



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date 6 November 2014

Inspectors Mrs. Pat Peel Mrs. Anne McNally

Unique Reference Number 104660

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 224

Chair of Governors Mr. Peter Devaney

Headteacher Mr. T. Kirwan

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Date of last inspection June 2008

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. Patrick's is a smaller than a average sized Catholic Primary School situated in the Toxteth/Dingle area of Liverpool. It mainly serves the parish of St. Patrick although it draws learners from surrounding parishes.
- There are 224 children on roll of whom 106 are baptised Catholic, 23 come from other Christian denominations and 56 from another faith or religious traditions. Thirty nine children have no religious affiliation.
- There are thirteen teachers of whom eleven teach Religious Education. Six have a suitable qualification in Religious Education. Nine teachers are baptised Catholic.
- Since the last inspection a new Religious Education subject leader has been appointed.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St. Patrick's is outstanding in providing Catholic Education.

Inspection Judgements

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

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at St. Patrick's.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement "*Peace, Love and Understanding*". Pupils know, own and live this out on a daily basis.
- A serving teacher has composed a song to support the Mission Statement. This is sung regularly and is a real feature in the school and the children are extremely proud of it.
- Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the community. St. Patrick's is an oasis in which everyone feels safe, loved and valued for who they are.
- They are actively shaping the Catholic character of the school by showing an outstanding commitment to living out their Mission on a daily basis.
- Pupils have an outstanding sense of belonging to the school. Its values and ethos are visibly reflected in the attitudes and relationships between all members of this inclusive school community.
- Pupils are encouraged to take on roles of responsibility by becoming councillors, Eco club members and SPARKS (St. Patrick's are really kind students) peer mentors.
- The school council were recent runners up in a national competition run by Parliament for their work in turning an outside space into a 'community garden' together with parents and elderly residents.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. singing in the community, competing at sports events, undertaking residential trips and visiting other places of worship including both the Metropolitan Christ the King and Anglican Cathedrals.
- Outdoor learning is highly advocated at St. Patrick's and pupils benefit from participation in lots of residential outdoor activities. Years 2 and 3 pupils have the opportunity to visit Crosby Hall Education Trust, Years 4, 5 and 6 visit Barcelona and the Stars Howells Activity Centre in Denbigh, North Wales. The school is linked with Langdale Church of England School in the Lake District.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities for example CAFOD, Nugent Care, Barnardo's, and the Poppy Appeal to name but a few.
- Pupils have an excellent sense of belonging in this inclusive school community and value and respect others.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils and SEAL is used to very good effect to support this. This includes taking part in a family transition day to support going to High School.
- The school uses the RAINBOWS programme to support children who have suffered from loss or bereavement.
- Pupils benefit from an extremely caring and supportive environment. The learning mentor's room doubles as a nurture room and is a calm and welcoming quiet space.

- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies. Parents are invited to share in end of topic 'Show and Tell' celebrations and are warmly welcomed.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring. One pupil commented that *"Not everyone gets the same opportunities that we do here. It is amazing and teachers are so proud of us all"*.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is outstanding.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' attainment in Religious Education is outstanding. There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding. This is due to the excellent support given by teaching assistants which is both practical and pastoral.
- Assessments undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a broadly average level for their age and stage of development with some children exceeding expectations.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics. Their knowledge, understanding and skills are developing in line with their age and capacity.
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in their learning is very good as shown by their interest, enthusiasm and outstanding behaviour in lessons. The school uses 'Its good to be green' to support and encourage positive behaviour. This is a real strength of the school.
- Pupils work well independently, in pairs and collaboratively in small groups.

How well pupils respond to and participate in Collective Worship

- Pupils are outstanding in responding to and participating in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing and they are becoming familiar with a variety of prayer styles.
- Pupils' liturgical formation is developing well across the school.
- They reflect in silence and join in community prayers appropriately and with confidence.
- Pupils appreciate and are open to the Word of God in scripture.
- The school has begun to support pupils planning, leading and preparing Collective Worship but this needs to be further developed.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make good progress.
- Teachers are using the template for planning. There is inconsistent use of the Driver Words when planning activities for identified groups of pupils. This is something which can

be easily addressed to support differentiation by task. The Driver Words can also be used in the plenary sessions to reinforce learning outcomes and support next steps.

- Teachers display good subject knowledge and deploy a range of teaching styles. On the day of inspection there was some outstanding practice observed. In those classes pupils are challenged and inspired which enriches their enjoyment of Religious Education. This was particularly evident in a dance-inspired response to scripture.
- There was lots of evidence of a range of teaching activities including dance, drama, role play and music. Every child has the opportunity to play an instrument at St. Patrick's.
- Good use is made of time and resources e.g. interactive white board, God's and Church's Story, audio and visual media, ICT etc.
- The school is very effective in deploying learning support assistants to enhance lessons for those children who require additional support.
- Pupils are very positively affirmed throughout their lessons. There was some evidence of high quality marking which informs pupils of their progress but this could be improved further, in some classes, by adding in next steps. Effort and achievement are celebrated.
- Samples of individual pupils' work have been kept by the school over time.
- The school has implemented assessment strategies which provide information on the achievement of all pupils. Assessment data whilst generated is not always used effectively to inform teachers planning and in turn impact on further pupil progress. Driver Words need to be used routinely when planning activities and during lessons as this will focus on key aspects of learning and aid progress.
- There was evidence of assessment for learning taking place in some classes.
- The school has built up portfolios of moderated pieces of assessed work however some of the levels are not accurate especially at the higher levels. Forming a cluster group with other Catholic schools in the locality will support the subject leader in the moderation process.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The Religious Education curriculum is outstanding in promoting pupils' learning.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme.
- Termly Religious Education newsletters are provided for parents and carers.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as football, basketball, fitness club, choir and art etc have a positive impact on the curriculum. Sports and outdoor activities are woven throughout the curriculum to enhance pupils learning.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of individuals and learning support assistants are ably deployed.
- Children have explored the beliefs and values of another faith, Judaism and another religion, Islam. They have visited both a synagogue and a mosque to support their learning. During Islam week some parents shared their beliefs and practises with the children. This helps to promote tolerance and respect for those who think differently.

- The school supports a number of initiatives including Anti-Bullying, Black History and International Weeks.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship plays a part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- The whole school ethos ensures respect is given to pupils of other religions during worship.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- A recommendation is to look at the Stepping Stones for Collective Worship provided from the Archdiocese. This will support teachers in actively facilitating Collective Worship alongside pupils to enable them to plan, prepare and lead worship from the earliest years.
- Opportunities are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the '*Come and See*' programme including the end of topic 'Show and Tell' assembly. On the day of inspection this was very well attended and warmly received by parents.
- A faith development worker has just been funded by Nugent Care to support in the parish. The parish priest visits the school occasionally. Non-Eucharistic services are held throughout the year in school including the St. Patrick's feast day and Holy Week celebrations.
- Pupils from the school are altar servers in the local church.
- The Deputy in school supports the With You Always family catechesis sessions alongside the parish catechists.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- They show an excellent understanding of and are deeply committed to the Mission of the Church.
- Good opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document is a comprehensive document providing evidence of the school's monitoring, analysis and self challenge. Their analysis provides a basis to celebrate the schools strengths and ongoing areas for development
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including 'Come and See for Yourself' celebrations, daily Collective Worship and Archdiocesan led subject leader briefing and spirituality days.
- All pupils from their earliest years need to be actively involved in planning, preparing and leading Collective Worship. This has begun but further development is necessary to embed it across the whole school.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.

- Parents are consulted regularly and they support the school in many different ways.
- The 'Friends of St. Patrick's' is a very active group who work with the school to provide both social and fundraising opportunities. They also run the Young Savers (Credit Union) club for children and parents which advocate responsible lending.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the schools Mission Statement "*Peace, Love and Understanding*". Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- Formal assessment tasks are being undertaken in line with Archdiocesan guidance. Internal and external moderation (joining a local cluster) will provide opportunities for judgements made to become more accurate especially with the higher levels.
- Assessment information is being collated by the subject leader and whole school pupil tracking is in place over time but there is insufficient evidence that it is being fed back into teachers' weekly planning to impact on future pupil progress.
- A link governor for Religious Education has recently been appointed and, working together with the subject leader, will support the monitoring and reporting back to the full governing body.
- A review needs to be undertaken of the school's annual Development Plan. Religious Education needs to be the first subject on the report and currently this is not the case. Robust evidence shows that interventions taking a 'whole school approach'⁴¹ have a
- The subject leader is very committed in guiding Religious Education. She is keen and enthusiastic and has successfully led the implementation of the 'Come and See' programme. All the key documentation is in place for the delivery of the subject.
- Since the last inspection the school has continued to work on the areas identified in the Self Evaluation Document and subsequent Religious Education Action Plans drawn from it.

What the school needs to do to improve further.

- Raise the standards of attainment in Religious Education further by:
 - embedding the language of the level descriptors and driver words into planning to enable differentiated outcomes for pupils;
 - using the language of the level descriptors when marking to raise standards and direct pupils 'next steps'.
- Further develop the work already being done in assessment, monitoring and tracking of pupils progress by:
 - using information gleaned through analysis of assessment data to inform planning and track pupil progress;
 - forming a cluster with other schools in the locality to support moderation.

- Improve the quality of provision and outcomes for Collective Worship by:
 - enabling all pupils to plan, prepare and lead Collective Worship from the earliest years.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

<i>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</i>
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