



St Patrick's Catholic Primary School

URN: 100173

Catholic Schools Inspectorate report on behalf of the Most Reverend John Wilson, Archbishop of Southwark

26–27 February 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

Religious education (p.5)

The quality of curriculum religious education

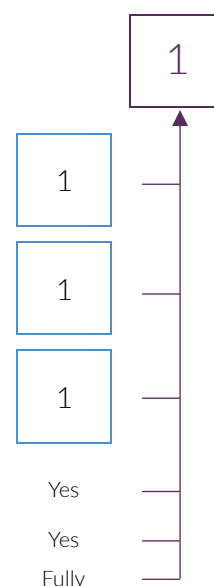
Collective worship (p.7)

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

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



Compliance statement

- Religious education is taught for a specified portion each week and constitutes at least 10% of the taught curriculum time.
- The school is fully compliant with the requirements of the Archbishop.
- The area for improvement from the previous denominational inspection have been addressed fully.

What the school does well

- The school has very high expectations of behaviour and attitudes to learning.
- There is an enriched Catholic curriculum that centres on the teaching of Christ.
- Pastoral care deeply reflects Gospel teaching with the pupils being the 'hands and face of Jesus', to others.
- Prayer is central to the life of the school permeating all areas.
- St Patrick's is a community that welcomes all, especially the most vulnerable.

What the school needs to improve

- Build greater capacity among pupils' evaluation skills to make their input an integral and valued part of the process of self-evaluation.
- Create more opportunities for pupils to plan as well as prepare and lead prayer and liturgy.
- Cascade the very best practise in prayer and liturgy to all staff so that all staff model this.

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

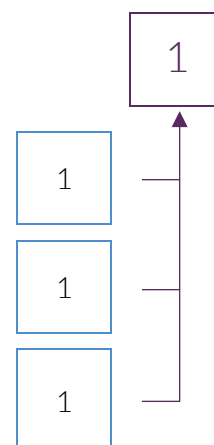
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 clearly understand and live out the Catholic identity of St Patrick's school. Pupils stated it helps them to 'be kind to others, follow Jesus' commandments' and 'helps me know that God is near'. Their knowledge of St Patrick is very thorough, and they understand, for example, the theology of the Holy Trinity using the shamrock. Catholic social teaching is embedded across the curriculum, clear in pupils' work, in their knowledge of the seven principles and in the charitable actions they undertake. For example, raising funds for Cafod, and leading a carol service in the local care home. A pupil stated, 'Pope Francis' teaching about society and peace and justice and how we care for everyone.' Pupils demonstrate a deep respect for those of other faiths, recognising that by being 'the hands and face of Jesus we show God's love in action.' Pupils highly value the input of their parish priest; regularly present in the school. Pupils know their voice is heard on practical issues. A pupil stated, 'they spoke to the head about locks on the toilets and this was sorted.' Pupils feel safe and have the opportunity through restorative justice to resolve conflict. As a result, behaviour is exemplary throughout the school.

The mission statement based on St Patrick's breastplate is an inspiring expression of the Church's mission for education. It is revisited and renewed involving all stakeholders. The parish priest stated, 'The school is a community at one with the parish which impacts positively upon parents and parishioners.' All parents agreed they know, understand and are supportive of the school's mission. One stated, 'I wholeheartedly support the school's ongoing mission.' Christ is at the heart of the school where all are welcome to an exceptionally joyful community. Break out and sensory rooms ensure pupils with special educational needs and/or disabilities and the most vulnerable are given strong support. A parent stated, 'St Patrick's provides a safe, respectful, and nurturing environment where my children can grow and develop.' Staff relationships with each other and their love and care for pupils is tangible, which consistently bears witness to the school's Catholic life and mission. The parish priest

is very involved in the school, enhancing opportunities for spiritual development of pupils and staff. Relationship, sex and health education is carefully planned using Ten:Ten and pupils can articulate their learning.

The Catholic life and mission of St Patrick's is, as stated by staff, 'At the heart of our school'. It is a core leadership responsibility led by an ambitious, passionate governing body. It is high priority within the school improvement plan and is interrogated within governor meetings. They actively embrace the Archbishop's vision, for example, engaging with the participator level of the Oscar Romero award. This leads to a vibrant Christocentric community. Staff attend professional training offered by the diocese. All parents agreed they are supported as the first educators of their children and are consulted and kept up to date with the teaching in RSHE. Religious education is at the core of the curriculum, interweaving across all subjects, for example in study of Fair Trade in Geography leading to connections being drawn between curriculum areas. Most staff agreed their physical and mental wellbeing are well supported, stating the senior leadership team 'Are really good at listening,' new staff stated, 'their induction was very helpful.' Governors are regular visitors to the school engaging with pupils and staff, and going on learning walks. Reports of these are presented to the governing body and impact upon strategic plans for the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

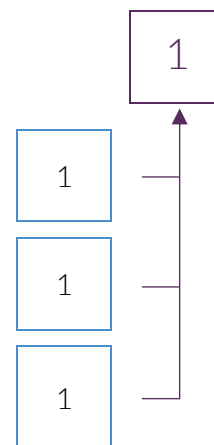
How well pupils achieve and enjoy their learning in religious education

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 really enjoy and value their religious education and, therefore, behaviour in lessons is exemplary. They stated, 'RE is more important because it is about Jesus'. Pupils gave examples showing how religious education impacts upon their lives. For example, using the healing of the paralytic, they stated, 'Jesus teaches us about being kind and helping.' Pupils can describe elements of Islam, Judaism and Scripture using key terms. A pupil stated, 'I like it that when I read the Bible sometimes, I don't understand, but when we read it in class and discuss it, I understand'. Three-year data shows religious education outcomes are in line with other core subjects and, although greater depth is weaker, the school is aware, strategies are in place to manage this. Work produced is of a high quality showing a varied creativity, for example art and extended writing. Pupils respond to teacher questions to help them improve and are engaged in lessons giving very profound responses. For example in answer to 'How can we show kindness to others?' a reception pupil stated, 'Help an old lady across the road.' Explaining the concept of 'perfect sacrifice' a key stage 2 pupil stated, 'Jesus is perfect in every way possible.'

Teachers have an authentic subject knowledge and demonstrate a deep commitment to and high expectations of religious education. This means the quality of teaching is never less than good, some outstanding. Questioning is used skilfully, for example a question on John the Baptist calling Jesus the Lamb of God elicited the response 'Jesus is going to be sacrificed.' Staff stated 'RE is taught in a way that allows children to explore their beliefs'. The impact religious education has on the moral and spiritual development of pupils is very evident. A parent stated, 'The tremendous work.....especially in terms of moral and religious education.' Lessons show teacher planning gives pupils opportunities to express their learning in a variety of ways such as role play and art which enables all to express their learning. A nursery child, on the theme of sharing, stated, 'I'm going to share my toys with everyone.' The inclusive nature of teaching is very evident. Using high quality resources, teaching assistants

support pupils with special educational needs and/or disabilities such that they can access the same material as their peers.

The Way, The Truth and The Life programme is used and is a true reflection of the *Religious Education Curriculum Directory*. Having engaged with diocesan training on the *Religious Education Directory*, some year groups are beginning to use the Directory in planning. Professional training is cascaded to all staff. Planning using these programmes ensures the curriculum is sequential leading to greater depth of learning over time. A parent stated, 'He often asks me questions about Jesus and the Bible after learning certain things in RE.' Planning is effective meeting the needs of all pupils including the nursery. Enrichment activities such as visits to the Gurdwara are used to enhance their learning. Governors ensure religious education has parity with other core subjects and are very involved in the evaluation of religious education engaging in learning walks, lesson observations, scrutiny of work and discussions with the subject leader. Minutes show reports are fed to the governing body. In addition, the subject leader gives presentations to the governing body who challenge and support. This inputs into the action plan for religious education leading to well-targeted planning. The impact on pupils is shown by a parent who stated, the school 'Ensures that every child thrives, learns and experiences a well-rounded education.'

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

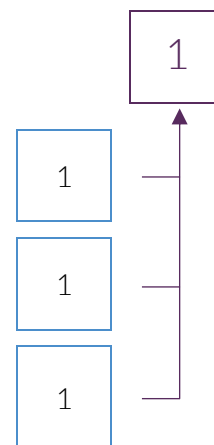
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils are deeply engaged and take a full and active part in prayer and liturgy experiences provided by St Patrick's. Pupils stated, 'I like that it gives me time to reflect and thank God.' The quality of prayerful silence is excellent, and, as a pupil stated, 'I like that it is silent.' The experiences of prayer and liturgy draw pupils into a deeper relationship with God, they stated, 'I like sort of reliving Jesus' ways.' They have opportunities to share traditional and extempore prayer and say they 'enjoy meditation.' Scripture appropriate to the season is used in class prayer and reflects the theme of the lesson. For example, in a lesson on forgiveness the Act of Contrition was prayed leading to the parable of the Prodigal Son. Pupils sing prayerfully and with enthusiasm and work well with others in preparing and leading prayer and liturgy, however whilst a very good example of pupil planning of prayer and liturgy was observed, pupils need more opportunities to do. Pupils are most reverent in Mass and undertake liturgical ministries confidently and with great skill. A parent stated, 'The class Masses allow him to be confident whilst learning about kindness and love'.

Prayer and liturgy are central to the life of the school and impacts upon every encounter. Staff stated pupils 'Learn more about how to pray independently so they can understand the power that prayer can have in their lives.' It is naturally embedded into the routine of the school day and extends to the home. A parent stated, 'My son has an affirmation taught to him, "I am God's beloved child" which he says after nighttime prayers before going to sleep.' Scripture is thoughtfully chosen using for example the Wednesday Word or the gospel of the day and pupils respond to this in many creative ways such as through role play and music. The beautiful school chapel is open for private prayer daily which pupils said they use regularly and find 'it makes the rest of my day better.' Pupils stated they look after the prayer spaces in classrooms and are clear about correct liturgical colours. Parents are involved in the prayer life of the school, a parent stated, 'Attending these events always leaves me feeling inspired and uplifted.' The relationship with the parish is exceptional; for example, staff support the parish catechistical programmes by sharing their expertise.

The leadership is highly ambitious for the prayer life of this outstanding Catholic community as a result prayer and worship are integral to their vision and drive. A governor stated, 'It permeates everything that happens at the school.' The school's well formulated policy on prayer and liturgy is useful to all relevant staff. There is a clear strategy for building pupil skills of participation as they grow through the school and governors ensure the school calendar provides for Mass and the Sacrament of Reconciliation. Pupils stated, 'You can go to confession on Fridays as well as other times.' The patronal feast is a major celebration for the school beginning with Mass followed by a day of varying activities, to which parents are invited appreciating 'how much effort goes into all the children's performances.' Professional development for staff is of a high quality however excellent practice in prayer and liturgy needs to be cascaded to all staff. Governors are fully conversant with liturgical practices of the Church such as the new Lectionary and they ensure prayer and liturgy has high priority in budget and planning. As part of the school improvement plan the quality of prayer and liturgy is regularly reviewed, and views of pupils are sought as part of this.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	100173
School DfE Number (LAESTAB)	2033561
Full postal address of the school	St Patricks Catholic Primary School, St Patrick's Catholic Primary School,Griffin Road, Plumstead, London, SE18 7QG
School phone number	002088543881
Headteacher	Mary Murphy
Chair of governors	Kathy Elliffe
School Website	https://www.stpatricksprimary.org.uk
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	3-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2019
Previous denominational inspection grade	Outstanding

The inspection team

Stephen C Horsman
Leila Coward

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

