



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

St Patrick's Catholic Primary & Nursery School, a Voluntary Academy

Coronation Avenue, Wilford, Nottingham, NG11 7AB

School URN:	139009
Inspection Date:	27 March 2017
Inspectors:	Mrs Jane Monaghan and Mrs Siobhan Minford

Overall Effectiveness	Previous Inspection:	Good	2
	This Inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Patrick's Catholic Voluntary Academy is an outstanding Catholic school.

- Pupils are rightly proud to be members of St Patrick's. They are proactive in developing the mission and vision of the school and as a result, behaviour is exemplary. All members of the St Patrick's family are committed to supporting the Catholic Life of the school. Inspirational leadership from the headteacher and senior leaders ensures that this area is given the highest priority.
- Collective Worship is a key feature of the life of the school and pupils respond to this respectfully and enthusiastically. The school is becoming increasingly skilled in helping pupils to experience rich and vibrant liturgical experiences. Leaders and managers are highly effective in monitoring and evaluating the provision for Collective Worship.
- From their starting points, pupils make exceptional progress; they enjoy their Religious Education lessons and can demonstrate high levels of Religious literacy. Thorough planning, high teacher expectations and accurate assessment ensures that pupils acquire knowledge and skills to an outstanding level. Leaders and managers are extremely effective in ensuring that Religious Education is a high priority in school development.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Patrick's is an average sized primary school with 245 pupils on roll.
- The school serves the parish of Our Lady and St Patrick in the Meadows, Nottingham.
- 39% of the pupils on roll are baptised Catholics with 37% from other Christian denominations. 8% of pupils are from other faith backgrounds and 16% have no religious affiliation. Almost all pupils transfer to Catholic provision when moving onto secondary school.
- The proportion of pupils known to be eligible for the pupil premium is 26% which is above the national average. The pupil premium is additional government funding for pupils who are in the care of the local authority or who are known to be eligible for free school meals.
- The proportion of pupils with special educational needs and/or a disability is 14%.
- One pupil has an Educational Health Care Plan.
- The proportion of pupils with English as an additional language is 44%.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To develop marking and feedback strategies so that examples of good practice are seen consistently throughout the school and pupils have opportunities to improve their work in Religious Education even further.
- To further strengthen the joint role of the subject leaders for Religious Education by continuing to avail of opportunities for development provided by the South Nottingham Catholic Academy Trust and the Diocese of Nottingham.
- As a beacon of outstanding practice, disseminate this in a time and resource manageable way, so that other schools in the Diocese of Nottingham may clarify their understanding of what constitutes outstanding Catholic education.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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<ul style="list-style-type: none"> • The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> • The quality of provision for the Catholic Life of the school. 	1
<ul style="list-style-type: none"> • How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school. 	1

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

- Pupils contribute and benefit from the Catholic Life of the school to an outstanding degree, the mission statement 'Shine in the light of Christ' which is personalized to each pupil gives them an understanding of what it means to be part of the Catholic community of St Patrick's. Some pupils in Key Stage 2 commented, 'it helps us to do our best in whatever we do' and 'it helps us to think of others'. The impact of the mission statement ensures that pupils are courteous and respectful of each other as a matter of course.
- Pupils enjoy being actively involved in monitoring and evaluating the Catholic Life of the school. Displays throughout the school where pupils are encouraged to write their own interpretations of the school mission impact on their understanding of St Patrick's as a Catholic community. Through questionnaires and interviews, pupils are given further opportunities to give their views and air their concerns. Pupils are proud of their school and each other and there is a palpable feeling of belonging.
- The school's behaviour policy is underpinned by the concepts of reconciliation and forgiveness. Pupils benefit greatly from this; they use it as a guide on how to conduct themselves.
- From Foundation Stage through to upper Key Stage 2, pupils have an age appropriate understanding of the precepts of reparation and forgiveness. The impact of this results in outstanding and exemplary behaviour throughout the school.
- Pupils participate willingly in events both at school, community, parish and diocesan levels. This again enhances their Catholic identity and pupils feel proud.

The quality of provision for the Catholic Life of the school – outstanding

- Outstanding relationships throughout the school reflect a true living out of the mission statement. There is a passion for the Catholic Life of the school promoted by the leadership team, teachers and support staff. Pupils are nurtured, respected and cared for.
- St Patrick's pupils thrive and are secure in an atmosphere that reflects high standards of ethical and moral behaviour based on Gospel values. Highly effective mentoring systems are in place and staff give their time generously for the benefit of pupils.
- The school is doing sterling work in delivering the programme for Relationships and Sex Education (RSE). This has been thoughtfully designed, preparing pupils for life both in and beyond school. Both the Personal, Social and Health Education (PSHE) and Relationships and Sex Education programmes are consistent with the teachings of the Catholic Church.
- Throughout the school, displays and sacred spaces are highly evident. These reflect the school's vision and mission, they promote its Catholic identity and support the precepts of Catholic social teaching. This impacts on the pupils' understanding of their school being a place where all are valued and that they have a responsibility for those less fortunate than themselves.
- Staff continue to attend training on topics related to Catholic Life delivered by the South Nottingham Catholic Academy Trust and the Nottingham Roman Catholic Diocesan Education Service.

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

- The headteacher, senior leadership team and local governing body are superb role models and witnesses to the school's vision and mission. Together with lay chaplain colleagues, they are a reassuring presence in the school.
- The promotion, monitoring and evaluation of the Catholic Life of the school features prominently in the school's improvement plan, this ensures a firm understanding by leaders and managers of where progress is made in this area of school life.
- Governors undertake training at the South Nottingham Catholic Academy Trust and diocesan levels. They see their role as one of challenge and support. They are kept fully informed of developments of the Catholic Life of the school through visits to school, headteacher's reports and participation in school events. The impact of this ensures that governors are well versed in the quest for improvement.
- The lay chaplain is highly effective in providing support and encouragement to all staff as they promote the Catholic Life of the school. He engages in a continuous professional development programme with staff and this impacts positively on staff confidence enabling them to monitor and evaluate their own practice.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the 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 – outstanding

- Reverence and respect are features of Collective Worship at St Patrick's. Pupils respond enthusiastically to well-planned and appropriately pitched liturgies. From Foundation Stage to upper Key Stage 2 pupils, there is a high level of engagement evidenced in response to prayers and hymn singing. The theme of liturgies is carried on in lessons where links are made and the impact of this ensures a good level of understanding and ownership of liturgy by the pupils.
- All pupils are given opportunities to plan and lead liturgy, this arises from a coherent programme of support provided by the lay chaplain. The positive impact of this guidance ensures all cohorts gain from his expertise.
- Collective Worship has a high profile in the school day where all pupils and particularly those not of the Catholic tradition feel empowered and confident and want to participate.
- Pupils are confident in their use of scripture, they use music, visual images and religious artefacts effectively. This is evidenced in a wide range of liturgical experiences which pupils talk about enthusiastically.
- Pupils organize evaluations of their class liturgies and try hard to act on the findings; the impact of this ensures the inclusivity of communal prayer for all groups.
- The lay chaplaincy team play a major role in the development of Collective Worship. They benefit from meeting other teams in the South Nottingham Catholic Academy Trust where training is given and a collaborative approach with pupils from other schools is encouraged. They have a thorough understanding of different forms of prayer and they articulate how spontaneous prayer enhances school liturgies. Their practice is outstanding.

The quality of provision for Collective Worship – outstanding

- Collective Worship is central to the life of St Patrick's. It informs the day, reflects the Catholic character of the school and importantly is inclusive of all faith backgrounds.
- An understanding of the liturgical seasons and traditions of the Church is evident throughout the school and has a high level of impact on Collective Worship.
- Prayer life of the school is of a very high quality and teachers use many opportunities to celebrate the richness and diversity of the pupils.
- Resources are used effectively so that all benefit from appropriate and meaningful liturgies.
- There is an open invitation for all members of the community to attend liturgies. Parents and governors appreciate this and make every effort to support the school in this area.

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

- The headteacher, senior leadership team and subject leaders have a thorough understanding of the elements of high quality liturgical experiences. Subject leaders are highly effective role models of good practice and share their expertise as a matter of course.
- Class teachers are skilled in helping pupils plan and lead liturgies. The lay chaplain is influential in this training, empowering staff to recognize their own expertise and encouraging them to lead. This impacts on high standards of delivery of Collective Worship.
- Leaders and managers value the time the parish priest gives to the school. He is a regular visitor, celebrating Mass and meeting the pupils. He welcomes the pupils to the parish church ensuring positive links are maintained with school, parish and families.
- Monitoring of Collective Worship continues to develop. Governors regularly attend liturgies and they take part in the evaluation process. Comment sheets completed by them highlight successes and reflect where improvements could be made.
- The work of the link governor for Religious Education is influential in challenging and ensuring that the highest standards are maintained.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
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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 – outstanding

- Pupils thoroughly enjoy Religious Education and talk with enthusiasm, not only about their learning but also about its important place in the life of the school. Their Lenten exploration of self-discipline was naturally linked and referred to throughout the school day by pupils.
- Behaviour for learning across all lessons is outstanding. The majority of pupils concentrate well during lessons and are rarely off task. Pupils are able to work exceptionally well independently and with partners, maintaining concentration even when technology lets them down.
- Pupils are keen to learn, acquire knowledge quickly and in great depth. Their ability to make links within their learning enables pupils to think spiritually and ethically, applying their understanding to elements within their own lives and the lives of others.
- Considering their low starting points where the minority of pupils come from a Catholic faith background, progress in Religious Education is substantial and sustained in lessons and over time. This is due to the high level of challenge in lessons and high teacher expectations.
- Standards of attainment in Religious Education are outstanding with end of Key Stage 1 and 2 outcomes above diocesan averages. Pupils show a high level of Religious literacy and demonstrate a high level of understanding both spiritually and theologically.

The quality of teaching and assessment in Religious Education – outstanding

- The majority of teaching of Religious Education is outstanding and never less than good. Teachers plan and communicate clear learning objectives and as a result, pupils know what they have to do to be successful. Teachers' questions promote thought, deepen pupil understanding and ensure an appropriate pace in all lessons.
- Teachers use a wide variety of resources to encourage pupils' active participation in lessons including the skilled use of additional adults to support pupil learning and ensure strong progress. This demonstrates teachers' deep knowledge of the subject and their confidence in teaching it. Teachers have good relationships with pupils, knowing their individual needs and build on their prior attainment.

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- Marking and constructive feedback are frequent and pupils know what they need to do to improve. Pupils report being encouraged to find between two or three pieces of scripture to support their ideas and are skilled at finding their way around the Bible. Pupils' responses to marking now need to be more consistent across the school.
- Assessment procedures are a strength of the school. Tracking systems are highly effective so that no pupils fall behind with their work. Staff work collaboratively so that there is a common and shared understanding about progress, levels of attainment, marking systems and the quality of work in pupils' books. This ensures consistency and a commonality of approaches throughout the school.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – outstanding

- The thorough self-evaluation of Religious Education by leaders is enabled by the forensic analysis and monitoring of attainment and progress information. Using this information to hold teachers to account results in all pupils being given the opportunity to make outstanding progress regardless of their starting point.
- Leaders and managers ensure that the assessment of Religious Education is accurate. They do this by moderating internally and as part of the South Nottingham Catholic Academy Trust. Collaboration is frequent and best practice is shared as a matter of course. All leaders share a high level of expertise and vision for the school resulting in outstanding teaching, progress and attainment.
- Curriculum leaders are relatively new to the post; they are proactive in accessing training and constantly updating their skills in this area. They inspire confidence and they ensure that the profile of Religious Education is high within the life of the school. Their collaboration with other schools in the South Nottingham Catholic Academy Trust is a further strength in providing support.
- The Religious Education curriculum is imaginative and stimulating. Pupils are provided with a wealth of opportunities to link with other groups of pupils, the community and the parish and therefore are encouraged to widen and deepen their knowledge and understanding of the Catholic faith.
- Religious Education is extremely well resourced in terms of staffing, physical resources, capitation and curriculum time when compared with other core curriculum subjects. It meets the requirements of the Bishops' Conference of England and Wales fully.

SCHOOL DETAILS

School Name	St Patrick's Catholic Voluntary Academy
Unique Reference Number	139490
Local Authority	Nottingham

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 9 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leaders for Religious Education and 4 governors. Discussions were also held with pupils and parents and the lay chaplain.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Chair of Governors:	Mrs Vanessa Hewitt
Headteacher:	Mr Nick Benzie
Date of Previous School Inspection:	13 June 2012
Telephone Number:	0115 915 2961
Email Address:	headteacher@st-patricks.nottingham.sch.uk

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.