



St Patrick's Catholic Primary School

URN: 142282

Catholic Schools Inspectorate report on behalf of the Bishop of Middlesbrough

09–10 October 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

Compliance statement

- Religious education is taught for at least 10% curriculum time excluding non-curriculum directed time such as assemblies, or prayer, as laid down by the Bishops' conference.
- The school fully complies with the requirements of the Bishop of Middlesbrough.
- The school fully responded to and implemented the areas of improvement identified by the previous inspection especially in terms of improving feedback for pupils.

What the school does well

- This is an outstanding Catholic school, where leaders, especially the executive head teacher and head of school, are inspirational in their drive to provide an outstanding Catholic education for all pupils.
- There is a deep sense of spiritual and emotional investment in the school community, and an inclusive welcoming culture, which has grown and been embedded over generations.
- Prayer experiences encountered by pupils, and especially the opportunities they have to sing, offer exceptional moments to reflect and be close to God.
- Pupils and staff totally respect one another, meaning that pupils know they are loved, cared for, and valued as individuals. As a consequence, their behaviour and attitudes are exemplary.
- The quality and consistency of teaching is a strength of the school.

What the school needs to improve

- Ensure that members of the parish and wider community who benefit from the outreach and charitable work done by the school or come into contact with the school in other ways, have opportunities to appreciate that Catholic social teaching informs everything it does.
- Ensure that in lessons, all pupils, especially the most able, are given opportunities to experience and demonstrate high levels of independence and individuality.

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

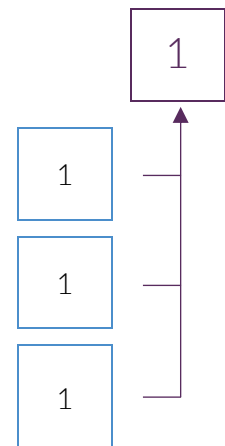
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 at St Patrick's know it is a school with a distinct Catholic identity. In the words of one parent, 'This school is a unique and flourishing family community'. Pupils know that God loves them because they are told this constantly and feel it in the way they are respected and supported. Behaviour is exemplary across the school. Pupils in the mini-vinnies team encourage service to others, often going beyond the norm to embrace and actively pursue the demands of Catholic social teaching. They lead the school in supporting many charities, including the local food bank, community garden, dementia hub, MacMillan Cancer, Cafod, and the British Legion. Eco-warriors promote care for our common home, the earth, and other pupils look after younger peers on the playground, or act as mental health ambassadors. Pupils and staff have a deep sense of respect for human dignity, other faiths, and those with different cultural backgrounds. Older pupils especially know that 'everyone is valuable, and everyone has things they are good at'. Recently the school community came together to support local places of worship and businesses that had been targeted by rioting. Pupils value the prayer life and liturgical activities they experience, especially the frequent opportunities to sing hymns, many of which are written specifically for the school.

The school's mission to 'Seek ye first the kingdom of God', is understood by everyone. All staff joyfully embrace it and make sure it is embedded. There is a deep sense of welcome in the school. Everyone knows they are supported and valued. Pastoral and emotional support is impressive. This devotion extends to people beyond the immediate boundaries of the school and parish, with pupils sending Christmas cards to the lonely, or visiting the elderly in the local care home. Adults are exemplary role models, consistently bearing witness to their love of Christ and frequently giving their own time and effort to provide a wide variety of enrichment experiences for pupils. The school's residential experiences to Holland and Italy, for older pupils, are uniquely special. Staff try to raise aspirations, organising trips to places such as parliament or the Royal Opera House. There are countless eye-catching displays and inspiring texts on the walls, inside and outside, that reminding everyone that 'Wonderful things happen at St Patrick's',

and all should 'Praise the young and they shall flourish'. Chaplaincy provision is carefully planned and organised through the Church's year. Days specifically focussed on autism, mental health, downs syndrome, dementia, remembrance, peace, childhood cancer and world water day, are always informed by Catholic social teaching. Opportunities to make this known to the wider community are not yet fully exploited.

Leaders are dogged in pursuing and sustaining the Catholic charism of the school. All policies and procedures uphold the teachings of the Church and indeed go beyond the norm in many instances. The parish priest is a frequent visitor in the school and plays a significant part in ensuring links between the parish and school are exceptionally strong. Leaders work hard to ensure a flourishing partnership between the school, parish, diocese and other Catholic schools. Parents feel extremely welcome in the school. They have great respect for all staff, and especially senior leaders. As one parent reported, 'I know I can leave my children with any of the staff, and they will be cared for as I would care for them'. Leaders ensure that parents are well-informed, including about what their children are taught in relationships and sexual health education lessons. Catholic social teaching informs all decisions and the needs of those whose circumstances make them more vulnerable, are the priority.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

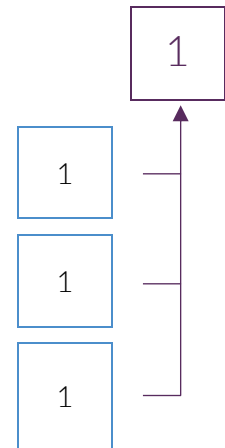
How well pupils achieve and enjoy their learning in religious education

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 work hard in lessons; they concentrate and demonstrate exceptional behaviour. Work is well presented and from their relative starting points, almost all make good progress. Almost all pupils reach the expected attainment or better, compared to other core subjects. Appropriate to their age and starting points pupils acquire and articulate high levels of knowledge, about the lives of the saints, the Church's rituals and traditions, and the scriptures. Pupils who find learning more challenging and those with special educational needs are well supported and make good progress. Parents of these children are highly complementary of the support given. By the time they leave the school pupils are religiously literate, confident and secure individuals. They develop skills that allow them to think ethically and spiritually and to understand the implications of their faith. Pupils are engaged in their learning and almost always understand the feedback they are given, the reasons why they have or have not made progress and how they can improve. Pupils can work independently and take the initiative in their learning when given the opportunity to do so, however, sometimes the most-able pupils receive too much support and, consequently, have limited opportunity to demonstrate genuine independent ability and express true individuality.

Teachers, including those who are not Catholics, are confident in their subject knowledge. They have high expectations and enjoy highly effective relationships with their pupils. The consistent way in which teaching is delivered, especially in classes of the same age, is a strength of the school. Teachers plan together, using assessment to build on current knowledge and skills. They correct misconceptions immediately, but sensitively. Pupils are motivated and interested. They say that 'what we learn helps us to prepare for life and for the kinds of people Jesus wants us to be'. Teachers seek ways to enhance lessons and create interesting learning tasks. They give pupils time to reflect, and to understand how their learning might impact on their lives and the lives of others. In a lower Key Stage 1 class pupils considered fairness and kindness through role playing the story of Rosa Parkes. The oldest pupils considered the pros and cons of becoming a priest and explored the difference between a job and a vocation. Resources, including those that

make learning stimulating, such as video, music, and art are high quality. Support staff, without exception, are highly skilled and confident in giving pupils the help and care they need. Leaders, especially those responsible for the planning and implementation of religious education, stubbornly ensure it is 'the core of the core subjects'. Their expertise is recognised by and shared with other schools. There is a clear commitment and enthusiasm for constantly seeking ways to improve provision and outcomes. This means that teaching is consistently good or better. Governors' support and strategic oversight is comprehensive and effective. Leaders are outstanding visionaries and exemplars of their personal faith. They provide access to high quality professional development for staff, especially those new to teaching or new to the school. Senior leaders undertake effective and systematic monitoring of the curriculum ensuring strategic and operational action is always underpinned by a clear understanding of strengths and areas that need to improve. Catholic social teaching, Catholic perspectives on the world, and education about other faith traditions have all been methodically mapped and identified across the curriculum. Excellent links and partnerships with the Nicholas Postgate Trust, the Diocese of Middlesbrough, other schools, the local community, parish and other agencies are a significantly positive feature of this school, contributing greatly to its success in promoting pupils learning and engagement.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils genuinely enjoy prayer and celebration of the Word. In the youngest classes, they use an image of the holy family to reflect on the people that love them, or an image of a garden to consider the thoughts of Jesus and his disciples before his arrest. In older classes they lie on the floor and listen for what God is saying to them or they reflect on a letter from St Paul and ask what it means for them today. Inspectors were awed by a very young pupil who was spontaneously playing the role of a priest in the outdoor area. Pupils are always calm, and prayerful. They respond with great gusto to opportunities to sing. The school holds the title for Northeast School Choir 2024. Appropriate to their age and capacity, pupils experience and enjoy a wide variety of forms of prayer, including breathing prayers, reflections using images or scripture, Christian meditation, or singing the Our Father. They also enjoy more traditional prayer forms, such as saying the Rosary. Appropriate to their age, pupils acquire the skills to plan, lead and evaluate celebrations of the Word. Pupils in the GIFT team undertake specific leadership roles in prayer and worship in school and at Church. Parents and parishioners enjoy attending the stay and pray sessions held at certain times in the year. They appreciate and recognise the impact that prayer activities have on their children.

Prayer and liturgy in school, as well as regular visits to the parish church for Mass, are integral to the routine and pattern of the day, week and year. Well-planned and meaningful prayer experiences happen at key times in the liturgical calendar, such as Lent, Advent, Christmas and Easter. Other opportunities are designed to address the particular needs of the community or time of year, including remembrance, Marian devotion and harvest thanksgiving. The feast of St Patrick, patron of the school, is celebrated with Mass and great enjoyment. Messages and documents from the Pope, such as Laudato Si and Fratelli Tutti, are shared with pupils so that they can reflect on them and their implications for action. There are numerous dedicated prayer spaces, images and inspirational quotes in every corner of the building and outside. These help pupils and staff to constantly remind themselves of God's love for them and the mission he has asked of them. The school has deeply rooted itself in the life of the parish. Pupils contribute to

and benefit from this parish engagement in many ways, including taking active roles in leading. The school takes a lead on sacramental preparation in collaboration with the parish. Leaders have established clear policies on prayer and worship. These are reviewed annually with the involvement of all stakeholders including the parish priest, whose proactive involvement in the prayer life of the school has an extremely positive impact. Leaders place a high priority on professional development for staff so that their personal faith formation can be nourished and sustained. As a result, staff fully understand and value the centrality of prayer to the school's life and ensure that it is high quality, and relevant. Hence, given their starting points, pupils make rapid progress, especially in the early years, acquiring the skills and understanding needed to fully engage in prayer and worship. Staff, including support staff, appreciate the retreat experiences organised for them. Budgets, resource allocation, time, staffing and facilities which support quality prayer experiences are given a high priority. Self-evaluation systems across the school are accurate and are often informed by the views of pupils, staff, governors and parents.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	142282
School DfE Number (LAESTAB)	8083325
Full postal address of the school	St Patrick's Catholic Primary School, Westbury Street, Thornaby, Stockton-on-Tees, TS17 6NE
School phone number	001642 676724
Headteacher	Mark Ryan
Chair of governors	Gary Wilson
School Website	https://stpatrickscp.npcat.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Nicholas Postgate Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2019
Previous denominational inspection grade	1

The inspection team

Mark Brennan

Lead

Barbara Reilly- O'Donnell

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