

St Patrick's Catholic Primary School

URN: 148658

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

21 March 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

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

- The school ensures that a minimum of 10% of the timetable is allocated to the teaching of religious education in all classes; it follows a programme of study aligned with the requirements of the Bishops' conference.
- The school follows all additional requirements of the diocesan bishop.
- The school has ensured that all areas of improvement from the previous inspection have been addressed.

What the school does well

- The new headteacher is a committed leader of Catholic education and, in a short time, she has accurately evaluated the school's strengths and areas of development. She has the skills and knowledge to take the school forward.
- Children in Early Years are provided with a good start to their Catholic education due to skilful teaching.
- The school is a supportive, welcoming community; staff are excellent role models for pupils and positive relationships make everyone feel valued.
- There are strong links with the parish, and the parish priest is a well-known and visible presence, enhancing the prayer life of the school.
- The school Mission Statement is known and lived out by all stakeholders; pupils can articulate its meaning very well.

What the school needs to improve

- Ensure that everyone in school is clear about what Catholic life and mission involves and develop formal, regular monitoring and evaluation of Catholic life and mission which involves all stakeholders.
- To have greater consistency in the teaching and learning of religious education, including more effective marking and feedback, so that pupils understand more about what they need to do to improve their written responses.
- To involve pupils and all stakeholders in the monitoring and evaluating of prayer and liturgy so that this continues to improve across school.

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

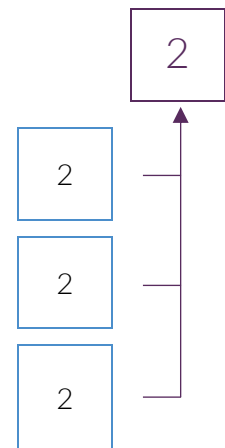
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The extent to which pupils contribute to and benefit from the Catholic life and mission of the school is good. Pupils know and understand the school mission statement, 'Journeying with Jesus,' very well. They say that this means, 'we are following in his footsteps; we need to act like Jesus.' Pupils know the virtues well and they recognise that they, 'have a glimpse of God when someone does something really nice.' They can articulate how their faith should lead them to care for God's world but they cannot clearly articulate how it should lead to social action and they have a limited understanding of Catholic social teaching. Pupils are keen to be a, 'Faith Friend', or a member of the school council, and they take a willing role in the opportunities provided by the school but they are not involved in planning and leading these opportunities. Pupils have a well-developed sense of respect for themselves and for those of all faiths and none and say that, 'our friends love us.' This leads them to feel happy, safe and secure at school. They are proud to belong to the school community and value its chaplaincy provision. Pupil behaviour in lessons is good.

The school's mission statement is a clear expression of the educational mission of the Church and it is visible throughout the school. As a consequence, it is well known by the whole school community. There is a strong sense of community and the warmth of welcome includes everyone; both staff and parents feel that the school is a real family. This ethos leads parents to support and regularly take part in the life of the school. Staff are committed to the implementation of the mission across school life but both staff and pupils lack some understanding of their role within the chaplaincy provision and some stakeholders are unclear about how Catholic life and mission differs from collective worship and religious education. Staff

and leaders are excellent role models to pupils; they have positive relationships with pupils and provide good pastoral care. This care is appreciated by parents who feel that it extends to them too; one parent says, 'I have felt truly supported by the school in a difficult time.' The chaplaincy provision is good with a range of opportunities provided to support both staff and pupils' spiritual and moral development. The provision for relationship and health education meets diocesan requirements.

Both leaders and governors bear witness to the Church's mission and they give high priority to the Catholic life of the school. As a consequence, their policies and procedures demonstrate the school's Catholic identity. Governors and leaders monitor Catholic life and mission but their monitoring and evaluation is not formal or frequent and does not involve all stakeholders. As a result, it lacks impact upon its Catholic life. The school is supported by the Blessed Peter Snow Catholic Academy Trust and the governors are very committed to their role. The school works in partnership with the diocesan bishop and its participation in the diocesan singing programme enhances its Catholic provision. Links with the parish are strong and the parish priest is a frequent visitor to the school; his presence has a very good impact on Catholic life and supports staff and leaders very well. There are positive relationships with parents who appreciate the opportunities to come into school. As a result of the partnership offered by school, parents understand and support the mission. The school does not make links between the Catholic curriculum and the wider curriculum. Leaders have policies and structures in place to support staff well-being and governors are supporting the new headteacher very well.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

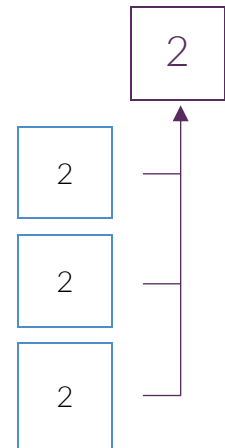
How well pupils achieve and enjoy their learning in religious education

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



Pupil outcomes in religious education are good. Pupils enjoy their religious education lessons and are making good progress in knowing more and remembering more as they progress through school. The use of ‘flashbacks’ in older classes is providing opportunities to revisit learning and is helping them to remember more. However, the tasks chosen by teachers do not always allow pupils to fully express their knowledge; there is an overuse of worksheets which restricts pupil responses. Pupils can work independently when given the opportunity and most are well-engaged in their lessons. This leads to behaviour for learning that is generally good. Most pupils demonstrate a willingness to improve their knowledge and the use of talk-partners is helping them to do this. The provision for children in early years is very good, with well-chosen activities allowing them to recall their learning well. Some pupils cannot articulate their learning; they lack religious literacy and give superficial answers to questions. The school is inconsistent in its approach to feedback and as a result pupils have a limited understanding of how well they are doing in religious education and of what they need to do to improve. The work that pupils produce is inconsistent in its quality.

Teachers are committed to the value of religious education and they communicate this to their pupils well. Teachers use good questioning during lessons in order to determine where pupils are in their understanding and they use repetition and over-learning to help pupils to recall what they have learnt. In some lessons there is not enough challenge for pupils and there are limited opportunities for regular, extended pieces of writing, although teachers do provide pupils with opportunities to present their learning in a variety of other ways. Feedback and marking are inconsistent and lack impact on pupils’ future learning and their understanding of what they need to do in order to make progress in their learning. Teachers understand the impact that religious education has on the moral development of pupils and they therefore give them time

for purposeful reflection in lessons. Teaching in early years is a strength of the school. Teaching assistants play an active role in lessons, adding significant value. They support the learning of pupils well and do so in an unobtrusive and effective manner. Teachers provide well differentiated resources for less able pupils and the quality of resources provided for religious education lessons is good.

The subject leader for religious education has an accurate knowledge and understanding of where the school is and has a clear vision for teaching and learning in this subject. She has a very good level of expertise and thus is well-placed to secure this vision. Leaders and governors have ensured that the curriculum is a faithful expression of the *Religious Education Directory* (2012) and they have given the subject full parity with other core subjects. Leaders and governors ensure that there are good professional development opportunities available for religious education; this has led to increased staff knowledge and understanding of what is being taught. The subject leader supports staff very well with their subject knowledge, and partnerships with other schools in the Blessed Peter Snow Catholic Academy Trust are enhancing teaching and learning. Leaders and governors are determined to provide high quality religious education and their self-evaluation is informed by monitoring. However, evaluation and monitoring of religious education is not rigorous enough to have a really good impact on consistency, continuity and progression in the subject. Leaders ensure that religious education is planned to meet the needs of different learners although there could be more challenge for the more able.

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

2

Pupils respond well to experiences of prayer and liturgy, being respectful and reverent. They actively participate and join in with responses. All pupils can greet the gospel accurately and they all respond that, 'we are journeying with Jesus,' at the beginning of each liturgy. Pupils have an excellent understanding of the liturgical year and as a consequence they are able to articulate and describe how the liturgical year influences the prayer life of the school. Pupils have a good understanding of the different ways of praying, and consistency in their acts of worship has helped them to develop their ability to reflect in silence. The recently formed 'Faith Friends' group have lead prayer and liturgy in their classrooms and for all of Key Stage 2. Pupils enjoy taking on this role and it has helped them to understand how to plan a liturgy. All pupils have begun to be involved in planning prayer, supported by their teachers, and they willingly take part in this ministry. Pupils are not involved in evaluating the prayer and liturgy they have planned. Pupils struggle to make connections between prayer and liturgy and both the curriculum and the wider life of the school. They cannot explain how their prayer life impacts their actions.

Prayer is central to the life of the school with a well-known daily and weekly pattern. The school offers pupils and staff a range of types of prayer and celebrations of the word, where well-chosen, seasonally appropriate scripture enhances the celebration. The headteacher is an excellent role-model of good practice when planning prayer and liturgy. She has supported staff well resulting in them being able to provide appropriate support to pupils in the planning and delivering of prayer and liturgy. The school has adopted a consistent approach to class-based liturgy which has supported the quality of the experiences and has ensured that all prayer and liturgy includes focused reflection time. There is a lack of opportunity for spontaneous prayer during celebrations of the word and during the daily life of the school. The school makes good use of the spaces available in order to provide places for prayer; these spaces are well-cared for

and conducive to prayerfulness. An outside prayer garden is currently being developed to be an additional space. Parents are invited to be involved in the prayer life of the school and the parish priest is a frequent visitor, supporting and enhancing the prayer life further.

The headteacher has accurately evaluated the prayer life of the school and has secured good improvements in a short period of time. She and the governors are committed to providing good quality professional development in prayer and liturgy; this has helped all staff to feel more confident both when planning their own and when supporting others to plan. The school has not however identified a clear progression of skills for the development of pupil-led liturgy but they have accurately identified this as an area of development. Leaders and governors recognise the importance of prayer and liturgy and this is reflected in the prioritising of time and other resources. Relevant staff are being supported in planning and delivering experiences that are engaging and accessible to all pupils. The school calendar sets aside time for many celebrations of the word and provides good opportunities to celebrate the Eucharist; this helps to support the faith formation of both pupils and staff. The school does not provide opportunities to celebrate the Sacrament of Reconciliation. Leaders and governors monitor the quality of prayer and liturgy but do not regularly seek the views of parents, staff or pupils in order to inform the impact of developments that they make.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	148658
School DfE Number (LAESTAB)	3813327
Full postal address of the school	St Patrick's Catholic Primary School, Hullen Edge Road, Elland, HX5 0QY
School phone number	001422373104
Headteacher	Catie Boyes
Chair of governors	Sarah Dews
School Website	www.stpatselland.org.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Blessed Peter Snow 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 2018
Previous denominational inspection grade	Good

The inspection team

Anne Gilpin Lead

John Hutchinson 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