



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

URN: 103088

Carried out on behalf of the Right Rev. Allan Williams, sm, Bishop of Brentwood on:

Date: 28-29 June 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
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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	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- Pupils are very proud of their school and behave exceptionally well; they are extremely respectful and appreciate all the school has to offer.
- Pupils are highly reflective, making links between their faith and actions, enabling their spiritual growth and development.
- There is a tangible sense of welcome and community, with staff, pupil, parents and governor engagement.
- The school's physical environment strongly promotes its Catholic faith and ethos.
- Members of the school community actively live out the mission statement, with staff acting as excellent role models in promoting the Catholic life and mission of the school.

### What the school needs to improve

- Embed Catholic Social Teaching throughout the curriculum so that all can confidently articulate its principles.
- Implement a consistent policy to ensure rigour in teacher feedback and pupil self-assessment in religious education.
- Continue to develop opportunities for pupils to independently prepare, lead and evaluate 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:.....

1

### Pupil outcomes

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

1

### 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



Pupils are very proud to be part of the school community and they play an active part in the Catholic life and mission of the school. They have an excellent understanding of their mission and it is evident in their actions as they “...strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God’s family.” Pupils can give clear examples of how they put this into action, by loving and respecting all around them and following in the footsteps of Jesus. Pupils are happy, confident and secure in school and know there is support for them if they are worried. They can clearly express that they are made in God’s image. Pupils are actively engaged in responding to the demands of Catholic Social Teaching by helping locally, nationally and globally, through fundraising for the local Christian Kitchen, for earthquake relief in Syria and for many Cafod projects. Pupils have an excellent understanding that they should not only give money, but if they “provide seeds, families can grow their own food and help themselves”. Pupils have a deep respect for other faiths. This is evidenced in displays around the school, work in books and through the visits to places of worship.

Staff embrace the mission statement and they can clearly articulate how they ensure that pupils strive for excellence in all areas, not only academic subjects. There is a strong and lived sense of community, which is celebrated with shared food and music from all the community groups in the school’s joyous annual international evening. Additionally, many children dress in national costumes. All relationships are exceptionally strong and supportive. Staff articulate how proud they are of the welcome given to all, and they can provide many examples of going the extra mile to support families in need with the highest level of pastoral care. Pastoral provision for pupils includes three specialist emotional literacy support assistants. Staff are exemplary role models, showing courtesy to pupils and each other. There is great pride in the St Patrick’s “staff family” with one staff member explaining that “the Catholic ethos is at the heart of the school and within its community”.

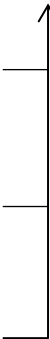
Chaplaincy is strong and central to the life of school, with a real commitment to the education of the whole person. This is evident in the spiritual development witnessed during religious education lessons; the beautiful pupil art displayed around school; and the opportunities for dance and sports that are provided. The provision for R(S)HE meets the statutory requirements. Pupils contribute well in lessons and are confident in expressing their new learning regarding relationship education.

Leaders and governors clearly articulate the Church's mission and ensure the school's policies reflect the Catholic identity of the school. Leaders, including governors, are passionate in their mission to reach out to all families, including the most disadvantaged, putting into practice the Church's preferential option for the poor. They respond well to diocesan policies and avail themselves of many diocesan services. The school maintains and cultivates effective links with the local parish. The priests in the community are regular and welcome visitors to classes. Leaders respect the dignity of workers and actively implement the school's well-being policy. The partnership with parents is strong and most parents are appreciative of the work of the school. The taught curriculum reflects the Catholic nature of the school and leaders are aware of the need to fully embed the principles of Catholic Social Teaching across all year groups. Governors are ambitious for the Catholic life and mission of the school, and through their monitoring visits and observations they have very good knowledge of the community they serve. The school's approach to self-evaluation is good, but the process could be further strengthened through pupil involvement. The school is developing an increasingly well-planned approach to professional development focusing on Catholic life and mission.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....	2
<b>Pupil outcomes</b> How well pupils achieve and enjoy their learning in religious education.....	2
<b>Provision</b> The quality of teaching, learning, and assessment in religious education.....	2
<b>Leadership</b> 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 Curriculum Directory*. Over time pupils make good progress and they use increasingly challenging religious key vocabulary very well, both orally and in their religious education books. These books clearly evidence the pride they take in their work and the respect and understanding they have for the subject. Pupils are enthusiastic and enjoy religious education, which is shown in their keenness to engage and very good behaviour during lessons. Additionally, they are able to relate their learning to their own experiences and faith journey. Pupils deepen their knowledge by asking meaningful questions and speak with confidence about what they have learnt. They are also confident in speaking about their spirituality and relating it to their everyday life. Pupils work both collaboratively and independently to achieve success. Many pupils can assess their own learning and are able to articulate what they need to do to make further progress in their learning. They show an understanding of the process they would follow to do so. This awareness shown by pupils now needs to be consistent across the school. Pupils achieve well in religious education and achievement and attainment are in line with other core subjects.

Teachers have good subject knowledge and understanding of how pupils learn. They value religious education and have high expectations of their pupils. Teachers plan using the diocesan recommended scheme of work and make good use of questioning to remind pupils of previous learning. Misconceptions are quickly assessed and rectified. Some teachers provide helpful feedback for pupils, with some using reflective questions and extension questions to help pupils deepen their knowledge and understanding. A consistent approach and policy will need to be in place to ensure rigour in teacher feedback and pupil self-assessment so that all pupils know what they can do to improve and make progress. Helping the pupils understand how they can improve

will assist in the growth of pupils' self-awareness. Additional adults are deployed to support the learning of pupils with special educational needs. Many teachers provide pupils with a variety of ways to express themselves, including the use of art. Opportunities to moderate and assess pupils work with colleagues within the school, and across the trust, ensure that teacher assessment is accurate.

Leaders and governors ensure that provision meets the requirements of the *Religious Education Curriculum Directory*. The subject has full parity with core subjects regarding resourcing and staffing. Systems of assessment used elsewhere in school are equally applied to religious education. Religious education is held in high esteem throughout the school, evidenced by wall displays, pupil behaviour and written work. The quality of learning and teaching is monitored through book looks and observations, with staff being provided with feedback. Teachers early in their careers and the religious education subject leader (R.E. lead) attend diocesan training. Staff value and welcome the support offered by the R.E. lead and they draw on her expertise to improve standards. The R.E. lead shows a real commitment and passion to the development of staff. There is a clear plan for professional development that will positively impact the teaching and learning at the school. Additionally, there is a developing plan for the implementation of the new *Religious Education Directory*. Leaders ensure that pupils are provided with engaging enrichment activities, particularly in diverse styles of art, to enhance pupils' learning in religious education. There is a link religious education governor who visits the school and is supported by the parish priest. The headteacher and religious education leader present reports to governors, during governors' meetings, to inform the self-evaluation 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 are actively engaged in prayer and liturgy experiences, including times to reflect. Their uplifting singing enhances school assemblies, Masses and class prayer and liturgy. Pupils have a good knowledge of the key events in the liturgical year and they know how these are celebrated in school. One pupil spoke movingly of the occasion of the Crowning of Our Lady in the school's tranquil Peace Garden, when pupils enthusiastically bring flowers for this joyous event. Pupils have an increasing role in prayer and liturgy, including writing their own prayers for assemblies. Pupils' spiritual journals provide an excellent example of their ability to articulate prayers that are influenced by the curriculum and wider life of the school. Many of these spontaneous prayers are deeply touching and beautifully presented. In a year 5 class liturgy, focusing on the prayer of St Theresa of Avila, *Christ has no body but yours*, pupils were able reflect and articulate how they can use their hands to do Christ's work on earth.

Prayer and liturgy includes moments of joy and is central to the life of the school. Staff speak with passion about the school's celebration of Pentecost. Teachers plan a series of lessons around Pentecost, culminating in a whole school showcase of work produced, followed by a birthday party in the school playground. This enables pupils to remember this special day in the church calendar. The daily pattern of prayer life is evidently embedded and reflects the rhythms of the prayer life of the Church. Appropriate scripture passages are used in prayer and liturgy, pupils are able to reflect meaningfully on these chosen passages. Staff, including senior leaders, are models of good practice in leading prayer and they have a growing knowledge of the liturgical norms within the Church. Staff skills now need to be developed to enable them to empower the pupils to increase their abilities to plan, lead and evaluate prayer and liturgy. Focal areas are in place within each classroom and the beautiful altar in the entrance foyer provides a central statement on the importance of prayer and

liturgy within the school. Stations of the Cross, skilfully painted by pupils, provide creative reflection opportunities around the school. The Peace Garden provides a further area conducive to prayer. Class prayer bags for pupils to take home have recently been introduced. The reflective scripture cards, bible and journal have been welcomed by parents. The Wednesday Word is available to families to help pupils participate more fully in the liturgy.

The school's policy on prayer and liturgy is incorporated within the religious education policy and is available to staff. Leaders and governors are clear on the strategy of professional development to improve staff skills in order to enhance pupils' ability to lead prayer and liturgy in the school, at a level appropriate to their age group. Leaders and governors ensure the school calendar provides opportunities for pupils to attend Mass on many of the holy days of obligation and alternative liturgies are provided when this is not possible. Leaders are familiar with the Church's liturgical resources and use reading appropriate to the season when preparing prayer and liturgy. Leaders ensure pupils know the traditional prayers of the Church and provide time for reflection. Resources are allocated appropriately to ensure the centrality of prayer and liturgy within the school. Leaders and governors have good knowledge of the prayer life of the school and they are beginning to review this as part of the school's cycle of self-evaluation. The views of pupils should now be sought as part of this evaluation process.

## Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	103088
Full postal address of the school	1 Longfield Avenue, Walthamstow, London
School phone number	020 8509 4321
Name of head teacher or principal	Mr Ruslan Protsiv
Chair of governing board	Fr Kevin Conway and Cathryn Gregory
School Website	www.st-patricks.waltham.sch.uk
Multi-academy trust or company (if applicable)	
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Diocese of Brentwood
Gender of pupils	Mixed
Date of last denominational inspection	29 March 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Gael Hicks	Lead inspector
Lisa Schaberg	Team inspector
Angela Moore	Shadow 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