

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: St Patrick's Catholic College

Address: Baysdale Road
Thornaby
TS17 9DE

URN: 111759
Headteacher: Mrs Clare Humble

Chair: Mrs Margaret Swinhoe

Date: 28th - 29th January 2016
Inspector: Stephen Mort and Mary Mollicone

Date of Last Inspection: 20th-21st November 2013 **Grade:** 3

Overall Grade for this Inspection: 1

A Report from:
The Diocese of Middlesbrough Schools' Service
Section 48 Inspection Team
50a The Avenue
Linthorpe
Middlesbrough TS5 6QT

INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

St Patrick's is a small Catholic secondary school serving the families and young people of Thornaby and Ingleby Barwick. On 1 September 2015 the school converted to Academy status as part of a family of schools under the Trust name of the *Our Lady of Light Catholic Academy Trust*. The Catholic Multi Academy Trust consists of St. Patrick's Catholic College as the only secondary school and St. Patrick's RC Primary School, Christ the King RC Primary School and St. Thérèse of Lisieux Catholic Primary School as the three official feeder primary schools.

The parishes served by St. Patrick's Catholic College generally correspond to the three feeder primaries i.e. St. Patrick's, Thornaby, Christ the King, Thornaby and St. Thérèse of Lisieux in Ingleby Barwick. Fr Michael Keogh is the Parish Priest serving St. Patrick's and Christ the King and Fr Patrick Hartnett is the Parish Priest for St. Thérèse of Lisieux. The College also serves the parish of Ss. Mary & Romuald in Yarm.

St Patrick's Catholic College celebrated its Golden Jubilee in March 2015 with an official Mass led by Bishop Terence Patrick Drainey at St. Mary's Cathedral, shared by all the pupils and KS2 groups from the three feeder primaries.

INFORMATION ABOUT THE INSPECTION

The inspection was carried out by two diocesan inspectors who were shadowed by a trainee inspector. To validate the school's self-evaluation of teaching and learning, the inspectors spent some time in 8 RE lessons, including an observation alongside a member of the senior leadership team. In addition, the inspectors completed a work scrutiny and held discussions with pupils to evaluate the impact of teaching on their learning over time. Inspectors held meetings with representatives from the governing body, the head teacher, senior leaders, middle leaders, curriculum leader for Religious Education and chaplaincy co-ordinator. The inspectors observed year group, tutor group and staff collective worship. Inspectors scrutinised a range of evidence related to the school's self-evaluation e.g. Religious Education data, school development plan, Religious Education development plan, chaplaincy development plan and department reviews.

Pupil Catchment:

Number of pupils on roll: 511

Planned Admission Number of Pupils: 111

Percentage of pupils baptised RC: 48%

Percentage of pupils from other Christian Denominations: 24%

Percentage of pupils from other World Faiths: 5%

Percentage of pupils with no religious affiliation: 23%

Percentage of pupils with special needs: 13%

Teaching Staff:

Full-time Teachers: 38

Part-time Teachers: 2

Percentage of Catholic Teachers: 45%

Support Staff:

Full-time Classroom Support Staff: 20

Part-time Classroom Support Staff: 0

Percentage of Catholic Classroom Support Staff: 80%

Percentage of teachers with CCRS: 0

Percentage of learning time given to R.E:

Yr. 7 (10%) Yr. 8 (10%) Yr. 9 (10%) Yr. 10 (10%) Yr. 11 (10%)

Parishes served by the School: St. Patrick's, Thornaby; Christ the King, Thornaby;
St. Thérèse of Lisieux, Ingleby Barwick and Ss. Mary & Romuald, Yarm.

1. OVERALL EFFECTIVENESS

1

MAIN FINDINGS

St Patrick's Catholic College provides an outstanding Catholic education. The school has improved in all areas since the last Section 48 Inspection and has fully addressed the issues highlighted in the previous report. There are strengths in many areas but in particular in terms of the outcomes for pupils in Religious Education and the effectiveness of leaders, managers and governors in developing the Catholic Life of the school. Provision is also outstanding overall. The school's capacity for sustained improvement is outstanding and there is an evident determination to ensure continuous improvement.

The Religious Education department has been on a process of rapid improvement since the last inspection. Staffing has completely changed and three outstanding teachers have been appointed. Following the appointment of a new assistant head teacher, significant changes to assessment procedures across the school have resulted in rapidly improving pupil outcomes, the impact of which is also evident in the Religious Education department

What the school needs to do to improve further:

- Review the roles and responsibilities of those leading Religious Education and the Catholic Life of the school
- Ensure robust and accurate procedures for monitoring and evaluating the quality and variety of collective worship
- Provide greater opportunities for the spiritual development of all members of the school community by offering a greater number of retreat experiences
- Further strengthen links with local parishes by creating opportunities for staff and pupils to celebrate Mass with the local Catholic community

2. PUPILS

How good outcomes are for pupils, taking into account variations between groups.

Pupils appreciate and participate in the Catholic life of the school. The chaplaincy co-ordinator has established an active group of liturgical life leaders who contribute to maintaining and further developing the Catholic Life of the school. These pupil leaders assist with planning and leading collective worship including advertising events, creating sacred spaces, producing liturgical artwork, reading prayers and providing music. Recent examples include pupils planning and leading Remembrance Day and holocaust memorial services for the whole school.

Pupils across the school are alert to the needs of others and seek justice on a local and global level. This is evident through their support of charities such as Cafod, Butterwick Hospice and Thornaby Food Bank. The school recently hosted the 'Pearl of Africa children's choir' from Uganda and pupils responded with great generosity raising £2000 during the day. After learning about the work of Cafod, a group of year eleven pupils established their own group which meets weekly in school.

The school is beginning to develop an annual retreat programme which includes the Lourdes pilgrimage: year seven visit to Osmotherly and Mount Grace Priory and year eight retreat days. Not all year groups are currently provided with opportunities to participate in retreats, however school leaders recognise the benefits these events have for the spiritual and social development of pupils and have highlighted this as a priority in the school improvement plan.

The contribution of pupils to the school and wider community are formally acknowledged by the presentation of the Catholic Life awards following the end of year liturgy. Every teacher is asked to nominate a student who has exhibited Gospel values, such as generosity, honesty and kindness.

The pastoral systems of the school are strong, well established and respond effectively to the needs of individual pupils, classes and year groups. Pupils benefit from a personalised approach to supporting their needs. A current example is the way in which the year eleven tutor groups have been structured into eight smaller groups (of no more than twelve pupils).

Pupils benefit from strong relationships which are built on mutual respect and trust. When disagreements do occur, relationships are quickly rebuilt through an effective restorative approach. This approach demonstrates the school's commitment to living out the Gospel values of justice and reconciliation.

The standards achieved in Religious Education are very high and have improved significantly since 2014. Of the 2015 GCSE cohort 75% achieved A* - C and 36% made 4+ levels of progress. These results mean that success in Religious Education compares very favourably to that in other subjects.

The strong results at GCSE level represents excellent performance in terms of levels of progress achieved by pupils overall. Analysis of pupil data suggests that such excellent outcomes will be maintained in the future. The high standards have been

achieved through excellent teaching, close tracking of student progress using the school’s effective assessment, data, tracking and reporting systems, detailed feedback on how work can be improved and a range of intervention procedures.

At Key Stage three, pupils’ progress is also impressive and all Key Stage three data shows very good progress against school targets. End of Key Stage three results in 2015 were outstanding: 98% of pupils reached level 5+, 87% Level 6+ and 39% reached level 7. Pupils speak very positively about their experiences in Religious Education with some saying it is their favourite subject. Pupils work well in lessons and have an understanding of how well they have done, what level they are working at, and what they need to do to improve. One pupil said ‘In Religious Education I am being guided to excellence’.

Pupils respond with reverence to the range of prayer, reflection and liturgical experiences provided by the school. Weekly year group collective worship, which is planned around specific themes and the liturgical calendar, features a high level of participation by pupils supported by contributions from senior leaders, the chaplaincy co-ordinator and members of the liturgical life group.

The outstanding holocaust memorial liturgies which were observed during the inspection included readings, reflections and prayers which were led by the chaplaincy co-ordinator and pupils from years seven, eight and nine. The liturgy included visible aids to prayer including images of the holocaust, icons, the lighting of candles, singing and contemporary music. These poignant liturgies epitomised the strong sense of belonging which is evident across the whole school community.

Tutor group collective worship is well planned and led by both staff and pupils. Pupils appreciate and value the opportunity to start their school day with prayer and reflection. Following their prayer time, a year eleven tutor group engaged in a very mature and challenging debate relating to the topics of the holocaust, forgiveness and reconciliation. Every classroom has a focal area for prayer which are well cared for, attractive, relevant and integrated into the prayer life of the class. Pupils in year nine confirmed that there are well established prayer rotas for all tutor groups and that pupils are comfortable with contributing to the prayer life of the school. Every tutor group visit the chapel at different times throughout the year and plan and deliver a liturgy for their year group.

<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic life of the school 	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education 	1
<ul style="list-style-type: none"> How well do pupils respond to and participate in the school’s Collective Worship 	2

3. PROVISION

1

How effective the provision is for Catholic education

The teaching in Religious Education is of an excellent standard. The Religious Education department has its own suite of rooms which are in good condition. Pupils' work and colourful prompts are on display. There are three full time specialists Religious Education teachers, who are supported by a number of experienced colleagues, including the head teacher and deputy head teacher. Two teachers are enrolled on long term courses as preparation for leadership of teaching and learning.

Each teacher has taken an active role, dependent on their knowledge and skills, in contributing to the development of the curriculum in both Key Stages. Schemes of Work are detailed and good lesson planning successfully translates the schemes into meaningful learning experiences for the pupils.

Teachers have very good subject knowledge and a clear understanding of how students learn. They skilfully question pupils and create a climate where they can be reflective. Praise is effectively used and pupils are confident. There is much evidence of effective assessment for learning. For all ages, the learning objectives are clearly differentiated. Teaching in Key Stage four classes is clearly focused on supporting the students to achieve well in forthcoming examinations. In lessons, pupils are keen to learn, their behaviour is very good and they work hard.

A variety of resources are used effectively in lessons. The quality of marking is good with clear targets for improvement being offered and evidence that pupils are responding to these. Feedback to pupils also supports the whole school literacy policy. Good peer assessment is evident. Common assessments in both key stages are set, and results analysed for the full cohort and for the different groups of learners. This has had a positive impact on standards with particular groups whose performance is lower than expected being identified for targeted intervention.

The curriculum is carefully planned and in line with guidelines set out by the Bishops' Conference of England and Wales. At Key Stage three, pupils follow an innovative programme based on the Curriculum Directory and ICONS with effective schemes of work and good shared resources. At Key Stage four pupils study Edexcel Unit 3- religion and Life based upon Catholic Christianity and Unit 8 – Religion and Society based on a Study of Christianity and one other religion. The curriculum contributes greatly to the pupils' spiritual, moral and vocational development.

The quality of collective worship provided by the school has improved significantly since the last inspection. Observation of tutor group prayer, year group collective worship and staff briefings confirm that all members of the school community regularly participate in formal and informal prayer.

Collective worship for all year groups is planned and led by the chaplaincy co-ordinator, senior leaders, tutor groups and pupil volunteers from the liturgical life group. Not all pupils are provided with opportunities to organise, and subsequently evaluate, their own impact on collective worship. However, the school is working towards this goal.

Tutor group worship is age appropriate, linked to the weekly theme and relevant to the pupil's lives. Weekly whole school themes include purpose, mission and calling, as well as God's plan for each person to be saints. All acts of worship adhere to the Collective Worship policy and promote the Gospel values, helping pupils to learn more about themselves, their relationship with others, and their relationship with God.

Chaplaincy provision is making a strong and significant contribution to all aspects of the life of the school and there is wide recognition from governors, school leaders, the staff and pupils of the effectiveness of the work of the chaplaincy co-ordinator in supporting all members of the school community on their faith journeys and inspiring them to be unselfishly involved in action for the good and care of others.

The continuing development of Chaplaincy provision needs to be a whole school priority to ensure current initiatives are well embedded and that all pupils and staff have equal access to provision and the benefits already being offered.

Pupils have the opportunity to engage in a variety of liturgical services and celebrations during the year, which bring staff, pupils, parents and governors together as a truly worshipping community. Opportunities to celebrate the Eucharist in school include the year seven welcome Mass, St Patrick's feast day Mass and year eleven leavers Mass. Links with local parishes are developing positively, but there are not yet opportunities for staff and pupils to celebrate Mass with the local Catholic community. The school celebrated its golden jubilee in March 2015 with an official Mass led by Bishop Terence at St. Mary's Cathedral, shared by all the pupils and key stage two groups from the three feeder primary schools.

• The quality of teaching and how purposeful learning is in Religious Education	1
• The extent to which the Religious Education curriculum promotes pupils' learning	1
• The quality of Collective Worship provided by the school	2

4. LEADERS, MANAGERS AND GOVERNORS

How effective leaders, managers and governors are in developing the Catholic life of the school

Leaders, managers and governors' self-evaluation shows an accurate knowledge of the school's provision and outcomes in Religious Education. Systematic testing, monitoring, tracking and intervention for pupils have had a positive and significant impact on the outcomes for students. Quality assurance includes lesson observations, learning walks, pupil voice and annual departmental reviews. Arrangements for monitoring and evaluating the Catholic Life of the school are less formal although leaders at all levels of the College understand and take seriously their responsibility to promote the distinctive Catholic nature of the school

A governors' Religious Education working party focuses on the quality of the school's Catholic Life and Religious Education. This group have ensured that staffing is now in place, which has significantly impacted on outcomes for all pupils in Religious Education, however, work on the roles and responsibilities of those leading Religious Education and the Catholic Life of the school is not yet complete. The head teacher is steadfast in her efforts to improve provision and outcomes for all pupils and she has worked very closely with the acting head of Religious Education guiding and supporting her in all aspects of her role.

Religious Education is seen as a core subject within the curriculum and lessons are subject to the same rigorous monitoring as all other subjects. Work Scrutiny is carried out at scheduled times throughout the year and teachers are responsive to advice and feedback. Religious Education has 10% curriculum time in both Key Stages and the school meets all canonical and statutory responsibilities.

The inspirational leadership and drive of the head teacher has united staff in the common purpose of providing the very best holistic education for all pupils. The Catholic mission and vision is shared, actively promoted and practised by governors, staff and pupils. The school is an inclusive Christian community which reflects the school mission statement

Governors know the school well and their support is a strength of the school. They robustly monitor and evaluate all aspects of its work. They rightly feel that the school has "improved" as a Catholic school since the appointment of the head teacher, and that the school "strongly enriches" the spiritual development of all staff and students.

Varied opportunities are provided for staff development including a comprehensive induction programme which includes 'exploring the faith' sessions. Staff pray together at staff briefings and a staff chaplaincy group meets once every half term including joint meetings with the pupil liturgical life group.

<ul style="list-style-type: none"> How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils 	1
<ul style="list-style-type: none"> How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	1