



St Patrick's Catholic Primary School, Morecambe

URN: 119583

Catholic Schools Inspectorate report on behalf of the Bishop of Lancaster

13–14 June 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

What the school does well

- This school is a beacon of excellence for inclusion. It has a tangible sense of community where everybody feels welcome, valued, and recognised as a member of God's family.
- The school provides excellent pastoral support for pupils and is quick to respond to the changing needs of families and the wider community.
- The school has an experienced, dedicated headteacher and chair of governors who not only provide the highest quality provision at St Patrick's, but also support another local school.
- Pupils' pride in belonging to the school, their commitment to making a positive difference, and the joy they show in their participation in school life is a strength of the school. Behaviour is exemplary from all pupils who show respect for each other and for adults in school.

- St Patrick's have a dedicated staff team who are excellent role models, they fully support the Catholic life and mission of the school.

What the school needs to improve

- Further develop links with the parish community and involve parents in the self-evaluation process.
- Improve teaching and learning of religious education by developing adaptive teaching to meet the needs of all learners in school.
- Fully implement the new *Prayer and Liturgy Directory*, with raised expectations across the year groups and develop partnership working across a cluster of schools to share best practice.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

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

1

1

Pupils at St Patrick's are proud to belong to this school and they clearly express their understanding of the school's values, and respect for all members of the community. They recognise ways in which all pupils are cared for as unique persons made in the image and likeness of God. Inspection was during inclusion week, and this helped children both understand and appreciate the challenges that others may face, including those with disabilities. It culminated in an assembly when thanks was given to God for the uniqueness of everyone in school. Pupils are very happy, confident and feel safe; this view is supported by all the parents interviewed. Pupils have a clear understanding of how the school teaches them to follow the example of Jesus, as a result they gladly embrace opportunities to care for our common home, pursue the common good and serve those in need. Pupils were able to effectively articulate links between their charitable activities, caring for the earth and for each other, and the theology of Catholic social teaching. For example, the Mini Vinnies group fundraise within their own and parish community and the chaplaincy group take responsibility for lunchtime prayer groups in the school chapel. They show respect for each other and understanding of those of other faiths and cultures.

The school's mission statement, *'Sharing our Faith, Inspiring Education, Achieving our Dreams'*, is prominent around the school. It is known by all pupils and staff and shapes the Catholic life of the school. The mission is embraced by pupils who enthusiastically support and participate in activities which reflect the mission. For example, Year 5 attended the Christ the King youth festival in Lancaster in response to Pope Francis' call to *'rise up in haste with Mary'* from the recent World Youth Day. It has a significant impact on the life of the school and many parents confirmed that the school goes the extra mile to provide an exceptionally supportive

community where all are valued, especially those who are most vulnerable. Staff are exemplary role models and live out the mission with their participation and strong commitment. Through the quality of relationships and pastoral care the school demonstrates its exemplary dedication to the school's Catholic life and mission. Dedicated prayer spaces, within the classrooms and in other areas, are carefully designed and maintained, as is the school chapel.

Governors exercise their duty as guardians of the Catholic life with much diligence and care. They assist the head teacher in the support of a local school. They have a deep understanding of Catholic social teaching and work with the school and parish community recognising that it is a central and essential part of the Catholic faith. School has its own food bank/toy bank/housing bank and clothing and uniform bank to help parents feed, clothe and provide for their children and families and access to a hardship fund to help with emergencies in the home.

The directives of the diocese in regard to relationships, sex and health education and the delivery of the *Religious Education Directory* are being followed.

Induction processes for new staff are thorough and reflect the commitment of leaders to support new staff.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

2

Provision

The quality of teaching, learning, and assessment in religious education

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

2

2

Pupils have a secure knowledge, understanding and skills and school are in the process of introducing the new *Religious Education Directory*, using relevant resources, and training. Good progress is being made across all year groups and school have identified that further work now needs to be done in adapting the teaching to meet different needs of all learners. Pupils are able to articulate their religious knowledge extremely well and they do this with confidence and skill. They are particularly aware of how their beliefs lead them to action in their daily lives, giving many examples of the vulnerable groups of people they have helped beyond the school. Pupils spoke with inspectors about how they enjoy learning in religious education and observations in lessons validated this enjoyment, demonstrating the excellent behaviour and positive engagement in their learning. Books show consistent outcomes and a high standard of work. Pupils are motivated and work hard to improve their knowledge in religious education, showing enthusiasm and interest in learning about religion. Behaviour in learning and around school is exemplary. Attainment in religious education is comparable with other subjects and demonstrates consistent achievement for the last three years.

Teachers are confident in teaching religious education and have good subject knowledge and understanding about how pupils learn. They are committed and value the importance of religious education and work effectively together as a strong team. The current and the new *Religious Education Directory* is used to plan, and teachers use effective questioning to deepen pupils' knowledge. Lessons are planned to engage the pupils using a variety of tasks and activities, such as bible story re-enactments, peer to peer discussions and referring to scripture to answer deeper thinking questions. Pupils' progress is assessed to evaluate learning and plan subsequent lessons. School is working with other local schools to develop assessment further using the directory. Teachers are very quick to identify gaps in learning, often due to

family circumstances, and work extremely hard to help pupils who have missed large parts of their education, to close the gaps and catch up. Pupil effort is celebrated by using pink and green pens to give feedback. Pupils understand what they need to do to make progress in their learning and reflection time is given to pupils to respond to feedback in books. Good quality resources are used to provide a high-quality provision and school is well resourced.

Leaders and governors ensure that the religious education curriculum is a faithful expression of both religious education directories currently used by the school. Continuous professional development for all staff is excellent and the impact across school is very clear in all classes. The experienced subject leader has a clear vision, and she is valued by governors, staff, and pupils in school. Her knowledge and expertise is very clear and she is committed and passionate about providing the pupils with the best chance they can at St Patrick's. Regular monitoring through lessons observations and book scrutinies is securely embedded, leading to high expectations across all classes. Leaders ensure that enrichment activities are provided to enhance religious education, including an inclusion week, where all forms of special needs were embraced and celebrated. The ongoing self-evaluation document demonstrates excellent practice and although it is in its infancy, is being used to accurately inform governors and leaders about the areas to develop and focus on. It will provide them with a secure knowledge of standards in school when it is fully embedded. Leaders ensure that the delivery of religious education is fully comparable with other core subjects, and this is evidenced through school policies, reporting to parents and relevant timetabling and resources.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils highly value their experience of prayer and liturgy. For example, pupils regularly lead assemblies, read prayers, lead prayer groups, and join enthusiastically in communal singing to a high standard. Most pupils have detailed knowledge and understanding of the variety of ways of praying that are part of the Catholic tradition and understand the meaning of the Church's liturgical year. The use of prayer stations around the school and utilisation of the wider environment are a key part of the spiritual life of the school. During the key seasons of Advent and Lent, the children have daily prayer around the Jesse Tree or the Stations of the Cross. Pupils spoke about the celebration of Pentecost at prayer stations both inside and outside school. There are high levels of collaboration between pupils and staff in developing the prayer life of the school. Effective training ensures that pupils are prepared well for their liturgical ministries. Pupils are given opportunities to evaluate their experiences in prayer and liturgy, and as a result, have a very good capacity to reflect and identify how to improve the experience for all. Pupils can articulate with confidence how liturgy can develop thinking and inspire them to action.

The centrality of prayer and liturgy to the life of the school is clear. The programme of planned prayer and liturgy ensures that there is a vibrant pattern of prayer in school, including music. Opportunities to celebrate Mass are given. The parish priest makes a strong contribution to the liturgical experiences of pupils. Some pupils spoke of his homilies with inspectors and the impact he has had on shaping their understanding. Pupils also have opportunities to receive the Sacrament of Reconciliation during Advent and Lent and have enjoyed residential visits to Castlerigg retreat centre. Pupils regularly take a role in leading assemblies, and staff regularly use their gifts to enhance the prayer and liturgy of the school. This enhances their faith experience. Key saint's days are celebrated and on the patronal feast day the whole school join

the parish for Mass in church. Families and parish members are often invited to participate in liturgies in school and to support the developing prayer life of pupils.

The school's policy on prayer and liturgy is carefully formulated and regularly reviewed. It is accessible and useful to staff who use it as a reference point when preparing prayer and liturgy. There is a clear progression of skills, helping pupils develop, progress, and mature in their prayer life. Leaders, including governors, place the highest priority on professional development of all staff that focuses on liturgical formation and understanding of prayer and liturgy. As a consequence, pupils and staff are able to provide prayer and liturgy opportunities that are engaging, of a consistently high quality and are accessible, meaningful and relevant for the whole community. Pupils and staff benefit significantly from the clear leadership in this area with the expertise of the subject leader and head teacher. This is embedded in the culture of the school and the chaplaincy team give up their lunchtimes to lead prayer for others to 'share their faith and show that they are loved by God'. The excellent resources around school show the priority given to prayer and liturgy in the budget. Sharing this excellent practice with other schools locally, especially when implementing the new *Prayer and Liturgy Directory* would be beneficial.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	119583
School DfE Number (LAESTAB)	8883605
Full postal address of the school	St Patrick's Catholic Primary School, Littledale Avenue, Heysham, Morecambe, LA3 2ER
School phone number	01524 851766
Headteacher	Carol Hind
Chair of Governors/Trustees	Theresa Moore
School Website	http://www.stpatricksheysham.com
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2018
Previous denominational inspection grade	2 - Good

The inspection team

Frances Wygladala
Michelle Holden

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement