



DIOCESAN INSPECTION REPORT

St Patrick’s Catholic College (part of the Nicholas Postgate Catholic Academy Trust)

Baysdale Road, Thornaby, Stockton-on-Tees, TS17 9DE

School Unique Reference Number: **142281**

Inspection dates:	23 & 24 March 2022		
Lead inspector:	Mark Taylor		
Team inspector:	Helen Pepper, Steve Sandwell (Shadow Inspector)		
Overall effectiveness	Previous inspection:	Select Previous OE Judgement	1
	This inspection:	Select OE Judgement	2
Catholic Life:		Select CL Judgement	1
Collective Worship:		Select CW Judgement	2
Religious Education:		Select RE Judgement	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Patrick’s Catholic College (part of the Nicholas Postgate Catholic Academy Trust) is a good Catholic school because:

- Staff and pupils work hard to ensure that the school’s mission statement is at the centre of all that they do.
- Collective Worship is integral to the life of the school. This is particularly apparent among Key Stage 3 pupils. However, there is too little evidence to be able to evaluate the impact of Collective Worship on all pupils.
- Most pupils make good progress from their starting points and outcomes are broadly in line with national figures. However, there is insufficient differentiation to ensure that good progress is made across all groups.
- There is a strong sense of community evident, in line with the school’s mission statement.
- Governors have a strong input into the strategic development of school improvement and are pragmatic with their support.
- Links with local feeder primary schools are good and the Head of RE’s KS2-KS3 transition programme is outstanding.
- Catholic Social Teachings are prevalent in the life of the school. Pupils are able to talk confidently about the work of the school, and act on this.
- The school has worked hard over recent years to maintain and strengthen parish links.
- Teaching in RE is good, with outstanding elements being observed. Evaluation is accurate and thought provoking. Leaders have an excellent understanding of the school’s strengths and understand what needs to be done to improve further.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Patrick's Catholic College is a small Catholic secondary school, NOR 496, primarily serving the families and young people of Thornaby and Ingleby Barwick. The school is part of the Nicholas Postgate Catholic Academy Trust (NPCAT), formed in June 2018. It has three official feeder primary schools: St Patrick's, Thornaby; Christ the King, Thornaby and St Thérèse of Lisieux, Ingleby Barwick. These schools are also part of NPCAT.

The parishes served by St Patrick's Catholic College are aligned with the three feeder primaries. Fr Pat O'Neill is the parish priest for St Patrick's and Christ the King parishes. Canon Alan Sheridan is the parish priest for St Thérèse of Lisieux.

St Patrick's is a non-selective school with a good reputation locally. Staff and pupils are proud to be associated with the school.

The school allocates 10% of learning time to RE in all year groups, in line with requirements.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Strengthen the provision for Collective Worship by:
 - ensuring that Key Stage 4 pupils actively participate in Collective Worship with the same passion and enthusiasm shown by pupils in Key Stage 3.
 - underpinning the monitoring of Collective Worship in form time with a rigorous recording process that allows leaders to evaluate the effectiveness of the current pupil and staff experience.
- Improve pupil outcomes by:
 - focussing on improving differentiation across all year groups; especially considering the underperformance of groups. Thus, ensuring that overall progress improves and performance is aligned across the cohorts.
 - creating opportunities for pupils to enjoy Religious Education outside of the curriculum.
- Strengthen Catholic Life in the school by:
 - extending the retreat provision, on offer to pupils in Key Stage 3, to all pupils in Key Stage 4.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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.

2

1

1

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

- The Catholic Life Ambassadors within the school are inspirational. Their work with pupils in the feeder primary schools helps consolidate the faith continuity that is part of the school's mission.
- Pupils demonstrate the Gospel values in school, showing kindness and adopting an inclusive approach to all members of the school community.
- There are also a number of fundraising and prayer events that take place; supporting others at a local, national and global level. Pupils spoke willingly about these, including their 'Walk for Hunger' and the work done to support refugees in the local community.

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

- There is a clear and well supported mission in the school. It is evident there is a strong sense of community and family. This is due to the commitment of all staff, who model Catholic values and virtues. Staff comment that they can now 'feel the faith' in school and they are thrilled that the 'pride is coming back'.
- New staff undergo a comprehensive induction process when they start at St Patrick's. They feel well prepared to deliver the school's mission, regardless of faith background. The process is regularly monitored and evaluated by the Chaplaincy Co-ordinator.
- The pandemic has not slowed down the school's drive to reach out to the community. School noticeboards in churches inform the parish of events that have taken place virtually and that connection with the parishes has been reinforced with the distribution of Christmas cards and Lenten cards to members of the community.
- The parish priest is a regular visitor to the school and states that the 'fruits of the stronger relationship between the church and the school are beginning to show'.
- Catholic Life events are starting up again this year. There are a number of pupils who are attending the Lourdes Pilgrimage and plans are already in place for 'Flame' 2023.
- Retreats for Key Stage 3 pupils are now established. However, there is not the same opportunity for all Key Stage 4 pupils.

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

- Staff have responded well to the caring and nurturing leadership style that underpins the rapid improvement in the school. Staff comment that the Executive Headteacher and the Head of School clearly demonstrate an empathetic leadership style that makes all staff feel valued. Staff regularly comment on the 'sterling work' done by leadership team over recent years to promote Catholic Life within the school.
- The Chaplaincy co-ordinator has clear plans in place for monitoring and evaluation of Catholic Life. Her reflective approach ensures that provision continues to strengthen and offers the best that the school can to the whole community.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- 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.

2

1

2

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

- Pupils are committed to the school's mission statement and understand their role within a Catholic school.
- Pupils, in Key Stage 3 particularly, talk passionately about their Collective Worship experience and are keen to participate in assemblies and prayer opportunities.
- A growing number of pupils are becoming more involved in planning, writing and delivering liturgies for their peers.
- Pupils act in a respectful and reverent manner during Collective Worship activities.
- Catholic Life Ambassadors play a key role in the planning of the school Collective Worship calendar, offering ideas for liturgies that are delivered in form time and year assemblies.
- The chapel is a well-appointed sacred space, used by all and a key part of Religious Education lessons.

The quality of provision for Collective Worship is outstanding.

- The school is skilled in creating a variety of opportunities that allow staff and pupils to engage in prayer. These opportunities mean that prayer is an integral part of the school, with all members of the 'school family' being drawn into a prayerful experience. This is particularly evident in feedback from Key Stage 3 pupils, who comment on the fact that they 'all pray together, staff and pupils'; adding that this also includes those from the wider school community.
- The school recently celebrated Mass for St Patrick's day with pupils from the feeder primaries, an opportunity to bring together the faith community.
- The Collective Worship calendar is well planned by the Chaplaincy Co-ordinator. It is co-ordinated with the liturgical calendar and considers pupils of other Christian and World Faiths. These pupils have commented on the fact that they always feel included in the prayer life of the school.
- Form group worship, based on weekly themes, is suitably differentiated by tutors at Key Stage 3, allowing all age groups to access the liturgy message in a way that is age appropriate and has impact.

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

- The Chaplaincy Co-ordinator is inspiring in her work. Leading the Collective Worship programme, she is fully supported by all staff. Pupils are also increasingly taking on this responsibility too. The co-ordinator's approach to distributed responsibility is reinforced by the Leadership Team.
- Governors, Senior Leaders and Middle Leaders actively participate in Collective Worship activities within school and the reflective nature of the Executive Headteacher and the Head of School ensures that monitoring and evaluation is outstanding at a whole school level. More rigorous monitoring of form time worship is needed, particularly for pupils at Key Stage 4.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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.

2

2

1

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

- Pupils said that they enjoy Religious Education and comment positively on the discussions that they have in lessons. These bring a deeper understanding of other religions and different cultures.
- Pupils comment positively about the range of activities offered to them in Religious Education lessons. They understand that this enriches their learning experience.
- Most sub-groups within the school perform well and make good progress from their starting points. Progress rates are in line with national figures. Achievement is comparable to other core subjects in the school, and in most cases better.

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

- The teaching in Religious Education is at least good, with some being outstanding.
- Classrooms are in good condition and display work in specialist rooms is of a very high standard.
- Teachers have excellent subject knowledge and use time very well in lessons, which maximises learning. Lessons are well planned as part of a clear curriculum and there are a range of assessment tasks offering variety and rigour. Written comments in books are thoughtful and well-considered with excellent feedback comments given. Pupils act on this feedback, strengthening their knowledge and understanding.
- Where teaching is outstanding, staff use questioning techniques to full effect with some outstanding examples of deeper questioning during class discussions.
- The curriculum and assessments have been carefully crafted to respond to pupils' learning needs, trends and Diocesan requirements.
- The Key Stage 2 transition programme, designed by the Head of Religious Education, is outstanding; an excellent example of best practice.

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

- Governance is outstanding. Governors have an excellent understanding of the department's strengths and know the areas for development. They give good strategic direction and monitor planning and impact at an operational level. They know the community well and, as such, are able to offer thoughtful and effective direction to the leadership team.
- The Executive Headteacher and the Head of School are an effective team. They are rigorous but flexible in their approach to monitoring the impact of the curriculum and good at communicating their intentions. This allows staff within the department to manage change with confidence and offer pupils a high-quality classroom experience. Their reflective approach to the implementation of the curriculum means that plans are under constant review and adjusted to give the best possible educational experience for pupils.
- The head of department is an effective leader and a strong practitioner. She knows the strengths of the staff within her department and uses these to good effect. She understands what needs to be done to address areas of underperformance, particularly in differentiation so that all groups make good progress. Plans are in place to move forward on this.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

2

CATHOLIC LIFE:

1

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

2

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

1

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

1

COLLECTIVE WORSHIP:

2

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

2

The quality of provision for Collective Worship.

1

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

2

RELIGIOUS EDUCATION:

2

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

2

The quality of teaching and assessment in Religious Education.

2

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

1

School details

School name	St Patrick's Catholic College (part of the Nicholas Postgate Catholic Academy Trust)
Unique reference number	142281
Local authority	Stockton
This Inspection Report is produced for the Rt Reverend Terence Draine the Bishop of Middlesbrough 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.	
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