



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

### SOUTHPORT

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Tuesday 5 February 2008

Inspectors      Rev. D. Melly      Mr. D. Ashley

URN              104918

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Catholic Primary
Age range of pupils	5 -11
Number on roll	289
Chair of governors	Mrs. R. Travers
School address	Radnor Drive, Churchtown, Southport, PR9 9RR.
Telephone number	01704 225906
Fax number	01704 507180
E-mail address	<a href="mailto:Head.StPatricks@schools.sefton.gov.uk">Head.StPatricks@schools.sefton.gov.uk</a>
Date of last inspection	22 March 2004
Headteacher	Mr. G. Bevin

## Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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.

## Description of the school

St. Patrick's School is a slightly larger than average primary school. It is situated in Churchtown and mainly serves the parishes of St. Patrick & St. Marie. It is part of the Sefton Local Authority. The catchment area is mixed but the social and economic circumstances are generally favourable. There are 289 learners on roll of whom 265 are baptised Catholics, 24 come from other Christian denominations and there are no learners from an *Other Faith* tradition. The number of learners eligible for free school meals is below average as is the number of children with learning difficulties and/or disabilities. There are 15 members of staff all of whom are Catholic. Fourteen teachers teach Religious Education 12 of who have a Religious Education qualification.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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## **Overall effectiveness of the school**

St. Patrick's is an outstanding school. It is an open, welcoming, Christ centred community where all are enabled to achieve their potential, working in partnership with the homes, the parish and the wider community. A very strong Catholic ethos is certainly evident in the positive climate, which has been created for work. Outstanding relationships have obviously been established by working closely with home, parish and the local and global community. All are valued, respected, cared for and affirmed. Standards are outstanding overall. Learners achieve well and make outstanding progress. Teaching is outstanding overall. Assessment is in place and is well developed. The curriculum planning is very good and thorough and results in an effective delivery of the *Here I Am* programme. Learners' behaviour is outstanding. The Religious Education programme, Collective Worship and the Catholic life of the school make an outstanding contribution to the learners' spiritual and moral development. The school is outstanding in promoting community cohesion. The headteacher, and senior management team, have a clear understanding of the school's strengths and a vision of how to meet development needs.

**Grade: 1**

## **Improvement since the last inspection**

Following the last Section 23 Inspection in March 2004 the school has taken effective steps to involve all that are part of the life of the school in a process leading to the development of the new Mission Statement together with its aims and practical objectives. Effective steps have been taken to ensure the ongoing development of Religious Education through the provision of staff in-service and the formal monitoring of teaching and workbooks. Guidelines to support the policy, planning and delivery of Collective Worship have been put in place. Regular newsletters are sent to the homes keeping parents informed about Religious Education with suggestions for involvement. There are interactive white boards in the school hall and in all classes, which are very well used. Relationships with the parish and the wider community have been substantially developed

**Grade: 1**

## **Capacity to improve**

The school's self-evaluation is accurate and comprehensive though at times self-effacing. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and the school development plan. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is outstanding capacity and eagerness for further improvement.

**Grade: 1**

## **What the school should do to improve further**

- Continue to implement the targets set out in the school self-evaluation document and development plan.

## **Achievement and standards**

Learners' attainment on entry to the school is that typically expected of children of their age. Learners make good progress in the school and by Year 6 meet or significantly exceed the expectations of the *Here I Am* programme. Standards in Religious Education overall are outstanding. There are no significant differences in performance by learners of different gender or ethnic background. Learners with special needs make very good progress in Religious Education with the provision of differing tasks and the help provided by the teachers and learning support assistants. The school checks on the progress made by all through assessment. The development of this work is a priority for the school. Learners' work is always marked mostly with positive comments that affirm. However, marking frequently lacks information which learners require in order to identify how they can make further progress. Learners are very confident and articulate in discussion. They ask good questions which show good knowledge and understanding of Religious Education. Learners are given opportunities to record their knowledge and understanding and express their own thoughts and feelings in a variety of styles.

Catholic beliefs and values are at the heart of learners' spiritual development. The school celebrates achievements in lessons and assemblies. Children throughout the school are confident and obviously enjoy work. They have a good understanding of the life and teaching of Jesus and his Church and are able to apply this to their own lives and experiences. Learners' behaviour is outstanding. They have a very good sense of right and wrong, which is supported by the effective house system, which is in place. The Gospel values of love, integrity, care, respect, trust and tolerance underpin the provision for learners' moral development enabling learners to make an outstanding contribution to the school community. Teachers and learners show genuine care, concern and respect for each other.

**Grade: 1**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

The quality of provision for Religious Education is outstanding. Teaching is outstanding overall. Teachers are secure in their knowledge and understanding of the *Here I Am* programme and this is reflected in their thorough planning and confident delivery of the topics. *Here I Am* is very well used. There are examples of extremely enthusiastic teaching, which show creativity and imagination. This challenges the learners and enables them to respond enthusiastically and helps them to work well both independently and

collaboratively. Outstanding use is made of information communication technology, particularly power point presentations, which are suitably linked to the *Here I Am* programme. Question and answer techniques are extremely good and recall well previous learning. They feature very encouraging interventions, which motivate and support pupils' learning. Learners are certainly challenged and respond positively. The learners' listening skills are obviously very well developed. Very good use is also made of role-play. Children's behaviour and relationships are outstanding in all lessons. Learners are obviously valued in class. They are listened to and treated with respect not just by the teachers and support staff but also by their peers. Affirmation is used to great effect. The tasks observed on the day were challenging, interesting and differentiated, catering well for the wide spectrum of learning abilities in the school. Because of this approach the children are able to learn and make progress. There is very good structure to the lessons, which, together with the diligence of the teachers, helps learners stay focussed. Learners work extremely well both independently and collaboratively. Monitoring of teaching and learning through observation of planning, lessons and learners' workbooks, has been put in place and is very thorough. Where observed, very effective use is made of teaching assistants throughout lessons. The learning objective is shared at the beginning of most of the lessons and is revisited. This helps maintain the sharp focus of the lesson. Learners' work is regularly assessed and records are effectively kept in portfolios.

Parents and carers are enabled to become involved in their children's Religious Education in a variety of ways. Curriculum meetings are held at the beginning of each year where the curriculum is explained, together with ways they can be involved in their children's education. Newsletters are also sent to the homes regularly with an outline of the religious topics to be covered and suggestions for involvement. Parents are also invited to attend school Masses, assemblies and special celebrations. The school also reports on progress in Religious Education.

**Grade: 1**

## **Curriculum**

The school is effective in meeting the Religious Education curriculum needs and interests of learners. Through using the *Here I Am* programme recommended by the Archdiocese the school meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time approximately 10% is allocated to Religious Education, which is a requirement of the Bishops of England and Wales. Very strong links are made with home, parish and the local and global community. The Religious Education curriculum makes an outstanding impact on learners' spiritual and moral development.

**Grade: 1**

# **Leadership and Management**

## **Religious Education**

Leadership and management in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school, which is shared by all and is reflected in the very positive relationships throughout the school and the enthusiasm of the learners. The headteacher, leadership team and the Religious Education coordinator are extremely committed. They are making an outstanding contribution in leading and supporting staff and have a clear vision for the further development of the school. The Religious Education coordinator shows enthusiasm for her role and is obviously very committed. She is a great example to others in the school community. An excellent handbook guides and directs all staff in their delivery of Religious Education. Monitoring through scrutiny of planning, workbooks, teaching and learning is in place and is outstanding. A process of assessment is also in place and is very effective. Twelve of the 14 staff teaching Religious Education have a suitable qualification. Teaching assistants are very effectively deployed. The subject leader attends coordinators' meetings and information is disseminated to all staff during staff meetings or in-service time. Priorities for the subject are clearly identified and targets set. Religious Education is well resourced and funding has been well used to add value to children's learning. The headteacher and Religious Education coordinator keep governors informed on matters relating to Religious Education. Governors discharge their responsibilities most effectively. The parish priests are very valued members of the community and their contribution to the life of the school is greatly appreciated. All the governors are very involved in the life of the school and are not only supportive but also challenging.

**Grade: 1**

## **Catholic Life of the School**

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. St. Patrick's is a school in which the Gospel spirit of love, integrity, care, respect, trust and tolerance permeates every aspect of its life and work. The learners are obviously valued, affirmed and respected. This helps them to be confident and happy. An outstanding Mission Statement, which expresses the philosophy of education in this Catholic school, is in place. Aims, flowing from the Mission Statement with objectives showing how the aims are to be achieved, are also in place. All who form the school community were involved in the development of the Mission Statement, which is at the heart of all that is done in the school. It is hoped that there will be another review of the statement in the near future.

**Grade: 1**

## **Collective Worship**

The quality of Collective Worship overall is outstanding. The school provides Collective Worship in a variety of ways for each child daily, in class and phase gatherings. This fulfils government and Archdiocesan guidance. An outstanding policy and guidelines to support the planning, delivery and nurturing of Collective Worship is in place. Acts of worship include music, lighted candles and pictures on the Interactive board to create a prayerful atmosphere. In each classroom a relevant and meaningful focus for worship with lighted candles, flowers and appropriate artefacts is also in place. During the Collective Worship observed on the day of inspection both formal and informal prayer, some of which was spontaneous, reflected the needs of those present, their families and the world. Very good use is made of the psalms from *God's Story*. There is also time for personal reflection, which is extremely well used. Hymns are sung very enthusiastically. The learners present responded enthusiastically to the warm, nurturing encouragement of the leaders. Excellent use is made of power point presentations. Focus tables and displays in each classroom and throughout the school are colourful, attractive and well presented, expressing well the topic of thanksgiving. This enhances the delivery of the curriculum and Collective Worship. Collective Worship makes an outstanding contribution to the spiritual and moral development of the children.

**Grade: 1**

## **Community Cohesion**

The school's leadership team is outstanding in promoting community cohesion. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Parents and carers are very involved in decision-making and in the life of the school. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education programme, *Here I Am*, supports community cohesion, which in turn has been supported by the many visitors invited into the school from the homes, the parish and the wider community, including those from other faith traditions. Links are already established with a school in China and are currently being created with schools in Romania and Nigeria. Learners have explored the beliefs and values of Judaism, Hinduism and Islam. All show a concern for the well being of those less fortunate than themselves in their support of The Hungry Jar (for the poor), McMillan Cancer Appeal, CAFOD, Nugent Care, SVP Christmas Hamper Appeal and the selling of Bulbs to support the Don Orioni Mission in Africa.

**Grade 1**