



St Patrick's Catholic Primary School

Goatbeck Terrace, Langley Moor, Durham, DH7 8JJ

School Unique Reference Number: **114268**

Inspection dates: 01 – 02 February 2017
Inspector: Mary Frain

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Patrick's Catholic Primary School is an outstanding Catholic school because:

- St Patrick's is a very warm, welcoming school where everyone shares the head teacher's clear vision. The mission and ethos of Catholic Education radiates throughout the whole school community.
- The Catholic Life of the school is outstanding because the well-being, spiritual and personal development of pupils and staff underpin all that the school does. The parish and school links are exceptional.
- The quality of Collective Worship is outstanding. Worship is central to the life of the school. Pupils, guided by skilled staff, demonstrate the skills necessary to deliver high quality acts of worship.
- The quality of Religious Education is outstanding. It is given the highest priority in school and most children make very good progress over time. Pupils enjoy their Religious Education lessons and their behaviour is exemplary.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Patrick's is a smaller than average primary school with an annual admission number of 15, serving the parish of St Patrick's Langley Moor.
- 20% of pupils are from ethnic groups.
- The number of pupils eligible for pupil premium is below the national average. The number of pupils with special educational needs and disabilities is in line with the national average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To continue to develop the quality of teaching and assessment in Religious Education by:
 - supporting new staff in their confidence and specialist knowledge in Religious Education to maintain the high standards.
- Further improve the provision for Collective Worship by:
 - developing a quality prayer space in school that can be used for a variety of worship experiences by staff, pupils and parents.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils make an outstanding contribution to the Catholic Life of the school, from their time in reception class right through to year six. The mission statement, 'use well the gifts that God has given you' is known and lived out by the whole school community.
- Pupils enthusiastically embrace the opportunities the school offers them to become active members of the school community. Mini Vinnies are very active, visiting care homes, collecting for the food bank and the 'Dorothy's Well' charity. The school council make decisions that influence school practice, including reward systems and in fundraising campaigns. Play leaders support younger pupils, and in such a small school, some pupils choose to take on multiple roles of responsibility.
- Pupil behaviour is exemplary. The school sets high expectations for the behaviour of their pupils. The message is consistently applied by every member of staff and clearly understood by all pupils.
- The parish and school links are exceptional. The school and parish work seamlessly together due to excellent relationships between the leadership and a shared vision and commitment. The parish priest visits every Wednesday for lunch and knows the pupils well. The pupils are happy to share their news with him, and see him as very much a part of the school community. The headteacher and chair of governors are both active members of the parish. The school is used for parish social events, which many of the school community attend. Pupils and parents are enthusiastically involved in parish celebrations.

The quality of provision for the Catholic Life of the school is outstanding.

- The school's mission statement is clear and inspiring, and the whole school community is committed to its implementation. The Catholic identity of the school is evident at all times, through the sacred spaces and displays around the school. The year of Oscar Romero has been launched through a special liturgy for pupils and parents, and activities will build across the year.
- 'Statements to live by' are used to very good effect to support class Collective Worship and to enhance the wider curriculum.

- Staff pray regularly together, and a staff retreat day is planned for the summer term. Staff clearly value and appreciate these opportunities.
- The quality of pastoral care is excellent. The pupils say that they look after one another and take great pride in their school. Parents and pupils say that they receive excellent support and guidance from the school.
- Clear policies and procedures are in place which are carefully planned to reflect the Catholic Life of the school for both pupils and staff. The Relationships and Sex Education programme is well established and delivered effectively at age appropriate levels following the diocesan model.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Senior leaders are deeply committed to the mission of the church. They are highly visible in the school, parish and local community. The headteacher is a member of the parish and an active member of the parish council. She is a superb role model for pupils, parents and staff. The support of the parish priest and the chair of governors add significantly to the strength of the leadership.
- The Catholic Life of the school is given the highest priority by leaders. The school improvement plan is meticulous in its aims to ensure that this remains at the centre of school life and that there is continuous improvement. A key priority this year has been to support staff who are new to the school, through mentoring as well as providing access to in school and diocesan training. Governors have been central to the planning and monitoring of this priority and in supporting the leadership team to achieve this. The impact of this work is evident in such a strong and harmonious community.
- Parents are overwhelmingly supportive of the work of the school. Parents are regular visitors to liturgies and acts of worship. Governors are also highly committed to supporting key activities and celebrations.
- The governing body provides very effective challenge and support for the Catholic Life of the school. Together with the headteacher they have a very clear vision and high aspirations for future developments.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- Prayer is central to the life of the school and from a young age, pupils are respectful and prayerful during high quality acts of Collective Worship. Pupils are wholly involved in a variety of acts of worship and join in both formal and spontaneous prayer with enthusiasm and reverence.
- A programme for the two key stage two classes to join with the parish family to celebrate week day Mass each fortnight is embraced by all.
- Pupils have a very good, age appropriate understanding of the liturgical year, including its seasons and its feasts.
- Pupils plan and lead class Collective Worship with confidence and enthusiasm. They are encouraged to give feedback on the experience, which they do with increasing skill and thoughtfulness. The Mini Vinnies and pupils on the school council lead Collective Worship when appropriate, such as when they are launching a fundraising campaign.
- Parents are invited to join in acts of worship regularly throughout the year. Parent feedback indicates that many parents highly value these opportunities.

The quality of provision for Collective Worship is outstanding.

- Prayer is central to school life and is a natural and regular part of each day. There is a well - established programme for Collective Worship that places the 'Statements to live by', the Sunday gospel readings and the liturgical year and feast days at its centre.
- Resources such as 'the travelling crib' and 'Lenten bags' are received enthusiastically by pupils and families. Each class has access to high quality resources to support class Collective Worship. Pupils choose appropriate artefacts, symbols and music to support their worship.
- Senior leaders are able to model high quality and inspirational acts of Collective Worship to the benefit of staff and pupils. Collective Worship has a clear purpose, message and direction and care is taken to ensure that all pupils can participate fully in the worship, regardless of age or ability.
- The Collective Worship policy provides a clear structure for staff to ensure there are a variety of opportunities for staff and pupils to pray together regularly.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- The headteacher has set a very high standard for Collective Worship in school. All new staff attend relevant diocesan training and are ably supported by more experienced colleagues, in particular the headteacher and the Religious Education coordinator who are models of outstanding practice for staff and pupils.
- There is clear evidence of the quality of Collective Worship being monitored and evaluated and for all points of action being addressed. It is given a high priority by all leaders and active involvement by governors ensures that they have an accurate understanding of the strengths and areas for further development in Collective Worship.
- Views of pupils and their families are regularly sought and guide future developments.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Pupils enjoy and understand the value of Religious Education, with a number of them describing it as 'fun' and 'interesting'. Behaviour in lessons is excellent with pupils concentrating very well and showing real enthusiasm for learning.
- Pupils acquire knowledge quickly and in depth due to creative and imaginative ways of presenting information and the excellent use of the parish priest as a teaching resource.
- The range of skills expected from the pupils is wide and challenging, resulting in a depth of knowledge and understanding. There are many examples across the school of pupils being challenged appropriately to ask deeper questions.
- Outcomes for pupils are very good overall. They are consistently well above diocesan averages at the end of key stage one, and this pattern continues in key stage two, with pupils in year four and year six achieving outcomes consistently above diocesan averages.
- Most pupils, including pupils with special educational needs and at the early stages of learning English, make good progress within lessons and over time. This is because of careful planning and questioning tailored to individual pupil's needs.
- Parents appreciate the valuable impact that Religious Education has on their children. Many of them say that their children talk about what they have learnt in Religious Education at home. One parent had travelled to Newcastle to purchase a Simple Missal for her daughter after she had been so enthused by a lesson about books used in church.

The quality of teaching and assessment in Religious Education is outstanding.

- The majority of teaching is outstanding and never less than consistently good. Teachers demonstrate strong subject knowledge and have high expectations for their pupils.
- Teachers skilfully question groups of pupils and individuals during lessons which maximises the learning for pupils of all abilities. They are set challenging tasks which are well matched to their learning needs and which ensure achievement at the highest levels.
- Teachers use a wide range of imaginative resources and teaching strategies. Altar servers, Eucharistic Ministers and Ministers of the Word are invited to talk to the pupils about their roles, and the parish priest regularly supports the teaching with specialist knowledge. The church building is used very effectively as part of Religious Education lessons.
- A highly skilled teaching assistant is used very effectively to support new members of staff.

- Differentiation is used very effectively throughout the school. This results in all groups of children being able to make very good and often rapid progress.
- Marking and feedback is consistently excellent and contributes significantly to the high standards. Pupils regularly respond to the feedback, often furthering their learning. All teachers make excellent use of further questioning to develop understanding or to prompt a more detailed response.
- Pupils are very aware of how well they are doing and how they can improve their work through the use of the 'I can' statements, the excellent marking and feedback, and through regular self-assessment in lessons. Assessments are regular and the levelling of pupils' work is accurate. New staff are superbly supported by the headteacher and Religious Education coordinator in accurately assessing and in understanding how to move learning forward.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The planning and strategic action taken by the leadership team has been very effective, leading to outstanding teaching and learning in Religious Education, and outstanding outcomes. There is a high level of expertise and vision which means Religious Education is always given the highest priority.
- There is an imaginative and stimulating Religious Education curriculum which enhances and enriches other subject areas, particularly personal and social education, art and music. Religious Education is very well resourced in comparison to other core curriculum areas, particularly with regard to staff training and targeted support from a teaching assistant.
- All performance management includes targets relating to teaching and learning in Religious Education and these targets are monitored throughout the year.
- Diocesan guidelines for Sacramental preparation are followed closely and three of the staff are catechists. It is fully embedded in the Religious Education curriculum.
- Governors regularly visit the school and are actively involved in monitoring and evaluation activities. They offer outstanding support and challenge to the school discharging their statutory and canonical duties well.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

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

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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COLLECTIVE WORSHIP:**1**

How well pupils respond to and participate in the school's Collective Worship.

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The quality of provision for Collective Worship.

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RELIGIOUS EDUCATION:**1**

How well pupils achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education.

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How well leaders and managers monitor and evaluate the provision for Religious Education.

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SCHOOL DETAILS

School name	St Patrick's Catholic Primary School
Unique reference number	114268
Local authority	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Mrs Carol Bainbridge
Head teacher	Mrs Pauline Burnside
Date of previous school inspection	September 2011
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