



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**St Patrick's Catholic Primary School,  
Cleator Moor**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

**School:**

**St Patrick's Catholic Primary School**

**Address:**

**Todholes Road  
Cleator Moor  
Cumbria  
CA25 5DG**

**Telephone Number:**

**01946 810513**

**Email Address:**

**headteacher@st-patricks-cleatormoor.cumbria.sch.uk**

**School URN:**

**132835**

**Headteacher:**

**Gayle Wilkinson**

**Chair of Governors:**

**Michelle Rooney**

**Lead Inspector:**

**Michelle Holden**

**Team Inspector:**

**Frances Wygladala**

**Date of Inspection:**

**24<sup>th</sup> March 2022**

## INFORMATION ABOUT THE SCHOOL

St Patrick's is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. The school serves the parish of St Mary's, Cleator Moor and Frizington. It is an average sized Voluntary Aided Roman Catholic primary school; currently 236 pupils on roll, with a PAN of 45 and numbers on roll increasing. There are approximately 57% of pupils who are baptised Roman Catholics. Other pupils come from no faith or other Christian backgrounds. Most pupils are of White British heritage with 9 pupils from another ethnic background. Approximately 17% of pupils are on the Special Educational Needs and Disabilities (SEND) register and 2.5% of pupils have an Education Health Care Plan (EHCP). Both of these are higher than the national average. There are 33% of pupils who are eligible for pupil premium and there are areas of high deprivation in the catchment area. Most pupils in Year 6 transfer to St Benedict's Catholic High School in Whitehaven. The number of pupils transferring to this Catholic high school has increased over the last few years.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	20	47	29	30	44	32	34	236
Catholics on roll	7	19	8	18	37	23	23	135
Other Christian denomination	7	11	1	7	4	6	6	42
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	6	17	20	5	3	3	5	59
No of learners from ethnic groups	0	2	2	1	2	0	2	9
Total on SEN Register	4	13	6	10	12	7	10	62
Total with Statements of SEN	1	0	0	0	5	0	0	6

Exclusions in last academic year	Permanent	0	Fixed term	2.5
Index of multiple deprivation	35.035			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Mary's (Cleator Moor & Frizington)	234
St Mary's Kells	2

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.2	2.2	2.2	2.5	2.5	2.5	2.5	16.6
% of teaching time	10%	10%	10%	10%	10%	10%	10%	

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	6	6	6	6	6	6	6	42 hrs
% of teaching time	27%	27%	27%	24%	24%	24%	24%	

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35 hrs
% of teaching time	22%	22%	22%	20%	20%	20%	20%	

STAFFING	
Full-time teachers	7
Part-time teachers	3.22
Total full-time equivalent (FTE)	10.22
Classroom Support assistants	16
Number of Catholic teachers FTE	3
Number of teachers teaching RE	10
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

ORGANISATION	
Published admission number	45
Number of classes	10
Average class size KS1	24
Average class size KS2	23

EXPENDITURE (£)	Last financial year 2020/21	Current financial year 2021/22	Next financial year 2022/23
Total expenditure on teaching and learning resources	£24,585	£26,514	£23,682
RE Curriculum allowance from above	£1,000	£1,500	£1,000
English Curriculum allowance from above	£1,500	£2,000	£1,000
Total CPD budget	£7,703	£6,400	£5,200
RE allocation for CPD	£2,000	£2,000	£1,000

How the school has developed since the last inspection
<p>All aspects for improvement since the last inspection have been addressed and have had a systematic and sustained positive impact on raising standards.</p> <p><b>Aspects highlighted and how they have been addressed:</b></p> <p><b>Sharing the good practice observed in school to deepen teacher and pupil led prayer with reverence and prayer:</b> The school has adopted the Lectio Divina for prayer and with the introduction of a beautiful and spacious prayer room, the pupils are leading prayer with respect and reverence.</p> <p><b>To develop provision in line with the RECD and Diocesan guidelines to review the curriculum including the SE provision:</b> Following consultation with parents and Diocesan advice, school has adopted and implemented the 10:10 'Life to the Full' programme for the delivery of HRSE. This is evident in the plans, teaching and pupil books.</p> <p><b>Enhanced work with local schools to provide shared liturgical opportunities for pupils and parents to pray together to strengthen existing local links.</b> Collaborative projects with local feeder schools such as Corpus Christi and the Year of the Word project have strengthened links. Provision during lockdown, linked to the liturgical year has encouraged parents and child participation. Increase in regular attendance with child participation has seen an increase in parental attendance. Leaders attend Parish Council to contribute to developing Catholic community cohesion. The school has an outstanding capacity to sustain continuous improvement.</p>

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

1

### CATHOLIC LIFE

1

### RELIGIOUS EDUCATION

1

### OVERALL EFFECTIVENESS

St Patrick's is an outstanding Catholic school. It is very welcoming and has inclusion for all as a central goal and a shared vision: pupils enjoy attending and they have positive attitudes to learning. Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The school lives out its mission statement; "Together we grow in God's love." Governors play a significant part in leading the strategic direction of the school in the strong, close-knit community which it serves. The recently appointed headteacher and deputy headteacher have been instrumental in driving the recommendations since the last inspection. The RE leader has been tireless in her efforts to ensure the Catholic Life of the school and curriculum RE are outstanding. The work of the governors, headteacher, deputy headteacher, RE leader, the teachers and the support staff in raising standards and putting the Catholic Life of the school at the forefront of their plans for the school is a strength of the school.

The Catholic Life of the school is outstanding and the commitment from the headteacher, the deputy headteacher the governors, staff, and parishioners to support pupils in their prayer life and grow in faith has remained a priority. Staff set good examples, are proud of their school and work well together. The spiritual, moral, social and cultural development of pupils is excellent and has an impact on everyday life at St Patrick's. This can be seen through pupils' responses to each other and to the notion of the common good. The pupils actively and willingly become involved in a variety of activities supporting their own and the wider community. This contributes to pupils' social, emotional and moral development. The living and learning statements permeate school life and pupils are helped to grow in faith, make the most of their abilities and become the best they can be.

Opportunities for Prayer and Liturgy are outstanding; pupils act with reverence and join in prayers confidently. They make full use of resources available to them and appreciate the opportunities offered e.g. Masses and liturgies.

The quality of curriculum RE is outstanding and pupils are provided with an excellent range of learning opportunities to deepen their faith, to understand Catholic traditions and practices, and to make progress in their learning. Pupils enjoy RE lessons, with one pupil stating that RE lessons are fun, and many aspects of the curriculum are outstanding. Clear action plans are in place to continue to raise attainment and progress is outstanding.

Teachers' subject knowledge is outstanding and has a positive impact on the delivery of curriculum RE. They are well supported in terms of professional development. The curriculum meets the needs of all learners in line with diocesan and national recommendations.

Governors and leaders take full account of the Diocesan guidance, including Lectio Divino, The Year of Luke, Liturgical seasons and HRSE implementation.

Governors challenge the senior leaders, and this is evidenced in governors' meeting minutes.

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- To plan for curriculum changes in preparation for the new Curriculum Directory
- To continue to seek further opportunities to enrich the children's knowledge and understanding of other world faiths and cultures
- To work with other schools to share best practice and widen expertise as an outward facing school, providing enrichment opportunities for pupils.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

1
---

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

1
---

1
---

1
---

Pupils contribute to and benefit from the Catholic Life of the school to an outstanding extent because all staff members at St Patrick's are wholly committed to supporting the Catholic ethos and the mission of the school and this culture is embedded in the life of the school family.

The pupils' knowledge and understanding of the Catholic Life of school is greatly enhanced by their participation in and contribution to all aspects of school life. Pupils know that they belong to St Patrick's Catholic Parish family and are proud to be part of the school and parish.

Pupils regularly prepare and lead Prayer and Liturgy with confidence and reverence, appropriate to their age and ability. Pupils in Foundation Stage and Key Stage 1 have grown in their ability to share their faith through whole class Prayer and Liturgy and respectful and prayerful worship was observed on the day of the inspection. Lectio Divino is embedded throughout the school and all pupils showed an ability to listen respectfully to the word of God and reflect spiritually and meaningfully. Key Stage 2 pupils plan and share their worship independently and they record their work and photographs they have taken in pupil prayer journals. Observations during the inspection witnessed Reception pupils leading prayer by wearing mini vestments and choosing artefacts for the visual focus. The beautiful prayer room situated in the centre of the school symbolises that faith is at the centre of this faith-filled school community. The room is adorned with Catholic displays and resources that provide pupils with opportunities to lead worship and develop their own personal relationships with God.

Pupils at St Patrick's are nurtured within a strong Catholic ethos: pupils can express their views and beliefs with confidence and are able to refer to the teachings of Jesus, as witnessed in a Year 4 lesson about the stations of the cross. Pupils were linking scriptures to the Stations of the Cross observed in the church of St Mary's and the Stations of the Cross that are also displayed on each of the classroom doors. Catholic principles and values underpin behaviour and relationship policies, resulting in a strong shared vision for the Catholic Life of the school; this encourages best behaviour and focused learning at all times. Pupils talk openly about and take ownership for the 'Living and Learning' statements which permeate the school. These statements are each linked to a parable from the bible which demonstrates how the statement can be lived out in our daily lives. On the day of the inspection, all classes were using the parable of the Prodigal Son to learn the importance of forgiveness.

Pupils are alert to the needs of others and seek justice for all within and beyond the school community. The 'Mini-Vinnies' have worked together to provide hampers for those in need through Copeland Age and Advice service; a local charity supporting the older members of the local community. Inspectors saw evidence of various fundraising events which they have organised to raise money to send to CAFOD and other people in need, both locally and globally.

All governors and school leaders are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and are actively working together to implement the Catholic ethos and the Living and Learning statements which underpin all aspects of the school. The headteacher and the deputy headteacher provide a clear direction for the Catholic Life of the school which is given the highest priority along with the spiritual and moral development of pupils. The experienced subject leader is wholly dedicated to her role and provides valuable support to staff in all areas of the Catholic Life of school.

The school walls display excellent examples of outstanding religious art work which reinforces that Christ is very much at the centre of everything that happens in this school. Leaders and managers ensure that parents have a thorough understanding of the school's mission and enable and value their support, as shown in the very positive responses to parent questionnaires, written letters of support and discussions with staff and governors.

Since her appointment, the headteacher has been inspirational in her drive to promote the Catholic Life of the school and drive forward her vision through the Living and Learning statements which promote the Gospel values and virtues of the Catholic Church in its mission. Numbers on roll are rising and the Family Support worker provides guidance and stability for all families who are vulnerable and in need. The headteacher is an outstanding role model and her enthusiasm and passion for the school is a key factor in this successful school. She lives out her faith in her vocation as headteacher and staff appreciate how she has motivated all stakeholders since taking over at the school.

The quality of provision for the Catholic Life of the school is outstanding. St Patrick's is a welcoming, friendly and inclusive community with a strong family ethos where everyone is valued and where pupils and staff flourish. Governors and staff have a shared vision with regard to the Catholic mission and ethos. There is a wholehearted expression of the relationship between faith and action.

The links with the parish are strong and the Parish Priest is a regular visitor into school. As the restrictions of the pandemic lift the school now needs to continue links with other schools in the Catholic family so as to share the good practice that exists in schools that are often located many miles away. Weekly Masses take place with one class attending church and the remaining classes live-streaming the mass. The impact of this is that the pupils have a good understanding of the purpose of holy Mass and are confident with responses during Mass. This was confirmed on the day of inspection by the Parish Priest.



**PART B: RELIGIOUS EDUCATION**

**THE QUALITY OF RELIGIOUS EDUCATION**

1
---

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

1
1
1

Pupils at St Patrick’s enjoy RE, are religiously literate and fully engaged in their learning. They are able to remain on task when entering into discussions and when working independently. Through active participation in prayer and liturgies pupils show a thorough knowledge and understanding of the Catholic faith.

Pupils make rapid progress in RE from a very low baseline when they join St Patrick’s in Foundation Stage. They develop and apply a range of skills throughout Foundation Stage. In a Key Stage 1 lesson observed, the adults washed the feet of children and this was compared to what Jesus did on Maundy Thursday, illustrating servant leadership. These skills are built upon in Key Stage 2 where pupils reflect upon their own scriptural knowledge, for example in Year 6 lesson observed during inspection pupils were discussing how Mary was the first disciple focussing on the Annunciation, the Wedding at Cana and Jesus in the temple. In all the classes observed, pupils were developing independence and the ability to ask deep questions. Attainment and progress in curriculum RE is good and in line with standards in other core subjects. Pupils have a great respect for one another and can discuss their faith and are looking in more detail at the faith of others. An excellent quality of teaching and learning was observed on the day of inspection. Pupils were given plenty of time to discuss and reflect upon their learning, they enjoy their learning because teachers make their lessons relevant and interesting. A pupil interviewed on the day of inspection stated they ‘liked to learn about God and what happens in the Bible as it shows us how to behave and respect others’, another pupil said, ‘I like learning about God and how to pray, especially in our new school prayer room’.

Inspection found that leadership and management in RE is outstanding and that the pandemic has not diminished the vision nor the teaching in RE. All staff and governors now need to prepare for the new curriculum directives as they come into force. The headteacher, deputy headteacher and RE leader have an accurate view of the quality of teaching and learning through monitoring and evaluation in school. This has been assisted by analysis of the baseline on entry and the measuring and celebrating of progress made by every pupil. Staff feel supported in RE and they all have high expectations of their pupils. Marking is of a high quality and is consistent across the school.

Governors and school leaders ensure that staff share their clear and enthusiastic vision and commitment to the educational mission of the Church and place RE at

the centre of the school's curriculum. The RE subject leader plans the cycle of assemblies, ensuring the themes are followed up in class thus enabling pupils to deepen their knowledge of scripture at an appropriate level. Through internal and external moderations the RE subject leader is able to identify any gaps in learning or understanding and work with staff to close them. Curriculum RE is at the forefront of teaching; it effectively provides pupils with a deep insight into the life and teachings of Jesus Christ, the central beliefs of his church, and the relationship between faith and life. It ensures that all pupils are able to make progress and are able to achieve appropriately. It has started to raise pupils' knowledge and understanding of other religions and plans are in place to widen and enrich this knowledge. Teachers' subject knowledge is outstanding, and it is enhanced with INSET days and opportunities for Continuous Professional Development (CPD) in RE, for example the recent input on Judaism by a Rabbi, understanding that Jesus was a Jew and Christianity is rooted in Judaism.

Teachers deliver RE lessons with passion and during inspection pupils in Reception Class demonstrated their knowledge of the Mass by dressing up and pretending to be Fr. Paul and acting out the Last Supper in their outdoor area. Videos and photos posted on the school website and social media show the impact of faith in action at St Patrick's with recent patronal feast day activities, pupils taking part in CAFOD's walk a mile a day against hunger and getting involved with Mini Vinnies.

Recommendations since the last inspection have all been actioned.

Parents are happy with the school and children's progress is shared with parents in annual reports, alongside other core subjects.

Teaching in RE is excellent and inspection found provision to be of a high standard. Resources are used effectively, together with the support provided by adults in the classrooms to optimise learning. Consequently, pupils are highly motivated, sustain their concentration well and enjoy their work. Pupils are regularly engaged in activities that strengthen their faith and spirituality and use the new prayer room in school, the outdoor Stations of the Cross and the church to maximise opportunities to learn.

The quality of displays around the school is excellent and reflects the pupils' learning, for example the Year of Luke on canvas and the Living and Learning statements based on the virtues that are a half termly focus for the whole school.

The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document 'Fit for Mission? Schools' and Human Relationships and Sex Education (HRSE) directives. HRSE is being delivered discretely in line with statutory guidance.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>1</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>1</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>1</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>