



St Patrick's Catholic Primary School

URN: 102331

Catholic Schools Inspectorate report on behalf of the Bishop of Brentwood

26–27 June 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

Yes

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

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

What the school does well

- Pupils are proud of their school and fully embrace the mission statement and core values; this is witnessed in their excellent behaviour.
- Parents highly value the pastoral care offered to pupils and the whole family, alongside the very strong links with the parish.
- Staff and governors are highly committed to the inclusive nature of the school, where all are welcomed and their cultures are celebrated.
- Pupil outcomes in religious education are good; pupils are both enthusiastic and confident in discussing their learning.
- Leaders and governors have a well-planned calendar to celebrate the Eucharist as a whole school community, for all holy days of obligation and St Patrick's Day along with weekly attendance at the parish Mass for one year group

What the school needs to improve

- Develop and implement effective systems of monitoring to inform rigorous self-evaluation for Catholic life and mission and for prayer and liturgy across the school.
- Provide high quality professional development for the introduction of the *Religious Education Directory*, ensuring high levels of confidence and subject knowledge for all teachers.
- Develop a clear policy and strategy, which includes professional development, to enable staff to support pupils in planning, leading and evaluating prayer and liturgy

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

Pupil outcomes

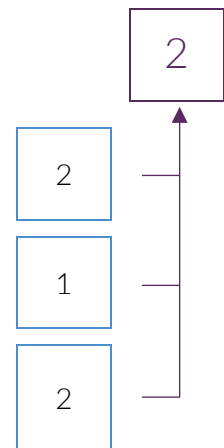
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

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



Pupils are able to articulate the school mission statement and core values with confidence. They feel privileged and grateful to be part of St Patrick's and appreciate their happy school family. Pupils know they are cared for and loved by staff. They know they follow Jesus and that St Patrick is an inspirational saint. Pupils have a good understanding of the need to help others. Younger pupils want to care for their friends. Key Stage 2 pupils are keen to support the wider community through donating to charities, which have been chosen by the school council, including the local food bank, and a Macmillan coffee morning. There is good understanding of Catholic social teaching and pupils are beginning to articulate the theology that underpins their actions. For example, pupils readily link *Laudato Si'* with their actions as Eco-Warriors. They are supporting the Woodland Trust to care for our common home; are undertaking litter picks to stop harming God's animals; and they had a book swap to reduce waste. Through living the school's core values they are developing a great respect for others, particularly those of other faiths. Pupils' behaviour in lessons and around the school is exemplary. Pupils willingly open doors for adults. Older pupils are keen to ensure younger ones are included. Pupils value the chaplaincy opportunities provided and this is evidenced in their respect and reverence.

The mission statement is central to the school's uniqueness, and is reviewed annually with pupils and staff, who are highly committed and fully embrace this mission. There is an extremely strong culture of community, which is valued by parents. The school is exceptionally inclusive, welcoming pupils of all faiths and none. Staff reach out to families in need and offer additional support, particularly to parents in financial difficulties, in times of bereavement, and to parents of pupils with additional needs. Staff are excellent role models in their interactions with pupils and each other. Pastoral care is outstanding. Parents provide many examples of the school going

above and beyond, saying staff are available and approachable, addressing any concerns within the day. One parent explained that 'all the staff at St Patrick's are inspirational role models to my child. I know my child's spiritual, emotional and social well-being are at the forefront of their education within St Patrick's. My child regularly comes home and speaks about the Gospel and Catholic social teaching.' The school's physical environment reflects its Catholic identity with priority given to prayerful and reflective displays around the school. Chaplaincy is good and supports the life and mission of the school. There is a recently reviewed relationship, sex, and health education policy, which is available on the school website.

There is a clear Catholic life and mission policy, which is reflected in all policies. Governors have a good knowledge of the Catholic life and mission of the school, attending many school events. Early career teachers and teachers of younger pupils have participated in a range of diocesan training. Parish links are excellent, exemplified in a parishioner leading the weekly rosary group for pupils, and the parish St Vincent de Paul society regularly working with the school. The parish priest is a welcome visitor, who also provides additional support for staff. The partnership with parents is exceptionally strong. Parents and governors worked together to raise funds to refurbish a classroom as a hub for pupils with special educational needs. Leaders and governors are committed to Catholic social teaching. The Catholic curriculum is developing; however, the school now needs to make cross curriculum links explicit. Leaders have the capacity and knowledge to make secure judgements regarding Catholic life and mission, and now they need to work with governors to establish rigorous monitoring, including the views of pupils, to inform self-evaluation and plan improvements. Staff appreciate the well-being policy. Some professional development, including a deanery day of reflection, have been provided to enable staff to reflect on the Catholic life and mission of the school. Consideration now needs to be given to ensure this is a regular feature of school life.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

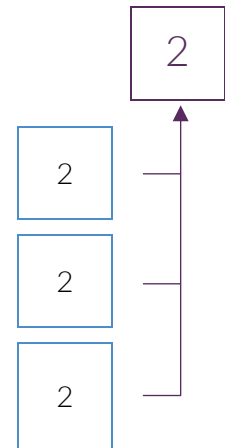
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils at St Patrick's school achieve well in religious education. In lessons, their behaviour is very good; they listen attentively; apply themselves positively to their learning, and build on prior knowledge resulting in them knowing and remembering more. Pupils speak with growing confidence as they progress through the years, demonstrating good use of religious vocabulary. They share, with increasing eloquence, their learning of scripture. They take time to verbalise accurately their thoughts and clarity of their learning. Pupils of all abilities make good progress. They appreciate being challenged and especially enjoy being 'Bible detectives'. Pupils enjoy lessons with clear expectations and respond to high expectations being required of them. Time is given for pupils to respond to marking, which is a strength, and deepens understanding for pupils. They value the marking and feedback, which allows them to know how well they are doing in religious education, and what they need to do next. Pupils clearly benefit from the rich and varied lessons they receive, especially those that are enriched with creativity. Where such opportunities are planned, pupils make accelerated progress and demonstrate their willingness and aptitude to improve and give of their best. They are rightly proud of their religious education books and these show clear parity with their English books with the best showing pleasing extended written tasks.

Staff clearly recognise the importance and positive impact this subject has on it pupils. Religious education is duly given the appropriate time, care, resourcing and monitoring so that pupils' moral, spiritual and emotional development is catered for and nourished. The appropriate planning is followed with fidelity to *Come and See* from Years 1 to 6 and is enhanced with Christian art works, drama Bibles, Bibles in Action, Ten Ten and CAFOD resources. The introduction of the Religious Education Directory in the Early Years Foundation Stage is being very well implemented and the staff and pupils are enjoying the rich and varied curriculum it

offers. Most teachers' subject knowledge is good; however, further professional development would ensure consistency. Good questioning leads to pupils thinking more deeply, and in upper Key Stage 2 pupils are able to justify and consider the language used to explain their answers. Regular assessments and joint deanery moderation allows staff to have a clear understanding of where their teaching and learning has strength and areas for development. School assessment is accurate within this area and systems in place are robust. All the staff are committed to the importance of religious education and are always fully engaged with the learning and support of the pupils within the classroom. The additional adult support offered to pupils with special educational needs is excellent.

The religious education leaders have a very good and clear understanding of how well the pupils are achieving and how well the teachers are delivering the learning in religious education. In lesson observations, leaders are completely clear and accurate in their judgements. Additionally, monitoring is effective, timely and planned. Pupils' progress is tracked appropriately and leaders analyse this data and evaluate it. This analysis results in strategic and timely input to enhance outcomes, provide further professional support, or broaden and develop resources. Teachers are well supported with the most recently appointed receiving a good induction, guidance and mentoring. The staff survey shows that staff feel hugely supported within this area and are extremely happy to seek advice and further professional development. Furthermore, the parish priest is available to clarify their understanding. The religious education team is proactive, accurate and well-motivated in its self-evaluation and monitoring of religious education. Governors acknowledge the importance of religious education but now need to be more resolute in their contributions to the self-evaluation process and actively share, contribute and further develop their knowledge regarding this area. They need to pose challenge and question to ensure robust and purposeful monitoring occurs and that the strategic action taken by the school continues to lead to good or better outcomes.

Collective worship

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

Collective worship key judgement grade

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

3

2

Pupils are respectful and engage in the prayer and liturgy opportunities provided by the school. They enjoy singing hymns and most pupils participate with enthusiasm. Pupils are familiar with a variety of ways of praying, including spontaneous prayer and reflection, which is evident in class prayer and liturgy. Pupils know prayers that are part of the Catholic tradition, including the Angelus and the prayers of the rosary. Class chaplains are beginning to work well with their teachers to plan and lead class prayer and liturgy, particularly in Year 6. Younger pupils often choose hymns and some scripture. However, pupils are not always well-prepared to undertake prayer and liturgy. Pupils are keen to pray for the needs of their families and the wider world. They are aware of the Pope Francis five finger prayer guide and use this to help them form their own prayers. Pupils in a Year 4 liturgy had written prayers for doctors and for the care of the environment. Pupils in Key Stage 2 can articulate the impact of prayer in their lives, knowing it can calm them and help them.

Prayer is central to the life of the school with prayers at key points during the school day, in religious education lessons and during class liturgies. Pupils are encouraged to write prayers, which are evident in class prayer books. The introduction of a 'prayer fish', which is held by each child during class liturgies, supports the development of pupils' spontaneous prayer. Scripture is central to all prayer and liturgy. During weekly Gospel assemblies pupils are encouraged to reflect on scripture. All staff, including leaders, show a commitment to prayer and liturgy through their participation in whole school prayer and their willingness to introduce new resources. However, some staff only have a superficial understanding of the structure and expectations of class prayer and liturgy. Music is usually used in class prayer and liturgy and some examples of religious art are used as a focal point for reflection. Prayer tables are evident in all classes and are well-cared for; they always include a liturgically appropriate coloured cloth, a candle, a

crucifix and Bible, all of which provide a focal point during class liturgies. There is a flourishing partnership with the local parish and a year group attend the Thursday Mass every week. Pupils are exceptionally well prepared to read and participate in the mass with great reverence. Weekly class assemblies have recently been introduced and parents welcome the opportunity to attend. Relevant staff now need to develop further opportunities to work with parents to include them more fully in the prayer life of the school.

The school has a policy on prayer and liturgy. It is evident that this is beginning to impact in the consistency of a focal point for prayer. However, the policy now needs to be adapted to ensure it is accessible and useful to staff to use consistently as a reference point when preparing prayer and liturgy. There is an exceptionally well-planned programme to ensure all pupils attend Mass on holy days of obligation. The parish priest ensures Mass is highly accessible for pupils and facilitates Reconciliation Services during Lent. Furthermore, leaders ensure a Christmas nativity, the Passion of Christ, St Patrick's Day and the Crowning of Our Lady in May provide additional opportunities to celebrate key events during the year as a school community. Leaders have begun to invest in new resources for prayer and liturgy. They have also begun to provide professional development for staff to improve their understanding of prayer and liturgy, although there has been limited opportunity for all relevant leaders to monitor the impact of these new initiatives. Leaders and governors now need to ensure there is a rigorous and systematic monitoring of prayer and liturgy in place to inform the school's self-evaluation and plan for improvements.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	102331
School DfE Number (LAESTAB)	3113503
Full postal address of the school	St Patrick's Catholic Primary School, Lowshoe Lane, Collier Row, Romford, RM5 2AP
School phone number	01708745655
Headteacher	Sharon Newman
Chair of Local Governing Body	John Hewitt
School Website	www.saint-patricks.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-Selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	7 February 2018
Previous denominational inspection grade	1

The inspection team

Mrs Gael Hicks
Mrs Sheila Birtles

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