



# St Patrick's Catholic Primary School

URN: 138465

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

25–26 June 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

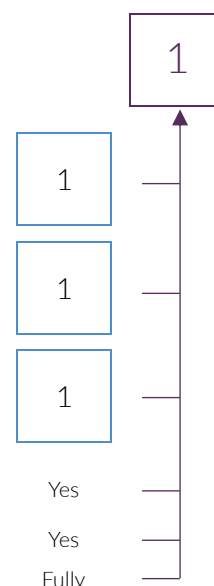
#### Collective worship (p.7)

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

- 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

- The religious education (RE) leads provide high quality clear direction and guidance and have had a positive impact on the provision of RE in a short space of time.
- Floor books capture beautifully pupils' thoughts, questions and the depth of their learning, which is presented in a way that shows that religious education is highly valued by staff and pupils.
- Governors provide experience and expertise which is highly valued and well used in the school.
- Staff are committed to supporting the Catholic life of the school, particularly through their care for all pupils especially those with needs.
- Pupils are offered a wealth of prayer and liturgy experiences, which is enriched by the strong links and 'intimate' relationship with the parish.

## What the school needs to improve

- Ensure that Catholic Social Teaching is a golden thread that runs through the wider curriculum.
- Embed pupil evaluation of Catholic life and mission, religious education and collective worship.
- Undertake a Relationships education review in the school community.

## 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

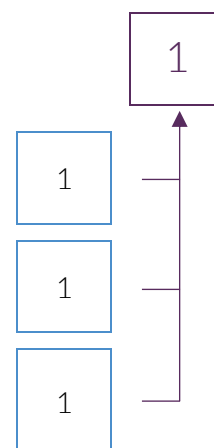
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 are clear of the school's mission and its distinctive Catholic identity. They are able to say how the mission impacts on their life. From the youngest age they know that God made them and they are valued and loved. They are happy and secure due to the strong relationships with the adults in the school. Pupils have a good understanding of the language of Catholic Social Teaching and know that it is their duty to look after themselves, each other and especially those in need, and also to care for our common home. They relish the opportunities given to them and are eager to participate, for example, fund raising for local charities and for Cafod. Pupils enjoy learning about other faiths and understand that it is important to welcome all and respect those with other faiths or none as 'we are all part of God's family'. Behaviour is good in lessons and around the school, some is exemplary. Expectations are high, any behaviour issue is handled using restorative practice and pupils with high needs are supported in a nurturing environment. Membership of the chaplaincy team is highly sought after. They are proud to be role models, to lead prayer and liturgy in classes and to organise pop-up prayer areas which are well-used.

The mission of the school is clearly lived by all involved; it is deeply rooted in gospel values and drives the school in its policies as well as its care and love for all. Staff fully embrace the mission statement. They are proud to be a part of the school and bear witness to and support Catholic life, particularly through their support and concrete commitment to the pastoral care of pupils and their families and especially those in need. They are strong role models in their care for each other. Everyone is welcomed in a spirit of generous hospitality and from the youngest age pupils know how to welcome others and help them feel that they belong. This results in a joyful community where all feel valued and ready to go the extra mile to support each other. The Catholic identity of the school is reflected in the high-quality displays around the school, for

example the re-writing of the beatitudes by the Year 6, the younger pupils celebration of Pentecost complete with bubbles and ribbons, and all the class doors decorated with aspects of the symbol for the Jubilee Year of Hope. Relationships education meets diocesan requirements and parents are kept informed regularly on what is being taught and have access to resources.

Leaders and governors are passionate and highly energised in their pursuit of a joyful community with Christ at the centre. They actively embrace the bishop's vision for the diocese. Parish links are flourishing through the hard work of the head and the parish priest. Parents and parishioners are invited to join school Masses throughout the year and especially enjoy the St Patrick's day celebrations and the May procession. There is a deep understanding and commitment to Catholic social teaching and the school have recognised that this now needs to be embedded throughout the wider curriculum. Staff wellbeing is high on the agenda for governors, and staff feel well-supported by leaders and each other. The head feels well-supported by governors, the Trust and the staff. The experience and expertise of the highly ambitious governors ensures that they provide appropriate challenge and support. The school's monitoring schedule ensures that all aspects of Catholic life are evaluated and clear targets are set for effective improvements. Pupils are beginning to evaluate some aspects of Catholic life. The staff value the training given through the Trust and the RE leads for prayer and liturgy and Catholic social teaching, which has increased their knowledge and understanding, and confidence to support the pupils. New staff are allocated a mentor alongside diocesan and bespoke training which enables them to more fully understand the mission of the school and the expectation of participation.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

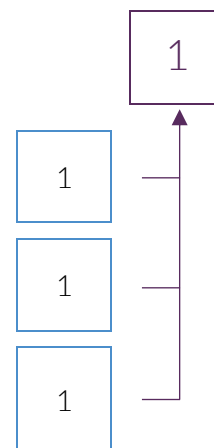
How well pupils achieve and enjoy their learning in religious education

#### 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 enjoy religious education lessons and are enthusiastic to make contributions to class discussions. They enjoy listening to bible stories and expressing their own thoughts and opinions. They are developing secure knowledge, understanding and skills in religious education and, as a result, they are making good progress. This is due to making links with previous learning and the high-quality questioning of most of the teachers, which challenges pupils to think deeply. They are able to talk about their learning using religious vocabulary in a confident and articulate manner. From the youngest age pupils are able to think ethically, especially when talking about the need to look after our common home. Pupils enjoy working in groups and independently, and show a good level of concentration in most classes. They are actively engaged in their learning and respond well and enjoy being challenged. The high-quality floor books record the depth of pupils' thoughts and the quality of their questions and shows that religious education is a highly valued subject. The work in pupils' books shows they take pride in their learning, which is well-presented and shows a variety of tasks, which they value as this allows them to express their knowledge and understanding. Pupils say they understand what they have done well and how to improve their work, especially when the teacher has given them questions to help them think more deeply.

Staff are dedicated in their commitment to religious education as a core subject and this is passed on to the pupils through their high expectations. Staff value the training they have received which has resulted in an increase in subject knowledge and confidence leading to consistently good teaching with some outstanding across the school. Planning is linked to ongoing assessment so that all pupils' needs are met, through additional support or adapted tasks. The quality of the teachers' and teaching assistants' questioning is highly effective in extending pupils' responses and encouraging their own high-quality questions. Pupils are clearly

motivated by adult feedback in the classroom which enables them to improve and make progress. Staff have a clear understanding of the impact of religious education in pupils' spiritual and moral development and encourage pupils to make connections to Catholic social teaching in their lessons. The variety of learning opportunities, including a wide range of tasks, and high quality resources, ensures that pupils with differing needs are able to engage, for example, through artwork, freeze frames, debates, and drama as well as written work.

Leaders have adapted the new *Religious Education Directory* to accommodate the needs of the pupils in the school. With different schemes being used across the school, leaders have sought to ensure that these are used creatively. Leaders see religious education as the 'core of the core' subjects and have ensured that it has parity with other core subjects in terms of timetabling, training and budget. Leaders are committed to offering regular training to staff for religious education, provided by the diocese, the Trust and also inhouse. The new religious education leads have a strong professional relationship. They are passionate and inspiring and bring a high energy in securing the clear vision that they have for teaching and learning in religious education across the school. This drives them to offer accurate and detailed direction to staff following monitoring, resulting in a continuous journey towards outstanding teaching across the school. Religious education lessons are enriched through visits to the church, Cafod workshops, and a Trust wide art competition linked to the Jubilee Year of Hope. The highly skilled religious education leads ensure that monitoring leads to forensic self-evaluation and well targeted actions. They provide a written report as well as attending governor meetings to ensure that governors are fully informed.

## 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

1

#### Provision

The quality of collective worship provided by the school

1

#### Leadership

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

1

1

Pupils engage in prayer and liturgy with reverence and respect. They join in with prayer and singing and also silent reflection in a purposeful manner. Most pupils know aspects of the liturgical year and understand that this influences prayer, for example, stations of the cross during Lent. They know a variety of ways of praying using scripture, silence, music and traditional prayers. Pupils are encouraged to engage in spontaneous prayer, and also to show their joy in singing and dancing at the beginning of a religious education lesson. Pupils' behaviour in Mass is good and they are able to use appropriate signs and responses. They enjoy opportunities to plan and lead prayer and liturgy in the class and in their key stages with support from teachers at an age appropriate level. All pupils are encouraged to reflect and respond to Celebration of the Word through a written response or a mission. They recognise that prayer impacts on their daily life and those of others in the wider world and this is reflected in their prayer intentions. Some are beginning to evaluate their own planned Celebration of the Word and to say what they could improve next time.

Prayer is central to the daily life of the school; it is part of routine gatherings and significant moments are celebrated in prayer, for example, the launch of the Jubilee Year of Hope. There is an embedded daily pattern of prayer and weekly planned prayer and liturgy that reflects the church's year. Scripture is at the heart of all prayer and liturgy, it is well chosen and linked to the overall theme. Pupils engage in a wide range of creative experiences celebrating the richness of the Catholic tradition. Staff lead class and key stage prayer and liturgy and are inspired by modelling by the skilled senior leaders. Relevant staff feel confident to support pupils in planning prayer and liturgy and these are well-constructed due to following a common format. Prayer and liturgy are enhanced with a balance of modern and more traditional music, and the use of drama. There are prayer areas in each classroom that are well maintained and monitored by the

Chaplaincy team and governors. These are interactive and well-used by pupils. The Chaplaincy Team enjoy designing pop-up prayer areas for specific times of the year, for example, during Lent.

The policy is well written and supports staff in preparing prayer and liturgy. Leaders enable pupils to participate at an age appropriate level building up skills to plan and deliver quality worship. There is a well-planned calendar of Masses and celebrations of feast days in place annually, including, St Patrick's day, Ash Wednesday, holy days of obligation, and a May procession. Parents value the opportunities to join the school for Masses and celebrations, 'This is a very special place and has enriched our lives as a family in how we worship.' Reconciliation has not been offered to pupils this year. High quality training provided by the Trust on prayer and liturgy is valued by the staff who feel confident to lead it. Governors ensure that the school is fully equipped with high quality and engaging resources to enrich the prayer life of the school, for example, items for prayer tables in the classes and around the school. They are fully involved in the evaluation of prayer and liturgy due to regular visits to celebrations.



## Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	138465
School DfE Number (LAESTAB)	8013411
Full postal address of the school	St Patrick's Catholic Primary School, Blackswarth Road, Redfield, Bristol, BS5 8AS
School phone number	0117 377 2387
Headteacher	Michele Marshall
Chair of governors	Joanna Deasey
School Website	<a href="http://www.stpatricksbristol.org.uk/">www.stpatricksbristol.org.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Patrick's Catholic Primary School
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	September 2018
Previous denominational inspection grade	1

## The inspection team

Dawn Summers-Breeze  
Tracey Sessions

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