



Archdiocese of Birmingham

INSPECTION REPORT

ST PATRICK'S CATHOLIC PRIMARY SCHOOL

Graiseley Lane, Wednesfield, Wolverhampton

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| Inspection dates | 9 th - 10 th March 2016 |
| Reporting Inspector | Sister Susan Collins |

Inspection carried out under Section 48 of the Education Act 2005

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| Type of School | Voluntary aided |
| Age range of pupils | 3-11 years |
| Number on roll | 195 |
| Appropriate authority | The Governing Body |
| Chair of Governors | Ms Mora O'Sullivan |
| Telephone number | 01902 556451 |
| E-mail address | stpatriksprimaryschool@wolverhampton.gov.uk |
| Date of previous inspection | June 2011 |
| DFE School Number | 336/3312 |
| Unique Reference Number | 104381 |

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| Headteacher | Mrs Wanda Wozmirska |
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| Previous inspection: | 2 |
| This inspection: | 2 |



Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the effectiveness and use of the school's self evaluation of religious education (RE) and Catholic life.
- To validate the effectiveness of the school's self-evaluation of teaching and learning, the inspector observed three full RE lessons, two with the headteacher and one with the deputy.
- The inspector completed a work scrutiny and held a discussion with pupils to evaluate the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, staff, and parish priest, who is also the RE link governor.
- The inspector attended a whole school Mass and a Key Stage 1 assembly, observed a prayer service and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school, and pupils' behaviour.
- Other documents such as RAISEonline, the improvement plan, teachers' planning, and learning journals were read alongside the self-evaluation.

Information about the school

- St Patrick's is a smaller than the average-sized Catholic primary school serving the parish of St Patrick in Wolverhampton.
- St Patrick's is two miles from the City Centre in an area of some social deprivation.
- The number of Catholic pupils is currently 44%.
- The proportion of ethnic minority pupils is 54%.
- The number of pupils eligible for free school meals is above average and the proportion with special needs support is average.
- Attainment on entry is well below the national average overall.

Main Findings

- St Patrick's is a school in which the Catholic life, collective worship and religious education are good and pupils' contribution to Catholic life is outstanding. The judgement in the school's self-evaluation is well evidenced.
- The faith of the headteacher and her deputy permeates every aspect of school life.
- The school is fully inclusive and provides a loving, caring, secure atmosphere where relationships are excellent.
- Improvement planning in all areas is marked by clear priorities, success criteria and reviewed at appropriate intervals.
- All members of the school community are involved in informal processes for monitoring Catholic life and more formal processes are now being developed. Staff and governors are totally committed to the Catholic nature of the school. They clearly know the strengths of the school and are taking action to improve outcomes for all pupils.

School self-evaluation

Catholic Life and Collective Worship

- Self-evaluation is an integral part of St Patrick's school in which senior leaders, staff and governors are all involved. Strengths of the school are identified but the processes used to monitor and evaluate are not always clearly stated and the information recorded could be more concise.
- The Catholic life of the school features on the RE action plan. Ways of improving the Catholic life and mission of the school need to be included in the school improvement plan. The school knows that their mission statement needs updating so that the children know what the mission of the school is, reflect upon it, and understand its importance.
- The school judges the quality of its Catholic life correctly, mainly through informal processes. A more formal process was used in May 2015, with the spiritual, moral and vocational audit. Audits, or other processes, need to be planned and regularly carried out which would then affirm what the school is doing well and identify priorities for further development. From the audit, staff requested more books on the lives of the Saints. These have been purchased and the Year 6 Confirmandi could talk confidently about the saint they had chosen for their Confirmation but children across the school need to know more about the lives of the saints.
- Senior leaders report regularly both informally and formally to the governors focusing on the impact of their work and how this improves the outcomes for all pupils. The subject leader presented a detailed RE curriculum guide to governors in November 2015 and the headteacher includes a section in her report to governors on Catholic life.
- Improvement planning is detailed, with clear time scales and some of the areas for development have come from evaluation.
- Children contribute to the evaluation process through pupil voice interviews. Pupils in Year 6, who are involved in the Mini Vinnies Group, plan activities which help them to raise money for those in need and involves them in a positive way in the parish. This is having a good impact on the pupils and they know that their work is important.
- All staff are involved in evaluating their collective worship and this is recorded in their individual monitoring files. They also evaluated a whole school retreat day and their views were used to plan further activities which help to develop the Catholic life of the school.
- Collective worship is monitored by the RE subject leader and staff have appreciated the advice and support they have been given to improve the quality of the acts of worship. Staff regularly plan liturgies and these are recorded on the diocesan liturgy planning sheets.
- Feedback from the governors shows that they feel welcomed into the school by staff, are very interested in its work, and know that the children are a credit in the school and the wider community.
- Parents are encouraged to become more involved in the Catholic life of the school. Banners that are made in a workshop before First Holy Communion and Confirmation by children and their parents are displayed in St Patrick's Church.
- Pupils' response to, and participation in, collective worship is very good. They show respect and reverence. They joyfully sing a range of hymns.

- Staff are beginning to encourage children in sharing their ideas for worship but know that this needs developing across the school.

Governance

- All governors are well informed about the strengths of the school because of their regular visits, frequent meetings with senior staff and from the quality of information they receive from the school.
- The governors provide appropriate support and challenge to senior leaders. They are mindful of their responsibility to provide a solid Catholic foundation and do everything possible to ensure that staff appointments will enhance the Catholic life of the school.
- There are a number of governors who are parishioners in St Patrick's and they have significant involvement in strengthening links between the school and the parish. They have led tours of the Church and been involved in a role play of a wedding with the children in Year 2.
- The governors appreciate all the ways that the school fosters links with the parish and local community, particularly the school choir that sings at many local events and is held in high esteem in the community.
- The link governor for RE, who is also the school chaplain provides ongoing support to the school in particular in relation to sacramental preparation and produces a report to the governors on his involvement in the Catholic life of the school.

Religious Education

- The school's judgement that teaching, learning and assessment in RE are good can be validated as reliable.
- RE is strongly led by the deputy headteacher who supports the staff with planning and assessment. She carefully analyses performance data, beginning with baseline assessments on entry to school and ensures that provision for all pupils is appropriate to individual ability and need.
- Supportive documentation written by the RE subject leader is given to all staff outlining their key responsibilities of teaching in a Catholic school.
- Lessons are monitored by the head and deputy headteacher on an annual basis. They are thorough in their monitoring and staff are given good quality individual written feedback. Teachers feel very well supported by them and act upon their development points.
- Work in books was effectively monitored by the headteacher and RE co-ordinator in July 2015; however the issues raised from the monitoring have not been addressed sufficiently.
- Scrutinising pupils' work needs to take place on a more regular basis.
- Assessment procedures have improved since the last inspection. Formative and summative assessments and unit evaluations are carried out by teachers and this is used to inform future planning and teaching.
- The RE curriculum is broad and balanced, thoughtfully planned with clear links to the *Curriculum Directory* and the diocesan programme, *Learning and Growing as the People of God*, and is accessible to all.

- The curriculum provides very good opportunities for spiritual, moral development. In order to improve the curriculum; further opportunities for vocational development need to be planned across the school.
- As part of the curriculum, children are given opportunities to gain knowledge about other faiths and cultures, through some visiting speakers; however they would like the opportunity to visit different places of worship.
- Pupils' views are sought through pupil voice discussions. They enjoy watching video clips, using ICT and acting out Bible stories.
- The school has developed an environment where the Catholic life of the school is clearly displayed; this year the focus is on Catholic values and virtues.

Overall effectiveness of the school¹

- Attainment in RE is low on entry to school. The vast majority of pupils enter the school with little or no faith. Some children come from families where the faith is important, but they are unable to communicate their knowledge and understanding of the faith as English is their second language.
- The percentage of pupils attaining above the age related expectations is increasing as the children move up the school with some pupils in Year 6 achieving above the age related expectations.
- The quality of the teaching is improving across the school as a result of the support that staff are receiving from the headteacher and deputy headteacher.
- All teaching observed was good or better. The children knew that it is an RE lesson because a prayerful ethos is evident from the outset of the lesson. Teachers' questioning encourages the children to think at a deeper level.
- In all lessons observed, both staff and children made links to the Catholic values and virtues. This was a strong feature across the school.
- Pupils are well supported by teaching assistants who reinforce the learning objectives and provide additional scaffolding if required.
- The school has forged stronger links with the parish by increasing the involvement of the parish priest in the life of the school.
- The positive relationships and exemplary behaviour exhibited throughout the school, and the way the children are encouraged and enabled to live out their faith, shows that they thrive in the strong Catholic ethos which is evident throughout the school.
- Governors maintain a careful oversight of RE and effectively fulfil their statutory and canonical duties.

Recommendations

- Undertake formal monitoring of Catholic life of the school by using the materials developed by the Diocesan Education Service.
- Ensure all staff understand what makes 'outstanding' teaching in RE and its impact on successful learning to move all lessons from good to outstanding.
- Provide increased opportunities for pupils of all ages to prepare and lead worship.
- Promote a whole school focus on pupils' vocational development.

¹ As the quality of the school self evaluation has been affirmed, the judgements in this section of the report conform to those of the school.