



# St Patrick's RC Primary School

Smith Street, Ryhope, Sunderland, SR2 0RQ

School Unique Reference Number: **108845**

<b>Inspection dates:</b>	23 – 24 April 2015
<b>Lead inspector:</b>	Mary Tate

<b>Overall effectiveness</b>	Previous inspection:	Requires Improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Patrick's RC Primary School is a good Catholic school because:

- The Catholic Life of the school is good. Pupils are considerate to others, respond to the needs of people beyond the school and understand the need for forgiveness.
- The quality of pupils' response to and participation in Collective Worship is good. They listen well, act reverently and are happy to take part in a variety of forms of worship.
- The quality of Religious Education is good. The school has well considered plans in place which ensure that pupils make good progress through good teaching and frequent assessment.

It is not yet outstanding because:

- In Collective Worship there are limited opportunities for all pupils to plan and prepare worship independently.
- Marking and feedback for pupils does not consistently provide information on how they can improve their work.
- Teaching in Religious Education is not always differentiated to cater for the needs of pupils.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- This is a much smaller than average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action, school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium (the additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority) is below average.
- The proportions of pupils from minority ethnic groups and for whom English is an additional language are below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has suffered a turbulent time with staffing over the past three years and this situation is becoming more settled with the appointment of permanent staff in 2015.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Collective Worship by:
  - Offering more opportunities for pupil involvement in planning, preparing and leading Collective Worship independently throughout the school.
- Improve the quality of Religious Education by:
  - Ensuring that all teachers use assessment information to plan challenging, differentiated activities which consistently build on and extend pupils' learning.
  - Ensuring that marking consistently provides information to pupils about how to improve their work and that pupils are given time to respond.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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#### **The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.**

- The mission statement is central to the life of the school and is understood and embraced by pupils in their daily lives.
- Pupils have a deep sense of belonging to their 'school family' and strive to promote the strong ethos in school. One pupil described the school as 'our own small community'.
- They are well aware of the needs of others, both locally and globally, supporting others by fundraising for charities such as: CAFOD, Sports Relief, Children in Need and the Poppy Appeal.
- Older pupils can confidently say what makes their school a Catholic community. They value the strong links with the parish, community and diocese, whilst also respecting and appreciating those who come from other faith communities.
- Behaviour management is very effective: pupils are polite and considerate of others, demonstrating good emotional awareness. Pupils value the Catholic tradition of their school and are proud of it. They are aware of the importance of spiritual values. They show an interest in, and are developing knowledge of, the religious life of others.

#### **The quality of provision for the Catholic Life of the school is good.**

- St Patrick's is a welcoming friendly community with a strong family ethos, there is a strong sense of belonging, and all are respected and cared for.
- Excellent relationships and the close cooperation of the whole school team are key strengths of the school.
- There are clear signs of the school's Catholic character with creative displays which provide pupils with opportunities for thought and reflection.
- Parents are supportive of the Catholic Life of the school and they feel the strength of the school to be, 'a community where everyone has a name'.
- Clear policies and procedures are in place, which provide high levels of pastoral support to pupils.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.**

- The headteacher, staff and governors have a strong sense of purpose and commitment to the Catholic mission of the school.
- The school's self-evaluation has clear links to school development plans which are focused on the Catholic Life of school and target improvements for pupil outcomes.
- Good leadership ensures a very inclusive and welcoming community where the Gospel message of sharing and caring is seen in action.
- Systems to monitor and evaluate the Catholic Life of the school have been introduced.
- The school has very successful strategies for engaging with parents and carers; they have a clear understanding of the school's mission and are highly supportive of it.
- Governors promote and appreciate the Catholic Life of the school and are committed to the school's mission and ethos.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship is good.**

- St Patrick's is a prayerful community where pupils' response to and participation in Collective Worship is good. There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' good behaviour and consideration for others. From the earliest age pupils act reverently and show respect when participating in acts of worship. They listen well and are happy to take part in Collective Worship, liturgies, Masses and assemblies.
- Pupils prepare and lead worship with increasing confidence and enthusiasm although they are not given sufficient opportunities to plan and lead worship independently in a variety of contexts.
- Adults provide very good role models for the children and contribute significantly to the spiritual and moral development of the pupils. Pupils show respect for different faiths and are aware that religious beliefs are important.
- Pupils participate with enthusiasm in the school's sacramental preparation programme, which is led by the parish sister, following diocesan guidelines.

#### **The quality of provision for Collective Worship is good.**

- Meaningful prayer opportunities for both staff and pupils are a central component of school life at St Patrick's. There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that it is both regular and inclusive. There are many opportunities for staff and pupils to pray together in a variety of forms of worship.
- Staff ensure that Collective Worship is carefully planned and resourced to reflect the liturgical year. Praying together is a daily experience. Traditions such as the rosary have a high profile in the school. Families are becoming more involved in the pupils' religious development through the seasonal travelling artefacts such as 'The Travelling Crib'.
- Themes for Collective Worship are carefully chosen and are responsive to the religious diversity among pupils.
- Parents, parishioners and governors are invited to share in various acts of Collective Worship which are timetabled throughout the year.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.**

- Leaders are enthusiastic and display expert knowledge of how to plan and deliver high quality experiences of Collective Worship. They have a very clear understanding of the Church's liturgical year and use this to very good effect in leading the school in its knowledge and understanding of Catholic rites and symbols.
- Leaders have an understanding of the strengths and areas for further development in Collective Worship through both formal and informal monitoring.
- Liturgical and spiritual development is seen as a priority in ongoing professional development. Staff access training opportunities wholeheartedly.
- Leaders ensure that the pupils have the best possible sacramental preparation in accordance with diocesan policy.
- Planning the school's prayer and liturgical life is given high priority each year by school leaders as it is the heart of the school's ethos and character.
- The views of pupils, staff and parents are valued and acted upon to ensure good quality Collective Worship continues to evolve throughout the school and parish community.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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

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#### **How well pupils achieve and enjoy their learning in Religious Education is good.**

- Most pupils enjoy Religious Education and can explain its value. They know it is a core subject. They are keen to do well, apply themselves in lessons and work at a good pace. Behaviour for learning is good.
- Pupils make good progress across the early years' stage as their personal needs are very well met as soon as they enter school. They continue to make good progress throughout key stage one and key stage two.
- Across the school pupils are developing and applying a range of skills well, including independence, imagination and the ability to interpret sources, to engage with religious ideas and integrate them into their lives.
- Pupils were seen making good progress during lessons and showed a good level of understanding of topics they were studying.
- Those pupils identified as having a special educational need are very well catered for. Good support from skilled support staff ensures that these pupils make good progress. Inspection findings show no notable difference between groups of learners.

#### **The quality of teaching and assessment in Religious Education is good.**

- Teaching and assessment is good. Most teachers have high expectations, plan interesting lessons and set appropriate targets for pupils to achieve in their work, consequently, from their starting points almost all groups of pupils make good and sustained progress.
- Teachers are very effective at meeting the needs of most groups of pupils, however work is not always matched well enough to challenge the more able pupils. Where teaching is good or better, it is because teachers have a high level of expertise both in terms of their knowledge and understanding and of what constitutes effective learning in Religious Education.
- Teachers systematically and effectively check pupils' understanding throughout lessons, intervening when necessary, to enhance pupils' learning.
- Pupils' work is marked regularly and teachers provide improvement prompts and guidance as to the next steps in their learning. Pupils require further opportunities to respond to teacher comments in order to move learning forward.
- The school has an accurate picture of pupils' achievement in Religious Education and has a tracking system which effectively informs planning.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.**

- The headteacher along with the Religious Education coordinator provide strong and effective leadership in Religious Education that ensures all pupils make good progress and that standards continue to rise. They are supported well by a dedicated staff who are all ambitious for the schools continued improvement.
- Leaders conduct a range of systematic monitoring activities of provision and outcomes in Religious Education, including work scrutiny, lesson observations and planning scrutiny. They use this monitoring analysis in their self-evaluation of the school's strengths and areas for improvement.
- The Religious Education coordinator supports staff with curriculum delivery and as a result teaching is improving with most lessons observed being at least good.
- The Religious Education curriculum meets the requirements of the Bishops' Conference and is given a high profile throughout the school, contributing very effectively to the pupils' spiritual and moral development.
- The school has strong links with the parish through the work of the parish sister who is a regular visitor to school. The school works closely with other Catholic schools in the deanery and provides a range of enrichment activities to promote pupils' learning.
- Governors are well informed and knowledgeable about the school's strengths and further areas for development. They are regular visitors into school and provide appropriate challenge to the headteacher and senior leadership team.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****2****CATHOLIC LIFE:****2**

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

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The quality of provision for the Catholic Life of the school.

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

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**COLLECTIVE WORSHIP:****2**

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

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The quality of provision for Collective Worship.

2

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

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**RELIGIOUS EDUCATION:****2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

## SCHOOL DETAILS

<b>School name</b>	St Patrick's RC Primary School
<b>Unique reference number</b>	108845
<b>Local authority</b>	Sunderland
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Michael Hendy
<b>Head teacher</b>	Gerry Kelly
<b>Date of previous school inspection</b>	January 2012
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