



St Patrick's Catholic Primary School

URN: 148914

Catholic Schools Inspectorate report on behalf of the Bishop of Hexham and Newcastle

13–14 November 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

1

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

Compliance statement

- St Patrick's Catholic Primary School is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- St Patrick's Catholic Primary School is fully compliant with any additional requirements of the diocesan bishop.
- St Patrick's Catholic Primary School has responded and fully met the areas for improvement from the last inspection.

What the school does well

- The school's mission of 'Continuing Christ's Mission' is lived out by the pupils who embrace every opportunity to learn, lead and serve.
- School leaders are inspirational witnesses to the mission of the Church; their vision permeates to all parts of the community.
- Pupils enjoy their religious education lessons and consequently behaviour in lessons is outstanding.
- All staff members provide the highest levels of commitment to the pastoral care for pupils, with a visible and concrete commitment to the most vulnerable.
- A wide range of experiences of prayer and liturgy engage pupils deeply in full, active and conscious participation.

What the school needs to improve

- Further develop the systematic and rigorous self-evaluation of the Catholic life and mission of the school.
- Ensure that the design of learning tasks enables all pupils to independently demonstrate their learning.
- Ensure greater consistency in the frequency of opportunities for pupil-led classroom worship.

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

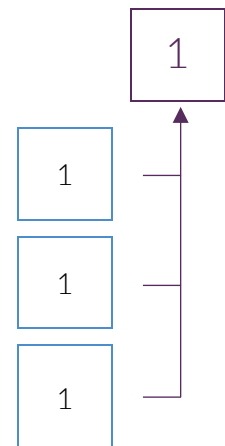
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 at St Patrick's Catholic Primary School understand and embrace the distinctive nature of their school. The school mission statement, 'Continuing Christ's Mission' is known, understood and lived out in the school. All pupils feel valued, loved and cared for. They speak with great affection about the staff, and all feel they have someone that they can trust and talk to. Pupils embrace and relish opportunities to take a leading role in responding to the demands of Catholic social teaching. For example, a group of pupils met with the local Member of parliament to discuss local issues. Pupil groups, such as Mini Vinnies and Live Simply, allow pupils to be proactive in supporting both local and global issues. They are beginning to articulate the theology underpinning their actions. They understand their responsibilities to support charities and relate this well to Jesus' teachings. Pupils' behaviour, both during lessons and in non-structured times around school, is exceptional. They are happy, polite and supportive of each other. They demonstrate a deep sense of respect for other faiths and value the opportunity to learn about other faiths and religions.

Staff at St Patrick's truly embrace the mission statement and are a key part of the school's success. As one staff member stated, 'Christ is at the heart of everything we do here; we live by the mission of Christ and speak His word in all we do.' This has led to the creation of a Christ-centred and loving community where every person feels valued and unique. Staff are excellent role models who clearly care about all their pupils and each other. The pastoral care offered to pupils and their families is exceptional. The quality of relationships is evident in everything the school does. Parents speak highly of the school's work in creating a strong sense of community. One commented that, 'Everything they do has their faith right at the heart, from food bank collections, recycling, uniform swap shops to working with the elderly.' The school environment

effectively bears witness to the Catholic mission of education contributing positively to the formation of all pupils, with a variety of well cared-for displays and focus areas throughout the building. Provision for relationships, sex and health education meets both statutory and diocesan requirements and is faithful to the teaching of the Church.

Leaders and governors are passionate about Christ being at the centre of St Patrick's. Consequently, all stakeholders are committed to the mission. Parish links are strong and continue to flourish. The parish priest speaks very highly of the welcoming atmosphere within the school and the commitment of school leaders. Leaders and governors bear witness to Catholic social teaching, ensuring this remains central to the school's work. Leaders are exemplary in their respect for the dignity of staff and ensure that the highest levels of pastoral care are provided. The school has highly successful strategies for engaging with parents and as a result parents have a strong understanding of the school's mission. One parent commented that, 'St Patrick's is a wonderful school, and all members of staff care greatly about every single child in their care. Catholic life and mission are central to everything they do.' The school has Catholicity at the core of its curriculum, and all subjects are taught consistently through a Catholic lens. Catholic life and mission are monitored and evaluated informally by pupils, leaders, and governors. However, the school's self-evaluation is less rigorous than in other key areas and therefore it does not consistently influence future developments.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

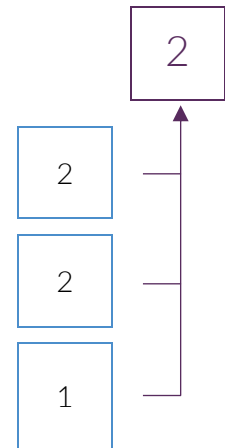
How well pupils achieve and enjoy their learning in religious education

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



The religious education programme is embedded throughout the school, enabling pupils' knowledge, understanding and skills to be built upon. The school is preparing well for the introduction of the new curriculum directory and has piloted new units in some year groups. Pupils are given the opportunity at the end of every religious education unit to reflect on their progress. This is aided by a well-designed process encouraging pupils to evaluate their own learning. This helps them to develop their religious literacy and to remember more. Most pupils could recall previous learning and how this linked to their new learning. Work in books is of a good standard and is well presented. However, in some lessons when teaching points are too long, pupils do not extend their understanding or show their learning in creative ways. The religious education books have parity with their English books. Teachers regularly share pupils' work, which encourages others to make improvements. Behaviour for learning is exemplary; consequently, pupils engage and concentrate well, showing a willingness to improve their knowledge. Assessment data shows attainment for all pupils is in line with or better than their attainment in English, with most pupils meeting or exceeding age-related expectations by the end of each key stage.

Teachers recognise the impact that religious education has on the moral and spiritual development of pupils and are therefore highly committed to its value. Most teachers are confident in religious education subject knowledge, and all staff are supported by a programme of professional development which enhances their skills and knowledge. A focus on improving the consistency of teaching and learning has led to a shared understanding of what high quality teaching looks like. Techniques such as recapping prior learning, highlighting key vocabulary in lessons and ensuring pupils answer in sentences has led to improvements in the consistency of lessons. Planning enables learning to be linked to pupils' current assessment data. All staff use

praise appropriately and 'in the moment' feedback, which motivates pupils to work hard. Most staff use questioning well to identify understanding and re-phrase explanations as needed. Staff have worked hard to offer pupils a variety of ways to express their learning. On occasion some learning tasks are over-scaffolded and restrict creativity, leading to less independence in the way pupils respond. Additional adults are well deployed and demonstrate strong professional relationships with pupils and provide effective support.

Leaders and governors have ensured that the religious education programme faithfully delivers a sequential curriculum. They have ensured that religious education enjoys a parity with other core subjects in terms of staff training, resources, and accommodation. The religious education subject leader is inspirational in supporting staff in planning and delivering the scheme of work. This results in innovative and creative teaching methods which are used to promote active learning and fully engage pupils. Staff speak appreciatively of the generous support and the 'open-door' policy provided by the subject leader. Through carefully planned lessons, and high-quality resources, additional adults in class are highly effective in supporting vulnerable pupils to achieve. Action plans are shared with governors so that priorities are implemented, and their impact analysed. The link governor for religious education visits the school regularly and, along with other governors, provides high levels of professional challenge. Leaders provide a clear and strategic vision for development. Regular, forensic monitoring and analysis by the religious education subject leader and governors results in accurate self-evaluation which leads to well-focused improvements. One parent commented, 'My child enjoys RE lessons and topics are shared with families prior to teaching, enabling family photographs to be sent in as a starting point for discussion.'

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 are deeply and fully engaged in the wide variety of prayer experiences provided by the school. They are respectful and reverent and relish the diverse opportunities to be still, to be calm and to sing joyfully as they reflect on the word of God. Older pupils are confident in collaborating to lead prayer and worship with younger pupils and with the Mini Vinnies group, who work under the guidance of the subject leader, being strong role models for other pupils. The standard of prayer experiences led by pupils is high, due to the excellent examples provided by staff. For example, in a beautiful Year 2 celebration of the word, pupils were able to reflect on the theme of 'loving others' and show their understanding of the mission to spread God's love. Pupils' wholehearted respect for prayer forms a firm basis to their lives in school and beyond. Pupils enjoy leading prayer experiences when their parents and the wider community are present. Pupils thoroughly understand the liturgical year and can describe various important celebrations, such as the feast day of St Patrick, harvest time and Advent. They evaluate their experiences of prayer, and this leads to specific actions and improvements.

The centrality of prayer in St Patrick's supports and nourishes the whole school community. The school makes imaginative and creative use of the available space. High-quality prayer areas in classrooms, corridors, and the hall provide a focus for prayer. For example, a beautiful space near the entrance of the school calls all who enter the school to reflect on the changing seasons and God's never-ending love. Teachers designate moments of silence during prayer to facilitate deeper reflection and contemplation on well-chosen Scripture passages. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper relationship with God. The school's excellent partnership with the local parish priest ensures that pupils participate in the breadth and richness of Catholic tradition. The school works well with families to include them in the prayer life of the school. One parent commented

that, 'It is a pleasure to join the children for their class celebration of the word and to see how reverent the children are when praying.' Staff are excellent role-models for pupils, engaging fully in the prayer life of the school.

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. A clear progression of skills strategy highlights how pupils can develop their prayer leadership skills, appropriate to their age. The recently revised Prayer and Liturgy policy clearly sets out the expectations for the frequency of pupil-led class worship. However, there are currently inconsistencies in this area between year groups. The school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. Parents are invited to attend assemblies, liturgies and Masses and are actively involved in evaluating these experiences. Governors prioritise a budget for resources and for developing prayer areas. Staff are given the opportunity to attend relevant diocesan courses. As a result, staff understand the centrality of prayer to the life of the school and are skilled and well-supported to lead it. As part of the school's self-evaluation, parent, staff and pupil voice questionnaires are regularly used by leaders to review and improve the quality and impact of prayer and liturgy. One parent commented appreciatively, 'They have creative ways of praying which makes it fun but meaningful for children. Thank you, St Pat's you are amazing!'

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	148914
School DfE Number (LAESTAB)	8403404
Full postal address of the school	Stanley Street, Consett, County Durham, DH8 6LN
School phone number	01207503982
Headteacher	Jennifer Gill
Chair of local governing body	Michelle Walton
School Website	stpatricksconsett.bwcet.com
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bishop Wilkinson Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	22-23 November 2017
Previous denominational inspection grade	Outstanding

The inspection team

Michael Ewing
Lianne Peart

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