



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

URN: 100045

Carried out on behalf of the Most Rev. Cardinal Vincent Nichols, Archbishop of Westminster on:

Date: 29-30 June 2023

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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 a joyful and welcoming community valuing all and acknowledging Christ's presence in others.
- Staff are positive role models for pupils through their relationships with each other and the supportive pastoral care they have for all pupils.
- Pupils are engaged and enthusiastic about RE and make good progress as they move through the school.
- The Catholic identity of the school is well supported by leaders including governors.
- Leaders and governors work well with the local parish and have effective strategies for engaging with parents for the benefit of pupils.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school needs to improve

- To further develop support and training for non – Catholic teachers.
- To develop the programme of pupil led worship so pupils from all year groups have an opportunity to lead on worship.
- Continue to improve self- review and evaluation by involving more staff and pupils in the process.

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

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



Pupils understand the distinctive Catholic identity, charism, and mission of the school. They can express that they are valued and cared for as unique persons who are made in the image and likeness of God. They also understand that St Patrick's is committed to following the teachings of Jesus as expressed in the gospels. The pupils are able to give examples of Catholic Social Teaching and can articulate aspects of the theology underpinning their actions. They support Children in Need, NSPCC numbers, St Vincent de Paul, and Friends of the Holy Land. Pupils participate in opportunities provided by the school, such as their work with a local food bank. They show considerable respect for themselves, others, and people from other faiths. Behaviour of pupils is very good in lessons and throughout the school. They have a well - developed sense of respect for those of other faiths.

The word of God informs and shapes the school's life and mission. As Christ is at the heart of the school, there is a real sense of welcome and inclusivity at St Patrick's. The school is a supportive and joyful community, valuing all and acknowledging Christ's presence in others. This culture of welcome includes valuing and supporting those from various cultures and belief traditions. Staff are positive role models for pupils, through their relationships with each other and the love and care they show for pupils. All staff at the school bear witness to the school's Catholic life and mission. St Patrick's provides supportive pastoral care for all pupils as well as staff. One member of staff commented on how "Our children live out our Christian values and care deeply about religion. They are a credit to our community and are continually proving that they are 'Growing in God's Love'. Another commented, 'I feel, we are above anything else, a family. We support one another in all that we do which the children witness and follow. The

children are wonderful and respectful and love the Lord'. The provision of RSHE meets both statutory and diocesan requirements and is faithful to the teaching of the Church.

Leaders and governors are able to articulate the Church's mission in education and are thorough in exercising their duty as guardians of the Catholic life and mission of the school. There has been a recent change of leadership, but the new head of school is working effectively with staff, governors, and parents to ensure that Christ is at the heart of the school and the school policies and procedures demonstrate the Catholic identity and mission of the school. Leaders and governors promote the bishop's vision for the diocese and respond well to diocesan policies and initiatives. The school's links with the local parish priest are exceptional. The parish priest welcomes the pupils at weekly parish masses and visits the school regularly where he visits lessons and works with staff on scripture. Governors are ambitious for the Catholic life of the school and emphasise it as a school improvement priority. They are committed, well organised and conscientious in their work. The school's self-evaluation is thorough but could continue to be improved further by involving more staff and pupils in the process. The school has effective strategies for engaging with parents and carers for the benefit of pupils. There was a positive response to the parent survey with many comments supporting the school's commitment to the Catholic life and mission. One parent commented that 'their child was thriving at the school and enjoys the Catholic life.' Many parents were very positive and remarked on how 'the school is always helpful and works hard to meet the needs of our children.'

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



Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the *Religious Education Directory*. Their progress from starting points is the same when compared with other curriculum subjects and RE is in line with national averages at Key Stage 2. Pupils make good progress and are beginning to know what to do to improve their work. Religious literacy is good, and pupils can apply this to reflect spiritually and discuss their knowledge. Behaviour for learning is very good and pupils can work independently and take the initiative in their learning when given the opportunity to do so. There was evidence of pupils using their Bibles in lessons and being able to link scripture to their everyday life. This was observed in a Year 4 lesson where pupils were asked to reflect on their previous learning of the beatitudes and look for evidence of these in current news stories. Pupils used their tablets in this lesson to source current news stories and were engaged throughout the lesson. They were also able to use their Bibles effectively for links to scripture. In a Year 6 lesson, pupils were asked to identify and explain sources of religious beliefs from scripture, and this was linked to Catholic Social Teaching in a very thoughtful and reflective way. The responses from pupils in the Year 6 lesson demonstrated a high level of religious literacy. Pupils produce good work that is presented well and shows signs of creativity which the pupils enjoy. There was plenty of evidence of differentiated activities in lessons that enhances pupil learning in religious education. Most of the pupils we spoke to said they enjoy RE as they are interested in Bible stories and scripture.

Teachers plan well-sequenced lessons with a variety of learning activities for their pupils. The school provides support for the non-Catholic staff on the content of religious education but this could be further developed with a regular training programme. They are committed to the value of religious education, and they communicate this effectively to their pupils. Planning is linked to pupils' current assessment so that pupils learn well. All teachers use questioning skilfully during lessons to identify

precisely where pupils are in their understanding. As a result, they adapt activities and tasks, increasing engagement and maximising learning for all pupils. Celebration of effort was clear in all lessons and also the Friday celebration assembly. The reward system was greatly valued by pupils, and this led to good levels of motivation. Teachers provide pupils with relevant feedback in lessons with the use of pink and green highlighter pens in line with the school assessment policy and pupils understand how to improve on their work. Many opportunities were given to pupils in lessons to present their learning in a variety of ways that met the differing needs of pupils. Good quality resources, including other adults are used effectively to optimise learning for most pupils.

Leaders and governors ensure that the school curriculum is a faithful expression of the *Religious Education Directory*. They also ensure that religious education is comparable to other core curriculum subjects in terms of professional development, resourcing, timetabling, staffing and accommodation. Leaders plan the curriculum to provide sufficient opportunities for learners to progress sequentially through the subject content. Leaders should continue to ensure that the non-Catholic teachers receive training to deliver high quality religious education lessons. Leaders and governors ensure that religious education is effectively planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases. Outcomes are reviewed with teachers so that professional development within the school can be planned to support and challenge all pupils and staff. Leaders ensure that effective links are forged with the appropriate agencies and the wider community to provide a wide range of engaging enrichment activities to enhance pupils' learning and engagement in religious education. Leaders' and governors' self-evaluation is informed through review and monitoring and there are strategic plans in place to develop this self-evaluation to include more staff and pupils in the process.

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



Pupils respond well to the experiences of prayer and liturgy provided by the school. They participate in class Masses, class liturgies and assemblies. They understand a variety of ways of praying that are part of the Catholic tradition and enjoy learning about gospel values and Christian virtues. Scripture is used well throughout the school and linked to the Church's liturgical year to enhance pupils' understanding. Pupils recite prayers in morning registration, before and after lunch and at the end of the day. There was some pupil-led worship, but this could be further developed to include more pupils from all ages and key stages delivering this in both classes and assemblies. When pupils do lead on worship, they work well with teachers and other pupils to prepare worship, they can also recognise and articulate the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. All pupils participate in daily Christian meditation where they are able to pray in silence. This was observed in years 1 and 2 where pupils were reflective on Christ walking with them on a journey. Teachers linked the Christian mediation to Catholic Social Teaching on the various ways pupils could be stewards of God's creation. Pupils were calm, reverend and value these daily meditations. They entered their daily reflections in their prayer journals which are used in all year groups.

The centrality of prayer is evident in all areas of school life. The school is a prayerful community with prayer being used to support all its members. The headteacher takes a gospel assembly every Monday where the Sunday gospel is explained to the pupils and linked to Christian values. Key Stage 2 classes take it in turns to attend Mass at the local Catholic Church. There is a daily pattern of prayer that reflects the rhythm of the church. There are vibrant and engaging displays throughout the school and prayer spaces in classrooms. The pupils have an

opportunity to share their talents and gifts on St Patrick's day and the school choir has performed at a number of London events.

The school's policy on prayer and liturgy is well formulated and fit for purpose. It is accessible and useful to relevant staff who use it often when preparing prayer and liturgy. Training is provided to support new and non-Catholic members of staff in prayer and liturgy, so they are confident in delivering it to the pupils. This will need to continue in the future to preserve the school's Catholic identity. Governors are clearly committed in their support for the school's cycle of prayer and liturgy. The monitoring schedule is designed to support all aspects of worship within the school. It is evident that leaders, including governors, place the highest priority on the quality and impact of prayer and liturgy. Pupils attend Mass in the local parish regularly and can avail of the Sacrament of Reconciliation during Advent and Lent. They are encouraged to contribute to class worship assemblies and Masses in as many ways as possible.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	100045
Full postal address of the school	Holmes Road NW5 3AH
School phone number	020 7267 1200
Name of head teacher or principal	Head of school, Emma O' Reilly Executive head teacher, Moya Richardson
Chair of governing board	Margaret Harvey
School Website	https://www.stpatricks.camden.sch.uk
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	4-11
Trustees	Westminster Diocese
Gender of pupils	Mixed
Date of last denominational inspection	December 2016
Previous denominational inspection grade	Good/Outstanding

The inspection team

Mary Coyle	Lead inspector
Stephanie Gavin	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