



# St Patrick's Catholic Primary and Nursery School, a Voluntary Academy

URN: 139490

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

19–20 June 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### 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 curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

1

## What the school does well

- St Patrick's Catholic Primary and Nursery School is a faithful witness to the teachings of Christ and the mission of the Church, within the school community and beyond. The school's mission and values are known and understood by all.
- Pupils are exceptionally polite and behaviour is exemplary at all times and in all places.
- The school environment clearly expresses its Catholic ethos, marked by inspirational displays of high quality. Indoor and outdoor spaces are used creatively to reflect the school's Catholicity.
- Pupils' enjoyment of religious education is marked by high levels of interest, enthusiasm, and engagement.

- The wide variety of opportunities for worship support the spiritual development of the whole community.

### What the school needs to improve

- Ensure that teachers address misconceptions routinely as part of feedback, using this information to adapt their religious education lessons accordingly.
- Ensure that pupils' reflections on collective worship are consistently evaluative in order to inform the planning and delivery of future occasions in regard to 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

**Pupil outcomes**

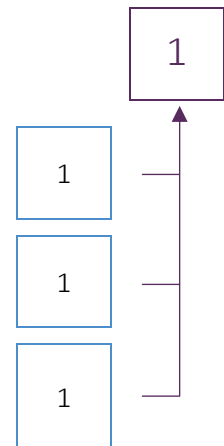
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**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 fully embrace the distinctive Catholic identity of their school. They understand that the school's mission encourages them to be like Jesus as they 'Love First, Live the Gospels, Learn for Life'. Pupils emanate happiness, kindness and confidence, and have a well-established sense of belonging to their community. They play an active role in all aspects of the Catholic life and mission of the school. The school's eight values (resilience, achieving their best, showing respect, gratitude, mercy, serving others, being joyful and having integrity) are embedded securely throughout the community. As a result, pupils' behaviour is exemplary. Pupils are keen to grow in virtue and do so through the 'mission champion' award, nominated by pupils themselves, alongside collecting 'discipleship diamonds'. They are able to express the teachings and example of Jesus through embracing the range of leadership roles on offer. The majority of pupils have a leadership role, including eco-warriors, learning ambassadors, digital leaders, play leaders and chaplaincy team members.

St Patrick's places great emphasis on supporting charitable causes on a local, national and global scale. The school has recently supported Cafod's world gifts project, a recycled clothing scheme and the local church food bank. There is a strong culture of welcome and inclusion permeating throughout St Patrick's. Staff are exemplary role models for pupils. They enjoy excellent relationships with one other and show authentic love and care. Staff work tirelessly to create a very strong sense of family, where all are welcome, particularly those who are most vulnerable. This can be seen in the desire to help families in need, often by providing uniform or food donations. Pastoral care is outstanding, with a strong focus on adapting the school and its procedures to cater for a variety of concerns. One staff member said, 'All children are championed here and treated equally as children of Christ'. The school environment is an

authentic witness to its Catholic ethos, marked by inspirational displays of high quality. Each space is used creatively, both indoors and outdoors, to contribute to the formation of all. Chaplaincy provision is a flourishing part of the school's Catholic life and mission, particularly in the roles given to the pupil chaplains in Year 2 and Year 5, supported by encouragement from the lay chaplain and director of chaplaincy. Provision for relationships, sex and health education meets diocesan requirements. Long term planning outlines the curriculum to ensure that all pupils receive the appropriate provision according to their age.

Governors and leaders have a clear vision of what they seek to achieve together, as a unified team: they are energised, focussed and determined. The bishop's vision for the diocese has been embraced fully, exemplified by visible examples of where Christ can be encountered in school life. The school is prominent in its service to the local Church, as seen in the active participation of pupils and staff in parish services and community activities. School leaders are working with the parish to continue to strengthen links, including through sacramental preparation and parish ambassadors. Policies and structures reflect the high priority given to ensuring the wellbeing of staff and they speak highly of the development opportunities available to all. Staff new to the school feel welcomed and valued, and fully supported. Governors' self-evaluation is accurate, leading to well planned improvements to the Catholic life and mission of the school. Leaders have a firm understanding of Catholic Social Teaching and are embedding this throughout the curriculum. Opportunities are beginning to be taken to weave the Catholic curriculum into teaching within a wide range of subjects.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

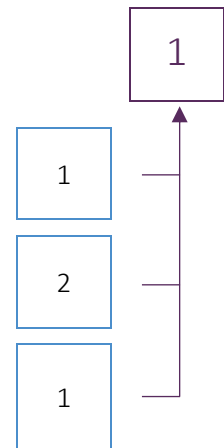
How well pupils achieve and enjoy their learning in religious education

**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 are developing secure knowledge, understanding and skills within religious education. Their progress is consistently good in knowing more and remembering more, with all groups, including those with particular needs, achieving the best possible outcomes from their starting points. Pupils achieve well in religious education when compared with other core curriculum subjects. Pupils show notable independence in their learning in almost all year groups. They are actively engaged in lessons and display high levels of enjoyment. Many pupils show particular strength when vocalising their religious literacy, clearly articulating their in-depth religious knowledge and making links to how this helps them in their everyday lives. However, the extent of pupils' knowledge is not consistently reflected across all year groups. Pupils enjoy lessons, listen carefully and engage with thoughtful questions. For example, a pupil commented, 'We show humility by serving others, which is one of our school values'. Religious education books are well cared for and pupils show pride in their work.

Teachers are confident in their subject knowledge. They are committed to the value of religious education and communicate this enthusiasm effectively to pupils. Pedagogical approaches to teaching are systematic and teachers follow a set structure for religious education lessons. Because of this approach, the majority of teachers demonstrate secure subject knowledge. In lessons, additional adults within the classroom are used skilfully to support learning. A variety of learning tasks and resources are offered to pupils, focused on chosen themes from an adaptation of the 'Come and See' religious education scheme. Pupils are well supported in developing their knowledge. In some year groups, however, tasks are over-scaffolded, so that pupils do not get enough opportunities to take the initiative or present their work independently. Marking and feedback is not consistent: it is not focused enough on ensuring that pupils understand how well they are doing and how to address misconceptions. Teachers use

questioning during lessons to identify pupils' understanding but there is not enough emphasis on adapting explanations and tasks as result of misconceptions. Teachers have a deep understanding of the impact that religious education has on the moral and spiritual development of pupils. Teachers rightly give pupils space and time in lessons for purposeful reflection. For example, in Reception, pupils are asked to reflect upon sharing God's world with others.

Leaders and governors have ensured that the religious education curriculum fulfils the requirements of the Religious Education Curriculum Directory and have adapted it so that it is accessible and relevant to all pupils; it is carefully planned and appropriately sequenced. A creative approach is used to deliver the curriculum, with a strong emphasis on scripture. Leaders and governors ensure that all staff benefit from a wide range of training, including the professional development opportunities offered through the Our Lady of Lourdes Catholic Multi-Academy Trust and the diocese. There is a clear commitment to high quality training for all staff. The religious education subject leader has a strong vision; she has secured visible impact since the last inspection and readily supports schools across the trust. Leaders, including governors, have an established and highly effective cycle of monitoring. Leaders, supported by the Our Lady of Lourdes Catholic Multi-Academy Trust, correctly identify areas of strength and development and take timely actions which lead to positive impact and improvements. The school makes good use of appropriate agencies and wider community to provide enrichment activities which promote pupils' learning and engagement with religious education.

## 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

Pupil participation and engagement in prayer and liturgy is marked by great enthusiasm, a deep sense of respect and a clear understanding of its importance in the school's daily life. Pupils show the ability to reflect in silence, respond with appropriate gesture and attend to the reading of scripture in an impressive manner. Pupils understand the Church's liturgical year, and how this is expressed in prayer and liturgy. Pupils' collaborative planning, and leadership, of worship is another strength of the school. Pupils show responsibility, creativity and confidence to prepare and lead celebrations of the word, often working independently. Pupils are able to articulate how prayer and liturgy influences them and how it is relevant to how they act. They enjoy the voluntary opportunities to join in prayer, such as using the prayer stations, prayer garden and prayer post box at lunch times. One pupil said that, 'Prayer means getting closer to God. When I pray to God, I don't feel alone, because God is with me'.

The centrality of prayer and liturgy across the life of St Patrick's is clear. The daily pattern of prayer is naturally embedded, with a variety of styles: these can be seen within key stages, as a whole school when celebrating achievement, in celebrations of the word in classrooms, at the end of a unit of work in religious education and in the regular opportunity for the celebration of Mass. Well-chosen scripture passages are informed by the liturgical season and form the heart of prayer and liturgy. These are thoughtfully chosen and accessible for pupils to fully understand and participate. Staff members model participation to pupils effectively, and have an excellent understanding of how to share prayer with pupils. The school has used space creatively for prayer gatherings: these areas are beautifully presented with thoughtful decoration, artefacts and written materials; in each class, great care is taken with presentation and layout in regard to prayer focus tables. The parish church is visited frequently. The school has worked hard to include parents within its prayer life, and this is gratefully acknowledged: 'Our children speak

positively about the many opportunities that they have to explore their faith and we share in this’.

The director of chaplaincy has been supporting the school in more recent times and has an exemplary knowledge of the school, describing it as a beacon for other schools in terms of the long-established culture of pupils leading worship. The approach used is, ‘We try our best to say ‘yes’ to the pupils’ ideas. We take risks. If the scripture is about going out into the world to evangelise and a child suggests we go outside for liturgy in response, then we follow their lead’. Guidance to support the delivery of prayer and liturgy has been carefully created as a support for staff. It includes a clear and comprehensive strategy for building pupils’ skills, and background information to build knowledge and understanding. Opportunities for prayer and liturgy for all pupils are carefully planned across the year. Appropriate priority has been given to the formation of staff. Leaders and lay chaplains have a thorough understanding of the range of ways of praying within the Catholic tradition, and are highly skilled in arranging these for the whole community. Prayer and liturgy are greatly enhanced by the choice of high-quality resources. Resourcing is a real strength in this school and prayer and liturgy is prioritised when setting budgets. Though pupils’ own evaluations are not sharply focused enough to have an impact on future planning, evaluation of the quality of prayer and liturgy, including the views of staff, governors and parents, is regularly sought and the impact of this is beginning to drive further improvement.



## Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	139490
School DfE Number (LAESTAB)	8923316
Full postal address of the school	St Patrick's Catholic Primary School, Coronation Avenue, Wilford, Nottingham, NG11 7AB
School phone number	01159152961
Headteacher	Luisa Ferrara
Chair of Local Governing Body	Therese Whitehall
School Website	<a href="http://www.st-patricks.nottingham.sch.uk/">www.st-patricks.nottingham.sch.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Of Lourdes Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	27 March 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Rachael Snowdon-Poole  
Lucy Gunton

Lead  
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