

**SALFORD DIOCESE  
INSPECTION REPORT**



**ST. PATRICK'S  
ROMAN CATHOLIC PRIMARY SCHOOL  
Livesey Street Collyhurst Manchester M4 5HF**

Inspection date October 2007

Reporting Inspector Mrs. K. A. Morris

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary  
 URN 105535  
 Age range of pupils 3-11  
 Number on roll 182  
 Appropriate authority The governing body  
 Chair of Governors Mr. Jim Cahill  
 Headteacher Mrs. Rosetta B. Mason  
 Religious Education Co-ordinator Mrs. Rosetta B. Mason  
 Date of previous inspection September 2003

<b>The Inspection judgements are:</b>	<b>Grade</b>	<b>Explanation of the Grades</b>  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	2	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	1	
Leadership and management of curriculum Religious Education	1	

*The following pages provide reasons to support these judgements*

## **CHARACTERISTICS OF THE SCHOOL**

St. Patrick's is a Roman Catholic voluntary aided primary school in the Diocese of Salford. It serves the parishes of St. Patrick, St. Malachy and St. Edmund in Collyhurst. The area is situated in Central Ward which is in the heart of the city of Manchester and placed in the top category in the country for social and economic deprivation. Collyhurst is an area of high unemployment and also a high crime rate. The school's population shows a wide diversity of cultures with 52.7% of learners from nationalities other than British including French, Polish, Czech, Slovakian, Black African, Chinese, Vietnamese and Italian. Many pupils have recently arrived in this country and fifteen home languages are currently represented. 29.6% of the pupils speak English as a second language. Approximately 5% of the pupils are travellers and attend when in the area. The school is therefore socially very inclusive. On entry to school 30% are well below average in spoken English. The learners live in council rented accommodation comprising mainly of flats with some small terraced housing. The age range of the pupils is 3 to 11 years. The indicative admission number is 30 and there are 182 on roll of whom 162 are baptised Catholics. 52.1% of the learners are known to be eligible for free school meals and 53 children have been identified as having special educational needs with 2 having a statutory statement of special educational need. All 9 of the teachers (100%) are Catholics and 6 hold the Catholic Certificate in Religious Studies or equivalent.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

St Patrick's is a good school with some outstanding features. It has an exceptionally strong Catholic ethos and is driven by its Mission Statement which is reviewed annually taking into account the views of teachers, governors and parents. There is a children's version of the Mission Statement. The leadership and management provided by the governing body and the experienced and committed headteacher and her deputy are excellent. They ensure a warm, caring environment in which all aspects of the pupils' spiritual, moral, social and cultural development are outstanding. Children of many different cultural backgrounds learn and play together happily and harmoniously. The Religious Education programme is well planned and further enhanced by prayer and worship, the quality of relationships and the quality of teaching and learning. Teachers are well supported by the good deployment of teaching assistants, administrative and janitorial staff. All staff are good role models for pupils and are hardworking demonstrating excellent levels of care. Learners are well behaved, friendly and polite. They have good attitudes to their learning and respond well to the quality of teaching they experience. Strong home, school and parish links ensure learners and their parents are fully supported on their faith journeys.

### **Improvement since the last inspection**

Following the last Section 23 inspection in September 2003 the school has continued to make good progress. The headteacher has taken on the role as Religious Education co-ordinator reflecting the importance given to Religious Education. A new deputy has been appointed together with two newly qualified staff. Assessment opportunities and activities have been further improved by adopting the diocesan guidelines. Resources have been upgraded and audited and a quiet/prayer room established. The outdoor play area for Foundation Stage has been developed.

### **Capacity to improve**

The school's self-evaluation is detailed, thorough and realistic. The headteacher provides excellent leadership and she is well supported by the deputy, leadership team, the parish priest and the governing body and the hardworking staff. There is a genuine commitment to ensuring that all involved in the changing school community recognise the important role they play in its future development. Capacity for on-going development is therefore excellent.

### **What the school should do to improve further**

- Continue to embed the use of assessment and levelling of learners' work throughout curriculum Religious Education.

## **LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

The leadership and management of the Catholic life of the school are outstanding. This is due chiefly to the exceptionally strong leadership of the headteacher, the dedicated leadership team and the support of the staff. The school benefits from the supportive parish priest and the governing body which discusses and revises Religious Education policies. A shared vision for the ongoing development of the school as a Catholic community is reflected in governor appointments of committed Catholic teachers to the staff. Governors are informed of all matters relating to Religious Education in the headteacher's written reports and by visits to the school. They are seen as "critical friends" who hold the school to account for its performance. The headteacher, management team and governors work well together as an effective team. They successfully ensure that all pupils have equal opportunities to take part in all activities in a cohesive and supportive environment. The parish priest, who is a weekly visitor to the school, is knowledgeable in the matter of curriculum Religious Education and the school's life of prayer and worship. The Mission Statement is reviewed annually taking into account the views of staff, pupils, parents and governors. There is also a children's version which states that "We try to be loving and caring to each other so everyone can be safe, secure and valued". This is social cohesion in practice. Both Mission Statements are well displayed throughout the premises and permeate all aspects of the life of the school. The school is firmly at the heart of the parishes it serves leading the Sacramental Programme which is valued as a successful aspect of school life.

## **THE QUALITY OF COLLECTIVE WORSHIP**

Provision for collective worship is good. It is a key feature of the school and pervades all aspects of school life. It is underpinned by a clear Religious Education policy, which includes prayer and worship, and by associated guidelines for the development of this aspect of the school. The school is committed to providing a variety of spiritual opportunities and experiences which are relevant to the children and take into account their different personal, social and religious development in respect of race and culture. There is a clear policy for prayer and worship and learners are fully involved in the planning of assemblies and weekly school masses. These celebrations, together with Holy Week, Advent, other services reflecting the liturgical year and the Golden Nominee assemblies are attended by parents, parish priest and governors. Parishioners are also invited. Religious celebrations are well planned using a common planning format and are evaluated and recorded by the headteacher. Themes for assemblies are planned at the commencement of the school year. Masses follow the liturgical year. Acts of worship observed by the inspector were very good and in all of them the children prayed with respect and reverence demonstrating the developing awareness of the importance of prayer in their lives. All pupils attend collective prayer and worship and Religious Education lessons – no pupil is withdrawn from either.

## **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

Achievement and standards in Religious Education are good. Learners enter the school at levels well below national expectations. Good progress is made in the Foundation and Key Stage 1. By the end of Key Stage 1 learners are able to relate verbally and in their pictorial work the bible stories they have heard and a number of them are able to write short accounts. Learners have good recall on the stories of Jesus, Mary and Joseph. They know that God made them and that we all belong to His family. Key Stage 2 learners have good factual knowledge of their faith. They are familiar with the Old and New Testaments and are able to produce good quality written work using religious language appropriate to their age. Learning observed during the inspection demonstrated learners' knowledge of the differing forms of prayer and an understanding of the Liturgy of the Church. Children respond positively to Religious Education. They enjoy the subject, are well motivated and take pride in their work. Across the school community there is a feeling of self-worth and self-esteem. This has been further enhanced by the introduction of the school council and playground "buddies". Pupils are developing a strong sense of responsibility and are aware of the needs of others. They also support a number of worldwide and local charities.

## **THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

The quality of teaching and learning in Religious Education is good. All lessons observed during the inspection in Foundation Stage and Key Stages 1 and 2 contained elements of outstanding teaching. Teachers have good knowledge of the diocesan *REvision 2000* guidelines and use this to plan their lessons. Very detailed planning, with clearly stated objectives and outcomes, lead to well structured lessons incorporating a good range of activities and effective use of resources including information and communication technology. Teachers' planning and pupils' learning is monitored by the headteacher through scrutiny of work and classroom observation. Teachers have high expectations and use a variety of approaches to meet the needs of all pupils. Those learners requiring extra help are well supported by teaching assistants. Assessment systems have been developed to evaluate teaching and learning. However the school is aware that these systems together with pupil tracking and levelling of learners' work require further development. There is a school marking policy, which is consistently applied throughout the classes. Management and organisation in all classes are very good. Learners have good attitudes to their learning. Behaviour is excellent with pupils co-operating when working with others or independently. They listen intently to the teachers, respond to questions and are confident with their answers.

## **THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM**

The Religious Education curriculum is outstanding. Religion has a very high profile in the school both as a key element in school improvement planning and also in spending plans. All lessons are planned using the *REvision 2000* guidelines supplemented with a wide range of good quality resources and by activities relating to the liturgical year. The curriculum is further enhanced through a range of extra-curricular learning experiences and activities. This includes sport, cookery, art, Information Technology and Italian speaking lessons. Year 3 and Year 6 each have a day's visit to the Marist Centre in Manchester. Regular Religious Education staff meetings ensure that its profile within the school remains high and that practices and the curriculum are under constant review and development. The headteacher's monitoring of work, lessons and planning further inform this review. Appropriate feedback is given and acted upon by individuals and whole staff to ensure good quality teaching and learning. Curriculum Religious Education and collective worship work extremely effectively together to ensure that both knowledge and understanding and spiritual development are promoted to the full. The school has adopted the diocesan recommended guidelines on multi-cultural and sex education.

## **LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION**

The school has assessed the leadership and management of curriculum Religious Education as good. Inspection evidence gathered judges this to be outstanding. The headteacher who is also the co-ordinator for Religious Education has excellent knowledge of her subject, a clear vision for her role within the school and provides strong leadership and direction. She is well placed to advise and support her motivated staff and governors. Her key strategic position as headteacher helps to ensure that Religious Education is held first and foremost in the life of the school. Regular and rigorous monitoring procedures have been developed thus providing her with a very clear insight into standards, strengths and areas for development. She leads staff through regular meetings and continues her own professional development by attending diocesan courses and the involvement of diocesan teacher advisers. There are excellent links with local and diocesan school networks which are used for further staff development. Governors are kept fully informed of Religious Education and prayer and worship by written and verbal reports from the headteacher and the parish priest who is the link governor for Religious Education. He visits school on a weekly basis and the governors themselves attend the various celebrations and events. Resources for Religious Education and prayer and worship are plentiful. All classes have a prayer focal point and the attractive displays throughout the premises reflect the faith life of St. Patrick's where Religious Education and prayer and worship have a high profile.