



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SAINT PATRICK'S CATHOLIC PRIMARY SCHOOL

WIGAN

Inspection date: Tuesday 25 January 2011

Inspectors: Rev D Melly Mrs S Banister

Unique Reference Number: 106460

Inspection carried out under Section 48 of the Education Act 2005

Type of School: Catholic Primary

Age range of pupils: 3-11

Number on roll: 311

Chair of Governors: Fr. R. McGivern

Head teacher: Mrs S Bruen

School address: Hardybutts
Wigan
Greater Manchester
WN1 3RZ

Telephone number: 01942 244361

E-mail address: headteacher@admin.saintpatricks.wigan.sch.uk

Date of last inspection: 26 June 2007

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.

Information about the school

St Patrick's is a larger than average sized Catholic Primary School situated in Wigan serving the parish of St Patrick, Wigan. There are 311 children on roll of whom 182 are baptised Catholic, 56 come from other Christian denominations, and 8 from other faith or religious traditions. Sixtyfive have no religious affiliation. There are 12 teachers of whom 10 teach Religious Education 6 are Catholic. Three teachers have a suitable qualification in Religious Education. Three teachers are currently undertaking the CCRS and the remaining 4 are interested in taking the CCRS. Since the last inspection a new Headteacher, assistant head teacher and chair of governors have been appointed.

Key for inspection grades

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

© 2011 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Inspection Judgements

**Overall effectiveness:
how effective the school is in providing Catholic Education** 2

The school's capacity for sustained improvement 2

Main Findings:-

The school is good overall in providing Catholic Education. There is a clear vision for Catholic Education which is embraced by the whole school community. Since the last inspection the school has securely maintained and built on previous performance. Self evaluation is rigorous and accurate. Outcomes for pupils are good. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are good. The school is successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and conscientious and consistently communicates its high expectations to staff in order to secure improvement. Staff are always affirmed and supported. Teachers are provided with in-service to support their ongoing development. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and are being used effectively to improve outcomes. Any underperformance is challenged.

Overall the school has good capacity for sustained improvement.

What the school needs to do to improve further

- Improve the quality of provision in curriculum Religious Education by:
 - ensuring that the learning objectives of lessons are more closely matched to the Here I Am learning outcomes.
- Raise standards further by:
 - ensuring that there is sufficient progression and challenge across the key stages .
- Further develop the work being done in assessment, monitoring and tracking of children's progress:
 - by making more use of information gleaned in assessments to inform future planning;
 - using the 'Learning Ladders' self assessment tool to inform pupils next steps.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. On entry to school many children have a limited knowledge and understanding of the Catholic faith. Pupils' attainment in Religious Education is good. Pupils make good progress in relation to their starting points and capabilities. Analysis of assessment undertaken provides evidence of pupils' generally attaining appropriate levels for their age and stage of development in each key stage. There is no

difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. Pupils are becoming increasingly more religiously literate and their knowledge, understanding and skills are developing appropriate to their age or capacity. They are developing the skills that enable them to think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.

As the pupils progress through the school there needs to be greater challenge for pupils. This will be achieved by a closer focus on the learning objectives and outcomes in the Here I Am programme. Pupils are encouraged to work independently and collaboratively. Pupils' enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour. Pupils are actively involved in developing and evaluating the Catholic character of the school by their involvement in Collective Worship, the Council and its tuck shop which gives 20% of their takings per term to charity and through the way in which the pupils treat each other. Pupils' have an outstanding sense of belonging to the school community and value and respect others. Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. School Council, Play Leaders, and reading buddies. Children who do not attend residential days at Hinning Hall undertake 'work experience' activities across the school supporting other classes. Pupils are considerate and caring of others both in school and the wider community. Pupils have a good sense of right and wrong and apply this in their personal relationships this was evident through their shared responses during Collective Worship. Education for personal relationships has fostered positive attitudes in pupils. The children also benefit from the 'rainbow room' and undertaking SEAL activities. Pupils take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

Pupils are good in responding to and participating in the schools Collective Worship. They are becoming increasingly more confident preparing and leading worship as they move through the school. They act with reverence and are keen to participate in a variety of gatherings. They reflect in silence and join in community prayers appropriately and with confidence. Pupils are articulate and mature in composing and sharing their prayers. No-one is expected to act in a manner contrary to their beliefs and all show mutual respect. Pupils' knowledge of prayer and liturgy is increasing. They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	2

How effective the provision is for Catholic Education

The quality of teaching is good with many outstanding features. This ensures that pupils are interested and engaged and make good progress. Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates and builds on their learning. Teachers provide opportunities for pupils to work independently and collaboratively. Very good use is made of time and resources i.e. Teaching Assistants, laptops, bibles, props and other visual aids. Teachers and others use a variety of strategies to sustain and motivate pupils including the interactive whiteboards, video clips, visualisers, questioning, hot seating, role play, and shared discussion. Pupils are informed of their progress. They are given opportunities to discuss their work.

The assessment of pupils work in Religious Education is good. The school has outstanding assessment strategies in place which now need to be used effectively to ensure pupils make rapid progress. Teachers enable pupils to evaluate their own work and they are beginning to use the 'learning ladders'. Formal assessment tasks are undertaken in line with Archdiocesan guidance. Assessment information is collated by the subject leader and shared with the leadership team, governors and parents. Achievement and effort are celebrated in all areas of school life. Pupils are affirmed, know how well they are doing and know what they need to do to improve further.

The curriculum is good in meeting pupils' needs. The school using the Here I Am programme recommended by the Archdiocese 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 Archdiocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils learning. Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered. The school implements new curriculum developments as appropriate. Enrichment activities such as time in the Lake District, day trips out including visits to other places of Worship (Catholic, Christian and other Religions) enhance pupils' learning. The school provides after school workshops in drama, dance, wrestling and rugby. All of this has a positive impact on the pupils and the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development.

The Collective Worship provided is good with outstanding features in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils. Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community. Children are enabled to pray formally and informally. The school has made very good use of display and reflective focus tables to stimulate pupils' interest in Religious Education. Following in-service at the Department of Christian Education at LACE the staff has now developed skills in planning and leading Collective Worship. These skills are now being developed with the children. Opportunities

are provided for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the Catholic curriculum.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the school	2

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show an outstanding understanding of, and commitment to, the Mission of the Church. This is reflected in the Schools own Mission Statement "*We are a loving and happy community following Christ's way...*" All who form part of the school community including parents, priests, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. The Headteacher is highly motivated and together with her team and the Parish Priest has made an outstanding impact on fostering the home, school and parish link. Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. A year six pupil commented that "The school is like a big family where we are all respected!" The Self Evaluation Document provides evidence of the schools monitoring, analysis and it effectively identifies areas for development. A range of opportunities for Spiritual and Moral developments are provided for staff through attendance of the CCRS course, Topic Days and other in-service opportunities.

Leaders and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. There is evidence of monitoring and evaluation of teaching and learning with clearly identified targets for development. The subject leader is outstanding in guiding Religious Education. She shows great commitment and introduces new initiatives when appropriate. In all of this she has the enthusiastic support and encouragement of the new Headteacher. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.

Governors are good in fulfilling their responsibilities. They have effectively helped to shape the direction of the school. The Parish Priest is the chair of Governors and Mrs. Worthington is the Religious Education Link Governor both are frequent visitors to the school. Their support and input, and that of other Governors are highly valued and appreciated.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school. There are positive relationships at every level within the school. Dialogue and collaboration is

encouraged with people who hold different beliefs and values. Parents are consulted regularly and involved in a variety of ways in the life of the school through formal questionnaires and the informal use of the suggestion box in the foyer. The use of the 'Here I am' programme promotes community cohesion. The school hosts regular weekly coffee mornings and mums and tots 'Physibodies' sessions. Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Mr. Cohen's recent visit to the school had an outstanding impact on all pupils and staff.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	2
How effectively leaders and managers promote community cohesion	1