

St Patrick's Catholic Primary School

URN: 105726

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

23–24 May 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

2

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

The school ensures that pupils of all faiths work together harmoniously and as a result there are extremely high levels of respect and tolerance.

Community and Parish links are very strong, ensuring seamless work between school, home, parish and community.

Pupils clearly enjoy coming to school and committed staff ensure they feel safe, valued and loved.

Pupil leadership is having a very positive impact within school. The pupils lead with real enthusiasm for their roles and are proud of the impact of their work.

What the school needs to improve

Improve the depth and variety of learning experiences, giving pupils more opportunities to work independently and ensuring activities enable pupils to demonstrate a greater depth of knowledge and understanding.

To formulate a school policy on prayer and liturgy which includes a wider variety of prayerful experiences and reflects the pupils' progression in planning, engagement, participation and ministry.

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

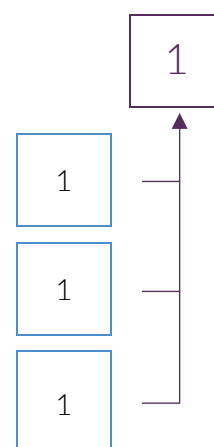
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



The pupil's enthusiasm for all aspects of school is infectious, they are clearly very proud of their school where they feel valued, loved, supported and safe. Regardless of their personal faith, all the pupils embrace the distinctive Catholic mission of their school which is enhanced by their active and enthusiastic participation. Pupil leadership is particularly strong in the school as the pupils take on many roles and responsibilities; including Faith Group, Eco Council, Sports Leader's and the School Council. The pupils in the Faith Group spoke proudly about making friends with pupils of different faiths. There is a positive culture where the pupils are not judged and are confident to ask questions to each other and adults about other faiths. Their impact is clearly evident around school and they enthusiastically took inspectors around the school to showcase their work. The pupils also talk eloquently about the charities that they support throughout the school year; particularly Dr Kershaw's Hospice, CAFOD, CARITAS and McMillan.

The mission statement was recently reviewed and updated and the pupils could articulate the part they played in its review, explaining the process of how it was developed. The mission statement is truly embedded with all pupils talking about their happy, loving, safe and respectful school. All visitors to the school receive an extremely warm and enthusiastic welcome from everybody within the school community. Pupils and families from various cultures and belief traditions are also warmly welcomed within the community. The pupils were particularly complimentary about their school and told inspectors that because they embrace all cultures

and faiths so deeply and with clear understanding, incidents of racism and bullying are extremely rare. As one child said, 'as a Muslim I enjoy meeting friends from different religions.' The culture of tolerance is a great strength of the school. There is a high level of pastoral care and the staff are committed role models for all the pupils. Positive relationships are embedded within the school and enhance the quality of provision for the Catholic life and mission of the school. The faith leaders are having a significant impact on the faith life of the school and actively plan and deliver effective opportunities for prayer and liturgy.

Leaders and governors clearly understand their roles as guardians of the Catholic life and mission of the school and they ensure that Christ is at the centre of the school and embedded in all policies, procedures and practice. The school responds fully to Diocesan policy and initiatives, with the school council particularly having embraced work around improving the school environment, for example the planting of trees and bushes within the school grounds to create a forest. Leaders fully support their families and community and feedback from parents to the school and to inspectors clearly shows the parents are fully appreciative of their school and the support, guidance and nurturing their pupils receive. The relationship between the school, parish and community is extremely strong and the key reason why the culture of love and respect between faiths and cultures is so embedded. The parish priest particularly is integral to the strong community spirit and inter faith relationships. The religious education curriculum is central to all work within the school and leaders of other subject areas have worked together to ensure they have made connections between all subjects. Governors know their school very well and are highly ambitious for all aspects. They are actively involved in the evaluation of all areas within school and are regular visitors, often with a purpose. They thoroughly understand the areas for improvement for their school and as a result they offer a positive challenge and support in equal measure. They have a strong skill set and they are extremely well organised.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

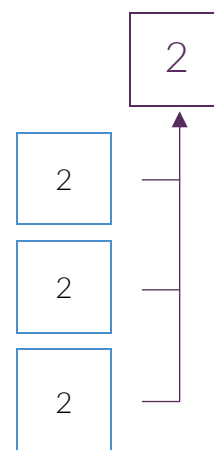
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Overall pupils are making good progress in their religious education lessons. This includes all those pupils identified as having special educational needs and or disabilities (SEND) and those identified as disadvantaged. Provision for SEND is adapted well, and all pupils are fully included at their level. The pupils are religiously literate and were engaged in their lessons, and many of the pupils spoken to were enthusiastic when discussing their faith and the impact it had on their lives. One child in particular discussed a piece of scripture they had been learning about and the impact it had on their everyday life. She retold the story of the blind man and related it to work they do with charities, 'that the needs of the sick and needy must always be prioritised in everyday life.' Whilst the vast majority of pupils were very engaged in their lessons and active participants, the school now needs to ensure that the pupils are given more opportunities to work independently. Many of them are very able in religious education and should be given more opportunities to develop deeper knowledge and understanding. Behaviour observed in lessons and around school was always very good.

The teachers have received a lot of training and support in religious education which ensures that they are confident in their subject knowledge. All staff are committed to the value of religious education and they are positive role models within this for their pupils, which ensures the pupils are religiously literate. Lessons are structured very well and always begin with a thorough recap of previous learning, however some lessons observed were too heavily

scaffolded and as a result opportunities for the pupils to extend their learning was missed. The school are beginning to use a variety of forms of expression within their religious education lessons which includes art and music. In Key Stage 1 particularly the staff have high expectations for their pupils who could analyse a religious piece of art and pick out the key themes, relating it to their everyday relationships. The school must now ensure that this practise is built upon as the pupils move into Key Stage 2. Throughout the school there is a high level of presentation and the pupils take great pride in their work.

The school have ensured that the curriculum for religious education is a faithful expression of the religious education directory. The subject is central to the school curriculum and the progress in religious education is comparable with the core subjects. The standards expected in English are mirrored in the religious education workbooks. Religious education is currently being led by the headteacher and deputy head which ensures the subject continues to be the highest priority. There is a well-planned and delivered programme of training in religious education. Staff new to the school report being very well supported when planning and teaching religious education lessons. Religious education is very well resourced and where possible the school have ensured good use of resources and accommodation. The pupils are particularly proud of their new prayer garden and can articulate how and when they use it. Many pupils spoke about how they would pray independently in the available spaces, including outside. They all understood the significance of prayerful spaces and showed a high level of respect for them, regardless of their own personal faith. Leaders and governors ensure that the self evaluation of religious education is very strong. There is a thorough programme of monitoring and evaluation which ensures leaders at all levels understand the strategic areas for improvement. Governors are regular visitors to school and often look at workbooks in all areas, ensuring standards are comparable across subject areas.

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

2

The pupils at St Patrick's are offered many and varied opportunities for collective worship and all pupils fully participate in a wide range of liturgical prayer and celebration of the word, including masses. Regardless of faith all pupils reflect in silence and join in community prayer and singing with confidence. The school are very mindful of the demographic they serve and are sensitive and understanding of other faiths and prayer traditions. As a result, all prayer experiences are fully inclusive and all pupils attend and participate. Pupils shared with inspectors that, 'we are able to celebrate our differences, and our similarities.' Pupils are becoming more confident in their use of scripture and can articulate various examples and how they could use these in their everyday lives. They have very good knowledge of the church's liturgical year and how it impacts within school. The faith leaders particularly prepare creative and well-planned experiences of prayer and liturgy for their peers. They undertake their ministries with confidence and skill. They work with independence, often planning prayer sessions at break and lunchtimes. They ensure the sessions are fully inclusive and they use various stimuli to enhance the sessions, including music and art.

The scripture that is used within class and sessions of liturgical prayer are seasonally appropriate and central to prayer and liturgy. At every opportunity the pupils are encouraged to analyse and reflect on the scripture that is being used at that time. Older pupils particularly have a very good understanding of scripture and can articulate various examples and references accurately. There

is a daily pattern of prayer which is central to the life of the school and pupils are well supported by dedicated staff members who are positive role models to all the pupils when leading prayer and liturgy. The school make good use of the space that they have within school to ensure the pupils and staff have quiet places to pray, plan and prepare prayer and liturgy sessions. The school enjoy very positive links with their parish and the priest particularly, who ensures full inclusivity in events and the liturgy within the parish church. The Faith Group are particularly enthusiastic about their roles within school and are living examples of the schools' mission statement. They talk of respect and tolerance and that everyone is treated fairly, 'we treat others as we expect to be treated.' They are passionate about their response to 'Laudato Si' and particularly enjoy raising money and planting trees.

As leaders and governors know their school and community well they have a very thorough understanding of the skills and knowledge of their pupils. This also enables very strong links with other community leaders in the locality, resulting in positive relationships around prayer and faith life. The pupils saw at first hand the positive relationship between the parish priest and the mufti. Leaders and governors ensure that within the school timetable and calendar, time is set aside to celebrate the Eucharist. All pupils are fully included within these celebrations, regardless of faith and culture. All members of the community understand that in the Catholic tradition, there are a variety of ways of praying. Because the pupils are skilled and knowledgeable within their roles, they have a good understanding of the relationship between participation and ministry. The school now needs to develop their prayer and literature policy to ensure it includes a wider variety of prayerful experiences. The pupils are confident and able and should be afforded more creative and powerful examples of adult led prayer and worship sessions.



Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	105726
School DfE Number (LAESTAB)	3533402
Full postal address of the school	St Patrick's Catholic Primary School, Lee Street, Oldham, OL8 1EF
School phone number	01616330527
Headteacher	Clare Mitchell
Chair of Governors	Philip Sumner
School Website	www.st-patricks.oldham.sch.uk
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	3-11
Gender of pupils	Mixed
Date of last denominational inspection	February 9 th 2016
Previous denominational inspection grade	Good

The inspection team

Mark Mountcastle
Annemarie Bell

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