



Catholic Schools Inspectorate inspection report for St Patrick's Catholic Primary School

URN: 142215

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 7-8 December 2022

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
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	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- St Patrick's is an inclusive, welcoming community deeply rooted in following the teachings of Christ in day-to-day life.
- Pupils' work in religious education is of a consistently high standard and pupils view their religious education books as their 'gift to God.'
- Leadership is of a very high standard and provides an inspirational witness to the teachings of Jesus.
- Pupil and staff participation in prayer and liturgy is exceptionally heartfelt and enthusiastic.
- Staff and pupils embrace the school's mission which is actively lived out by the entire community.

What the school needs to improve:

- Further strengthen parish links to have an even deeper impact on the community.
- Embed the school's Catholic curriculum more deeply in all subjects so that it expresses the faith of the Church.
- Develop a clear and comprehensive strategy for systematically building up pupils' skills in leading worship as they progress through the school.

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:.....

1

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

The school's mission 'With Jesus, we love, grow and succeed' is lived out by all. Pupils understand it exceptionally well, and even the youngest pupils can confidently explain what it means to them in their daily lives. This extremely positive response from pupils is because of the example of leaders and staff who embrace the mission and are dedicated to securing it. Pupils are in absolutely no doubt that they are loved and valued in all of their God-given uniqueness because the staff are so committed to caring for and nurturing every single child in their care. Pupils have a deeply embedded understanding of the example of Jesus, and they readily make connections between their actions and those of Christ, for example when explaining how they try hard to be kind, caring and forgiving. Pupils are keenly aware of their responsibility to care for the earth and look after God's creation because of wide-ranging initiatives and activities such as the work of the eco team. They embrace opportunities to help others in the local community and beyond, and are respectful of everyone's individuality because they understand everyone is part of God's family and everyone is loved by him.

Staff make an exceptional contribution to the school's Catholic life and mission. There is a strong sense of vocation and belonging amongst staff. They wholeheartedly support leaders in nurturing a community where the teachings of Jesus are put into practical action. St Patrick's is an exceptionally welcoming community that actively includes everyone. Parents, carers, pupils, and staff from a wide range of cultural and faith backgrounds are united through this welcoming culture and share a deep sense of commitment to the school's mission. Because of this, St Patrick's is a school where everyone feels a strong sense of belonging. The school provides a beautiful, engaging Catholic environment in which to work, learn and play both

indoors and outdoors. Staff are exemplary role models in the way they strive to show love and care for the pupils and the entire community. They put the school's mission into practical action. The chaplaincy provided by the parish priest and religious sister engages the pupils in their faith and helps to root the school in parish life and vice versa. Both the parish and the school are keen to develop this link even further. The multi academy company's child and staff charters are enthusiastically upheld by the school to provide spiritual, vocational, and personal support to pupils and staff alike.

Leaders and governors are deeply committed to ensuring the school's uniquely Catholic character is upheld and continually developed. Leaders are inspired by the example of Christ the teacher and Christ the servant, and they are exemplary role models in the way they share their love and joy in following Jesus. The principal is inspirational in his role as the leader of the faith community and is exceptionally well supported by the vice principal. Their faith-filled example is infectious and is embraced by the staff and pupils. Governors care deeply about the pupils and their families and are diligent in the way they hold leaders to account for the Catholic life and mission of the school and provide challenge and support to ensure it continues to thrive. The school actively involves parents and carers and takes care to communicate effectively and extend the culture of welcome to all. Parents and carers come into school regularly to participate in prayer and liturgy that is led by both staff and pupils. Leaders' and governors' ongoing evaluation of the school's Catholic life and mission is detailed, accurate and effective.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

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

1

Leadership

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

1



Pupils demonstrate very strong knowledge and understanding in religious education. The youngest pupils know a wide range of Bible stories and by the end of Key Stage 1, many pupils can explain the messages behind them. In Key Stage 2, pupils reflect in their lessons and can confidently explain what the gospels mean for us in our day-to-day lives. In upper Key Stage 2, the level of pupil reflection is even deeper, with pupils independently analysing and evaluating Scripture and reflecting thoughtfully about what it calls us to do. Pupils' progress in religious education is rapid and sustained from the time they join the school and outcomes for all groups of pupils are strong, which reflects the inclusive culture of the school. Pupils are extremely religiously literate and speak naturally and confidently about a wide range of religious stories, messages, and practices because their religious education helps them to know more and remember more. Their work is of a very high standard and is meticulously well-presented. Pupils know that their work is their 'gift to God' and as such, they try extremely hard to do the best they possibly can.

Teachers and teaching assistants have very strong subject knowledge, well informed by their ongoing training and the support of the subject leader. Teachers have high expectations in religious education and pupils respond enthusiastically. Teachers make skillful use of questioning to respond to each individual pupil's level of understanding and lessons are adapted to meet pupils' unique needs. Lessons are inclusive and all pupils are supported to learn the same content wherever possible, resulting in high levels of attainment across the school. Teachers provide useful feedback to pupils through a range of innovative approaches and pupils say they are always given the time they need to respond. Staff understand the impact of religious education on pupils' spiritual and moral development, and this is reflected

in the very high status that they give to teaching and learning in religious education. Teachers and teaching assistants ensure that pupils are provided with a vast and exciting array of opportunities to present their learning in religious education with drama, discussion, dance, artwork, outdoor learning in the forest school and enrichment through the school's innovative and oversubscribed 'prayer and praise club', all being part of the school's creative approach to religious education.

Leaders and governors ensure that the religious education curriculum is delivered to the highest standard. It is given at least equal status to other core subjects in terms of funding and resourcing and has a very high status amongst everyone in the school community. This is reflected in the way pupils of all ages say they thoroughly enjoy the subject. Leaders and governors are committed to providing training that is of the highest standard so that learning and teaching in religious education continue to improve and be of the highest standard possible. They ensure that the school takes full advantage of all of the training and development opportunities provided by the multi-academy company, archdiocese and other Catholic formation and training organisations. This regular and good quality staff training leads to interesting and enjoyable teaching and learning for pupils. The school's religious education subject leader is an expert in the subject and provides support for other Catholic schools and works with the multi-academy company to provide training and induction for staff. She provides valuable practical support to all staff at St Patrick's and is widely respected. Leaders' and governors' evaluation of religious education ensures that the subject is robustly monitored and evaluated, and is constantly improving.

Collective worship

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

Collective worship key judgement grade:.....

1

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

Pupils experience a very wide variety of prayer and liturgy opportunities. Prayer and liturgy are inclusive, multi-sensory experiences that enable all pupils and staff to participate fully and actively. Creative approaches include the use of dance to respond to and re-tell Bible stories, the use of the school's prayer garden, as well as holding prayer and liturgy sessions outdoors in the forest school, where the burning fire represents the light of Christ and the circle of pupils around it is likened to the eternal love of God. Other experiences that the pupils really enjoy and respond well to include pupil-led rosary club in May and October, frequent pupil-led prayer and worship, Masses and whole school prayer and liturgy. Contemporary music, video, and traditional hymns all form part of the rich variety of experiences provided by the school. Pupils are extremely confident in explaining the wide range of ways of praying that they know and use. There are spontaneous prayer stations around the school that are well-used by pupils and staff. Pupils have their school prayer books to help them learn and remember traditional prayers of the Church. They also speak confidently about how they pray through silent prayer, guided meditation, and reflection times.

Prayer and liturgy are central to the day-to-day life of the school. Pupils value and recognise prayer as a fundamental part of every day at St Patrick's. They appreciate and enjoy the creative range of prayer and liturgy that is skillfully provided by staff. Relevant Scripture is chosen well by the staff, who are highly skilled at helping pupils to interpret the meaning behind readings. Leaders are strong role models to everyone in the community and confidently lead inspirational acts of worship for pupils. There is regular staff prayer and liturgy as well as optional staff prayer groups in different liturgical seasons. All of these opportunities combine to embed prayer and liturgy deeply in the daily life of the school, with a profound

impact on the entire community. Teachers and teaching assistants are skilled at enabling pupils to be able to plan, organise and lead their own acts of prayer and liturgy. Pupils thoroughly enjoy these opportunities, though they could be even more strategically planned for and monitored to ensure consistent progression throughout the school. Staff at all levels play an active part in ensuring collective worship at St Patrick's is of a very high standard and everyone's talents, skills and unique contributions are valued.

The school calendar revolves firmly and naturally around the liturgical year and there are regular opportunities to celebrate the Eucharist all year round, in addition to key liturgical times and religious feast days. The formation of staff and leaders is given the highest priority and leaders, governors and the multi-academy company work together to ensure that staff are provided with inspirational training. This leads to staff being confident both when leading prayer and liturgy themselves. The parish priest and religious sister ensure that during school Mass, the gospels are made known to pupils in an accessible and enjoyable way. Prayer and liturgy are given high priority when budgets and resources are being allocated. The entire school site – indoors and outdoors – is an attractive and well-maintained space that is conducive to prayer. This is because of consistent investment to create a school environment that values the dignity of every individual and provides attractive, inviting spaces in which to pray, reflect and spend time with Jesus. Monitoring and evaluation are highly effective and drive continuous improvement.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	142215
Full postal address of the school	Deedmore Road, Wood End, Coventry, CV2 1EQ
School phone number	024 7667 1172
Name of head teacher or principal	Mark McLoughlin
Chair of governing board	Brendan Fawcett
School Website	www.st-patricks.coventry.sch.uk
Multi-academy trust or company (if applicable)	Romero Catholic Multi Academy Company
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	November 2016
Previous denominational inspection grade	2

The inspection team

Mark Hinton

Lead inspector

Claire Restell

Team inspector

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