

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

URN: 401553

Carried out on behalf of the Most Rev. Mark O'Toole, Archbishop of Cardiff on:

Date: 22nd - 23rd March 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

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.....

2

Religious education (p.6)

The quality of curriculum religious education.....

2

Collective worship (p.8)

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

✓

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

✓

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 attractive, welcoming and distinctively Catholic school that celebrates the dignity of every community member and inspires prayer and reflection.
- School leaders ensure the mission statement is at the heart of school life. It is lived through the dedication of the staff, governors, clergy, pupils and the wider school community.
- The quality of pupils' work in Religious Education is of a good standard reflecting the prominence the school places upon it.
- Staff are positive role models for pupils, showing love and care for one another and bearing witness to the school's Catholic life and mission.

- The school is very committed to the pastoral care of all pupils. Pupils are well cared for and nurtured, and they respond positively, respectfully and with a high standard of behaviour.

What the school needs to improve:

- Improve the variety of teaching by developing an ambitious, shared pedagogy so that lessons have challenge and give opportunities for pupils to become more independent in thought and their work.
- Refine the school's Catholic Self-Evaluation Document and School Improvement Plan to become more concise, focused and achievable so as to make a greater impact on standards and outcomes.
- Share the expertise of the acting head teacher, who is also the Religious Education coordinator, to develop the roles of the newly formed Senior Leadership Team (SLT) by delegating responsibilities to build capacity and ensure succession of leaders within this role.

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:.....

2

Pupil outcomes

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

2

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

2

St Patrick's mission statement 'Though many, we are one, living our Faith, learning together, knowing our strengths and weaknesses, recognising the worth of every individual, giving them room to grow in the image of Jesus Christ' is central to all aspects of school life. Pupils understand and value the distinctive Catholic identity of their school and they express an understanding that they are valued and cared for as unique persons, who are made in the image and likeness of God. The mission statement is regularly revisited and is known, lived and witnessed throughout the school which excels at being a community based on Catholic tradition and practice.

Pupils are proud to be members of the Mission Squad, prayer groups and the newly established Cafod club which meet regularly, these are planned and structured to benefit the whole school and the wider community. Pupils recognise that they are living out their mission through supporting charities by fundraising, running the Foodbank and organising the 'Random Acts of Kindness' initiative.

Pupils value the work of the priests of the parish who support the school with great commitment, including the retired, former long-standing parish priest who continues to serve the school. The chair of governors and the Religious Education link governor have a clear understanding of the school through being actively involved in the life of the school. This work strengthens Catholic life and spiritual development.

Opportunities to promote pupils' spiritual and moral development are provided through the celebration of weekly Friday Masses on rota in St. Patrick's Church, with pupils taking an active

part in the various ministries e.g. Parish Welcomers, readers and hymn singing.

Pupils spoke articulately about the importance of 'St Patrick's Pupil Profile' which is prominently displayed throughout the school. During inspection pupils participated in a Values and Virtues carousel, the focus being Learned and Wise. All pupils took part in a range of activities to deepen their understanding of this term's focus virtues. Pupils would benefit from a greater understanding of Catholic Social Teaching to recognise the theology underpinning their actions. The school has clear policies in place, some of which are developed in conjunction with the cluster of Catholic schools in place.

Relationships in school are very strong. The school community is supportive and fully inclusive, and pupils have a real sense of belonging. Staff ensure pupils receive the highest levels of pastoral care through well planned nurture provision. Pupils are happy, confident and feel secure and spoke about their 'Class cwtch', and a worries box which are whole school initiatives to support Wellbeing, provided by a very caring and supportive staff.

The school environment is welcoming and reflects its Catholic mission and identity through a range of displays, artefacts and prayer spaces both indoors and out. The school prayer garden is an attractive special space used by the whole community.

Staff understand their responsibility in developing Catholic life. They are positive role models and fully participate in activities which reflect the school's mission and ethos. All staff, including new staff, receive professional development which promotes an understanding of the school's mission and values. They have a good team ethic and enthusiastically participate and contribute to activities that reflect the school life and mission and the service it offers to the whole community. The 'Stay and Pray' sessions and 'Pray at home' resources are very well supported and valued by the community.

Provision for relationship and sex and health education (R(S)HE) is carefully planned and firmly rooted in the teachings of the Church. It is embedded in the school provision and parents are overwhelmingly supportive.

The Catholic ethos is at the heart of all that motivates the school leadership team and governing body. The acting headteacher, also the Religious Education Coordinator, is ably supported by the SLT. All are committed to the Church's mission in education and work hard to demonstrate the Catholic identity and mission of the school. They have a clear vision for Catholic education which is reflected in decision making.

The governing body, Parish Priest and Religious Education link governor add appropriate support and challenge to the evaluation process. They are ambitious for the Catholic life and

mission of the school. They know their school well. The improvement plan identifies areas for development which will make an impact on pupils' experience of school life but this would benefit from being more concise.

There are strong home, school, parish and community links. Parent/carers questionnaires were overwhelmingly supportive of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....	2
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

The quality of learning and progress in Religious Education is good. Pupils have positive attitudes and work well in lessons, applying themselves to the tasks. Pupils make good progress from their starting point in nursery to year 6. Progress over time is evident in Religious Education books throughout the school. Pupils engage in lessons and show a willingness to improve their knowledge. Behaviour in lessons is very good because most pupils enjoy Religious Education.

Standards in Religious Education books are comparable with English and are presented well. Children showed pride in their work and spoke enthusiastically about their learning. The school recognises the impact of Covid 19 on Religious Education learning, resulting in gaps and lower than usual starting points. As part of the ongoing process of learning recovery the school is addressing this by including a greater focus on direct teaching of key knowledge and skills in Religious Education lessons and some small group sessions. This is making a positive impact on pupil learning.

Pupils, relative to their age and capacity, are becoming more religiously literate and use their knowledge, understanding and skills to reflect spiritually and think ethically and theologically. They can articulate what they learn from Religious Education and understand the demands of religious commitment in their own daily lives and those of others. The pupils demonstrate social awareness by raising money for many charities through their enterprise initiatives.

Subject knowledge demonstrated by all teachers is strong throughout the school. Questioning is a strength of teachers in all classes as it deepens the pupils' understanding of their faith and

allows then time to reflect on their knowledge through 'pair and share' as a retrieval technique, which has led to good progress.

The Religious Education curriculum is taught using 'Come and See.' Pupils are involved in the use of end of topic evaluations and self and peer assessment which makes a positive impact on pupils understanding of personal progress and next steps. Pupils talk about their Religious Education lessons in the context of how they relate to their own lives. Bible readings are a key part of many lessons and led to good knowledge of key Bible stories by all pupils. Pupils' progress is evident through pupil discussions and evidence in class and individual books.

Teachers are committed to the value of Religious Education and they communicate this effectively to their pupils. Teachers plan Religious Education lessons which are designed to meet the needs of all pupils. In the best lessons observed there was pace and challenge with appropriate questioning. Pupils were challenged to make choices and decisions within the task set and other adults were used effectively to move learning on. In some classes creative teaching strategies and resources add to the delivery of the curriculum, however this is not consistent throughout the school. Opportunities for pupils to direct their own learning and work independently are underdeveloped.

A scrutiny of pupils' books showed that pupils understand the marking scheme, highlighting and stickers and some respond appropriately to teachers' comments and suggestions for further explanation. The school offers a range of good quality resources to support Religious Education. Tracking and assessment systems in Religious Education are in place and support pupils' progress and target setting for individuals.

Leaders and governors at St Patrick's ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every aspect.

The acting headteacher, Religious Education coordinator and SLT are deeply committed to their roles and work well together to monitor and evaluate the quality of Religious Education. They have a good knowledge of strengths and areas for development and have a lengthy, broad strategic plan which needs to be more focused and achievable. Religious Education has parity with other core curriculum subjects in relation to resourcing, staffing and professional development. Leaders have an accurate knowledge and understanding of the quality of teaching and learning in Religious Education and regular feedback is given to staff following monitoring that includes learning walks and book looks

Moderation of assessed work takes place within the school and the school portfolio ensures a common understanding of pupil performance and aids school assessment.

Collective worship

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

Collective worship key judgement grade:.....

2

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

Collective Worship at St Patrick's School is an integral part of school life, central to the Catholic tradition of the school and students respond positively to the opportunities provided. Prayer is central to the life of the school, is at the heart of every school celebration and is viewed by leaders as important for promoting the school's mission and values. It underpins their sense of community and belonging. There is a clear focus on providing good opportunities through its prayer life for pupils to develop spiritually, including daily acts of worship and prayers at key points of the day.

A range of different ways of praying were observed during the inspection: teacher led, pupil led, the Examen and Christian meditation. Families are invited to participate on many occasions. During these times pupils gathered with reverence, listened intently and offered heartfelt responses.

In the worship observed, there was a calm, spiritual atmosphere which helped pupils reflect and pray quietly, both traditionally and spontaneously and sing joyfully. Pupils are involved in evaluating the quality of the prayer and liturgy they have planned.

The liturgical seasons of the Church year are given prominence in the planning of worship. Seasonally appropriate scripture passages are chosen. Feast days are marked in the life of the school and whole school Masses are celebrated for special occasions. This gives pupils a real sense of Church within the school. They spoke about celebrating Mass for their school patron Saint. The school makes good use of the spaces available to offer prayer areas within classrooms and elsewhere including relevant displays in shared areas. The school Prayer Garden is regularly used by staff, pupils and parents.

Prayer and liturgy are central to school life, and praying together is part of the daily experience for all pupils and staff. Pupils' attitudes towards collective worship are reverent and respectful, because it is well planned and contains a clear message and action. Pupils are sent forth with a mission of intent to put into practice in school and at home. Themes for prayer are often reinforced in lessons, ensuring all pupils understand them and can apply them to their daily lives. The leadership team and staff act as positive role models for pupils, in classrooms and whole school prayer and worship throughout the day. Staff and pupils gather for a range of acts of collective worship and the two witnessed by inspectors were thoughtful and reverent.

Pupils at St Patrick's are proud to be part of the faith community. They enjoy the many opportunities to worship with the parish community at St Patrick's Church to help pupils participate more fully in the liturgy.

Leaders and governors are good in promoting, monitoring, and evaluating the provision for Collective Worship. There is an up-to-date policy in place which is reviewed annually. Staff attend all Diocesan training. Collective Worship is reviewed as part of the school's self-evaluation process. Acting Headteacher/Religious Education Coordinator and acting deputy report regularly to governors on Collective Worship provision.

School leaders facilitate pupils receiving the Sacrament of Reconciliation during the seasons Advent and Lent. Pupils receive Sacramental preparation through the school in partnership with the parish. Prayer and worship are given high priority in terms of planning, delivering and resourcing.

Information about the school

Full name of school	St Patrick's Catholic Primary
School unique reference number (URN)	401553
Full postal address of the school	Fairfax Road, Newport NP19 0HR
School phone number	01633 272488
Name of head teacher or principal	Mrs S Euden
Chair of governing board	Mrs J Cook
School Website	stpatrickspriamry.org
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11 years
Trustees	Newport
Gender of pupils	Mixed
Date of last denominational inspection	September 2011
Previous denominational inspection grade	Good

The inspection team

Mrs J Phillips	Lead inspector
Mrs C May	Team inspector
Name of inspector	Lead/team
Name of inspector	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