a multitude of ways. This is a real characteristic of the school and helps to explain the wonderful caring and happy family atmosphere permeating the school.

What the school needs to do to improve further?

- Continue to celebrate, embed, share and consolidate the outstanding practice in all areas.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate