



# St Patrick's Catholic Primary School

URN: 126431

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

21–22 May 2025

## 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

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

2

## Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has responded to the areas for improvement from the last inspection.

## What the school does well

- Pupils' behaviour is exemplary in the classroom and within prayer and liturgy. Pupils show a clear respect for each other and adults through the way they treat people with openness and friendship, hold doors open for others and speak with respect and politeness.
- The strong sense of community is enhanced by the commitment of all the staff, who show great care towards each other and the pupils in their care and, in particular, to their vulnerable families.
- The focus on oracy and religious vocabulary has resulted in pupils being confident and fluent to discuss prayer and liturgy and religious education with enthusiasm and interest at a high level.
- Pupils are able to make strong links between the school's values, Catholic social teaching and their own lives, due to their high level of understanding.
- The dynamic leadership of the headteacher ensures that pupils' experiences are enriched through carefully thought out and planned visits and visitors to the school.

## What the school needs to improve

- Ensure there is enough challenge in religious education lessons, consistently across the school, to enable pupils to reach the greater depth level.
- Effectively record the impact of actions taken so that there is a clear understanding of what the school has achieved and where to focus on next to improve the Catholic life and mission of the school, religious education and collective worship.
- Enable pupils to plan and lead prayer and liturgy through the consistent application of the development of skills progression that is already in place.

## 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

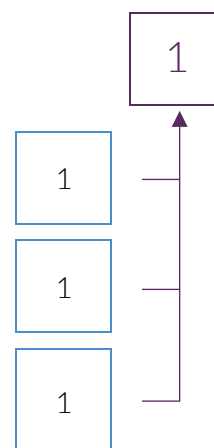
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 have a clear understanding of the mission of the school and fully embrace the opportunities given to them, for example, being part of the Chaplaincy Team. From the youngest age, they understand that they are made and loved by God. They enjoy school and are happy, confident and secure due to the strong relationships with the adults. They understand that they are called to follow in Jesus's footsteps by serving each other and their community. They fully embrace this responsibility enabling them to flourish and 'help them to live their best life, and others too'. As a result, pupils respond pro-actively to the call of Catholic social teaching (CST). They are able to use the language of CST to explain why they should help others and in what ways, such as, supporting the local foodbank and litter picking. Behaviour is exemplary with pupils listening carefully to each other and adults, showing they respect and value others. They have a great curiosity for, and enjoy learning about, different faiths, and they understand why it is important. They love visitors coming in and telling them about different faiths, 'it enables us to enrich our own faith and compare it with others.' There is a huge Chaplaincy team as no one is denied a place. It is valued by others and those in it are proud to represent the school.

When the mission statement was reviewed by all stakeholders, they ensured it reflects the work of the school and consequently, drives all policies and procedures. It is deeply rooted in gospel values. There is a strong sense of an inclusive, supportive and joyful community where all are welcomed. Staff fully embrace the opportunity to support the Catholic life of the school through their dedication to the most vulnerable families. They are exceptional role models in the way they look after each other and provide the highest care for the school community, going above and beyond for those in need. The Catholic identity of the school is reflected in the environment with displays on CST, school values, high quality art work (some of it by parents), and pupil and

parent voice, contributing to a valued and vibrant learning environment. The Chaplaincy Team lead assemblies and prayer such as the rosary and the stations of the cross. They design and create the prayer areas in each classroom. They see themselves as role models for younger pupils. Relationship Education meets diocesan requirements and has been designed to accommodate the needs of the school community.

The headteacher provides a dynamic inspiration for staff, governors and pupils. Leaders and governors fully embrace the Catholic life and mission of the school and see it as a core responsibility. They actively promote the bishop's vision for the diocese, particularly through working with the Camino partnership. Leaders and all staff are highly successful in engaging parents, which is valued. 'Catholic values and mission are woven into everything', and parents feel 'blessed to be part of the school.' CST is a strength of the school, following diocesan and in-house training, and is beginning to be embedded in the wider curriculum, particularly through art, music and science. Staff feel well supported by each other and the leaders of the school, 'people pick each other up', the mental health of all is a priority for leaders. The headteacher is supported well by the chair and other governors who visit the school regularly. Governors are committed and enjoy being involved in the school, 'it is a privilege to do it.' They communicate their actions to parents regularly. Monitoring leads to an action plan, however, the impact of actions has not been explicitly recorded. Pupil voice is sought for Catholic life and religious education leading to improvements in the understanding of the mission statement and CST. Induction of new staff includes diocesan training and in-house mentoring. This is highly effective and valued in supporting new staff to support the Catholic life of the school.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

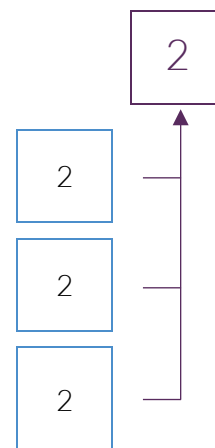
How well pupils achieve and enjoy their learning in religious education

#### 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' development of knowledge and understanding is secure and reflects the *Religious Education Directory (RED)*. They are making good progress and are able to use their prior knowledge to make strong links in lessons. This is consistent for pupils of all abilities. They are able to use appropriate religious language to speak about their viewpoints, bringing in examples from scripture. Across all classes, pupils speak fluently and confidently and ask quality questions, showing a curiosity to deepen their learning. In lessons, pupils are highly engaged, resulting in them being able to work independently and concentrate well. They are confident to share ideas and also build on the ideas of others. This is due to the strong relationships between the pupils themselves and with the adults. In some classes, pupils' work is of a high standard, neatly presented, showing their knowledge and understanding. Where there is the strongest practice, it is clear what pupils have done well and what they need to do for next steps. Pupils enjoy religious education and particularly the fun lessons, such as drama and artwork, where pupils show the depth of their thinking. The use of 'I can' statements and learning ladders allows pupils to reflect on their own work.

Teachers are growing in confidence in their subject knowledge due to training from the diocese and support from the religious education leads and each other. All staff are committed to the value of religious education and therefore it is valued by the pupils. In many classes, there is a high expectation of the standard of work and presentation. The use of diocesan resources supports the linking of planning to current assessment. Some teachers are highly skilled in asking effective questions and adapting tasks to enable pupils to show the depth of their understanding. However, in some classes there is not enough challenge for pupils to move to greater depth thinking. There are plenty of opportunities for pupils to reflect on their work and make links with the school's values, CST and their daily life. Good quality resources are used to

enrich religious education lessons, and this, along with well-planned creative lessons, particularly drama, ensures that pupils enjoy religious education, leading to their exemplary behaviour. Teaching assistants work sensitively, timely and gently with pupils with needs, showing understanding and giving them support as well as space and independence as appropriate.

Leaders have ensured that the curriculum is faithful to the *RED* and have introduced it into all classes, apart from in Year 6, to ensure a solid foundation and a consistency of approach for the pupils. They ensure that the needs of all pupils are met, through quality resourcing, including support from adults. Religious education enjoys parity with other core subjects in terms of timetabling and staffing. Staff highly value the quality training and resources offered by the diocese which has enabled them to work together on the *RED*. The religious education leads have a clear vision in the subject. They work alongside staff to support and improve teaching and learning, resulting in some outstanding teaching in the school. They are supported by the other religious education leads in the Camino partnership and work together on moderation and self-evaluation. There are plenty of opportunities for enrichment in religious education including the recent pilgrimage around the local churches in Corsham; the pilgrimage planned and led by Year 6 for Key Stage 1 pupils; religious education links within music and art; science linked to *Laudato Si* and school trips planned around a theme to enable pupils to appreciate the world around them. Regular monitoring involving the governors has led to strategic action. Challenge provided by the governors is not always recorded in meetings.

## 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 engage well in all forms of worship, they participate enthusiastically with prayer and responses. Their behaviour is exemplary. They sit prayerfully, listen carefully and participate in thinking deeply. They make links due to the expertise and skill of the leaders in planning engaging and relevant worship, that enables pupils of all ages and abilities to participate. There are prayer and liturgy opportunities for all pupils within whole school, in class and key stage worships, which reflect the liturgical year. The Chaplaincy Team lead some assemblies and prayer opportunities, which are planned by leaders. Other pupils are able to read their own prayers in class worship. Currently, pupils are not involved in planning worship, however there is a progression of skills in place to encourage this. Year 6 pupils 'loved the freedom of the responsibility' to plan the recent Key Stage 1 pilgrimage. Pupils understand that there are many ways to pray and they are able to make connections, articulating this using high-level religious language. Some pupils are given the opportunity to reflect and evaluate the impact of class worship.

Prayer is central to school life, with moments of joy and sadness marked with prayer opportunities. The daily pattern of prayer reflects the seasons of the Church, and pupils are offered a range of prayer opportunities such as traditional prayers and writing their own. From the youngest age, pupils join in enthusiastically with the sign of the cross (sometimes sung) and other prayers, and older pupils have the opportunity of hearing traditional prayers in different languages. Scripture is central to all liturgy, with pictures to enrich the stories for younger pupils and the use of higher-level language with older pupils, leading to pupils' responses using the language they are hearing. All staff are committed to being good role models in participating in prayer and liturgy, modelling signs and prayers for pupils. Relevant staff are highly skilled in planning and leading engaging worship with a variety of resources to inspire and motivate pupils.

Pupils experience of whole-school worship is enhanced with the opportunity to reflect and comment on high quality pieces of art and music. There are prayer areas in each classroom that are designed and created by the Chaplaincy Team and updated according to the Church's season. There are focal areas for Celebration of the Word in the hall and in the Key Stage 1 area, with age appropriate artefacts, prayers and Bibles. The Chaplaincy team have a mobile station which is well resourced for them to lead prayer where it is appropriate.

The current policy is useful for staff when planning liturgy. There is a progression of prayer, Mass responses and skill development for pupils to plan and lead their own worship in place, however this is not being fully utilised across the school. Staff are highly supportive of the parish's First Holy Communion programme and attendance at the Masses is appreciated by the parish priest and parents. Feast days and holy days of obligation are celebrated with a service in school or a Mass in church for the older pupils. Reconciliation services are led by the headteacher in school. Staff understand the importance of prayer and liturgy and value being able to observe others leading key stage and whole-school worship. They feel well supported and confident to lead class worship. Parents value that they are invited into school for prayer opportunities including 'Stay and Pray.' The headteacher has worked hard to ensure that the school is involved with many churches in the locality, with church leaders coming in on school visits, which enhances key liturgical events across the year. Leaders are highly skilled in planning and leading prayer and liturgy that is relevant and applicable to the school community. Governors and pupils are involved in the monitoring of collective worship and targets are identified to include in the action plan.

## Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	126431
School DfE Number (LAESTAB)	8653437
Full postal address of the school	St Patrick's Catholic Primary School, Lacock Road, Corsham, SN13 9HS
School phone number	001249713125
Headteacher	Jennie Courtney
Chair of governors	Charlotte Gilbert
School Website	<a href="http://www.st-patricks.wilts.sch.uk/">www.st-patricks.wilts.sch.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	July 2018
Previous denominational inspection grade	1

## The inspection team

Dawn Summers-Breeze  
Kelly Kordula

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