



# St Patrick and St Edmund's Catholic Primary School

URN: 103439

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

19–20 June 2024

## 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

2

#### 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 curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## What the school does well

- Pupils, staff, and parents value its warm and inclusive nature.
- School leaders show exemplary commitment to the parish and local community and go above and beyond in providing for their pupils.
- Pupils' behaviour is consistently of a high standard, and they show respect and kindness towards one another and to adults in school.
- Many pupils demonstrate good religious literacy and are engaged and willing to contribute and share their views.
- Pupils are reverent and respectful during prayer and liturgy.

## What the school needs to improve

- Establish consistency in the quality of work in pupils' workbooks so that they reflect the knowledge and engagement of pupils better.
- Ensure feedback enables pupils to understand how to improve their religious education work.
- Develop and implement a clear strategy for building up pupils' independence in preparing prayer and liturgy in various forms.

## 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

2

**Provision**

The quality of provision for the Catholic life and mission of the school

1

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

2



Catholic life and mission at St Patrick and St Edmund's Primary School are good. Pupils from two neighbouring, federated schools have successfully combined to create a new Catholic identity as one school. Pupils use words like 'friendly', 'secure', 'respectful', 'exciting', and 'inclusive' to describe their school experiences. They see the school as one family and recognise the efforts made to make everyone feel welcome. As a result of their involvement, pupils feel invested in the amalgamation. They understand that the school is committed to the teachings of Jesus and respond positively to fundraising and other charitable activities arranged for them, such as those for Cafod, Fr Hudson's, and Macmillan. Older pupils talk confidently about Catholic social teaching. They know how to respond to its demands through opportunities such as Building the Kingdom, and caring for their community and the wider world. Pupils demonstrate profound and genuine respect for all, and their behaviour around school is polite and cheerful. They are influential ambassadors for the inclusive Catholic ethos of this school and are kind, thoughtful, and joyous.

The mission statement, 'Live together, pray together, learn together', and the school motto, 'Shine together in Christ', clearly express the identity of the newly amalgamated school. Staff are fully committed to the school and have worked hard to ensure the successful integration of pupils and staff. They talk positively about the sense of teamwork across the two sites. Parents are overwhelmingly complimentary and appreciative of the work that went into the union, speaking warmly about the staff and how they helped pupils settle into their new setting. There is a robust culture of welcome, and the school does everything in its power to support parents, for example, by providing a minibus link between sites. The school embraces its numerous cultures, languages, and beliefs, and teachers and support staff are excellent role models to

pupils. There is a firm commitment to the most vulnerable pupils. Although there is no separate chaplaincy provision, staff take on that role collectively. Provision for relationships, sex, and health education (RSHE) meets statutory and diocesan requirements; pupils talk positively about what they have learned in their lessons.

Leaders and governors clearly articulate the school's mission and ensure this is at the heart of everything they do. Leaders go the extra mile to put themselves at the parish's service, for example, by providing sacramental preparation at weekends and evenings for their pupils and Catholic children attending neighbouring schools. The school works collaboratively with the Caritas Christi in Urbe group of Catholic schools in the area and with the archdiocese. Leaders support the vision of the archbishop, particularly around collaborative working. Even the youngest children know the parish priest, who is well-loved and respected. Governors are committed and ambitious for the school; they are kept fully informed by reports from leaders and regular school visits. They have a good knowledge of the school and were involved in opening the new school, which one governor described as 'seamless'. Leaders, including governors, monitor the Catholic life and mission, which has led to improvements; however, pupil involvement in evaluating Catholic life and mission is not as well developed. Leaders have provided training, particularly for new staff, allowing them to contribute fully to the school's Catholic life and mission. Leaders and governors ensure RSHE is faithful to the Church's teaching and is planned and taught well.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

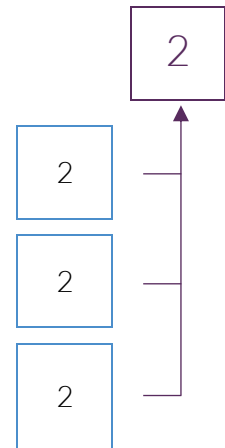
How well pupils achieve and enjoy their learning in religious education

**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



Many pupils at St Patrick and St Edmund's demonstrate good religious literacy in their responses to questions and are eager to participate in lessons and share what they know. However, this is not always evident in their written work, and consequently, some pupils do not achieve as well as they might. Many pupils think ethically and theologically appropriate to their age and development. For example, in one of the Reception classes, referring to the environment, a child said, 'If we don't look after the world God has given us, he won't give us another one'. Some children in Early Years could remember previous learning and use vocabulary such as 'Pentecost', 'disciple', and 'Holy Spirit'. Pupils are engaged in their religious education lessons and concentrate well, though work in their books does not always reflect this; it is inconsistent in quality because it is not always well-presented and outcomes for pupils are limited at times because teachers have not provided sufficiently challenging tasks. This results in some pupils, especially those with higher prior attainment, not making appropriate progress. Most pupils are unaware of how they are doing in the religious education lessons as feedback is not specific enough; therefore, they do not know how to improve their work.

Teachers are confident in their subject knowledge, understand how pupils learn, and are committed to religious education. In the best lessons, teachers communicate their passion for religious education powerfully, which results in high levels of pupil engagement. Assessment in religious education is not always consistent; therefore, some lessons do not challenge pupils sufficiently. Where this is successful, teachers use questioning skilfully to identify pupils' current understanding and subsequently help pupils to learn more. At times, progress is limited because of the feedback they are given, and this is particularly evident in their workbooks. Teachers recognise the impact of religious education on pupils' moral and spiritual development and strive to give them time in lessons for pupils to reflect. Teachers provide some opportunities for

different forms of expression, but expectations are sometimes low, resulting in an inconsistent quality of work. Support staff are used well; particularly, those with the highest needs benefit from a bespoke religious education curriculum, which is well planned to meet their complex individual needs.

Leaders and governors ensure that the religious education curriculum faithfully expresses the *Religious Education Curriculum Directory*. They ensure that there is comparability with other core subjects in the allocation of lesson time, resources, and staff. Leaders ensure that training is available to all staff and that training time is given to new teachers and those of other faiths. Consequently, these teachers feel well supported and able to plan and teach the religious education curriculum. Leaders engage with the diocese and local cluster groups to provide development and training for all staff. After analysing data suggesting that they needed to make more progress, leaders provided training to improve the outcomes of boys' religious education. The curriculum does provide opportunities for pupils to progress; however, leaders have not ensured that lessons consistently meet high expectations for all groups of pupils, especially for those with higher prior attainment. Leaders have provided a tailored learning environment and curriculum to meet the needs of pupils with complex special educational needs or disabilities (SEND). They have enabled the staff to develop their skills and practice.

## 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 at St Patrick and St Edmund's respond well to the prayer and liturgy experiences provided by the school; they join in reverently and respectfully. Pupils understand that there are different ways to pray and can describe parts of the Church's liturgical year. In one of the Reception classes, when going around the group to say a prayer, one child confidently responded by reciting the school morning prayer to the rest of the class. Pupils work well with their teachers to prepare and lead prayer and liturgy. While, for the most part, the teachers prepare the materials for them, they can increasingly make confident choices and decisions, for example, choosing an appropriate passage from scripture. Pupils can reflect on their experience of prayer and liturgy and, according to their age and development, articulate what it means to them and how it can influence their actions. Pupils are ready and able to take on more responsibility for planning, leading, and evaluating the collective worship at St Patrick and St Edmund's.

Prayer and liturgy are central to the life of the school for pupils and staff. There is a daily pattern of prayer which reflects the prayer life of the Church; however, the range of ways of praying is narrow, with few opportunities for spontaneous prayer or prayer in different places within the school environment. Scripture is appropriate to the Church's liturgical seasons. Staff are models of good practice and know how to help pupils to understand and reflect on their faith. During acts of worship, staff encourage pupils to apply what they hear to their own lives and experiences. St Patrick and St Edmund's Catholic Primary School is well supported by the parish priest in its prayer life and his school visits are valued by the whole community. The school has identified areas to enhance the environment and develop areas that can be used for contemplation and prayer. Parents and families are encouraged to share in the school's prayer life. The school has a flourishing partnership with the local parish and is actively preparing pupils for the sacraments of Reconciliation, First Holy Communion, and Confirmation.

St Patrick and St Edmund's has an appropriate and well-formulated policy on prayer and liturgy, which follows the Church's year. Leaders, including governors, have ensured that prayer follows a progression through each key stage. They have planned the school calendar to include the celebration of the Eucharist throughout the year, welcoming parents and families to join pupils. Leaders and governors offer regular opportunities for staff training and liturgical formation from the diocese and other partners. Although all staff recognise the importance of prayer and liturgy and are good role models for pupils, leaders do not yet have a strategy for building on pupils' liturgical skills and knowledge as they progress through school to give them more ownership of prayer. Leaders understand that various ways to worship are part of the Catholic tradition; however, these are not yet fully embedded into the school's prayer life. Leaders and governors monitor prayer and liturgy; this impact is limited in some areas and has not led to rapid improvements.



## Information about the school

Full name of school	St Patrick and St Edmund's Catholic Primary School
School unique reference number (URN)	103439
School DfE Number (LAESTAB)	330 3346
Full postal address of the school	Dudley Road, Birmingham, B18 7QW
School phone number	0121 247 3947
Headteacher	Kathryn Cairns
Chair of governing board	Maja Szeliga
School Website	stpatandsted.bham.sch.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 to 11
Gender of pupils	Mixed
Date of last denominational inspection	November 2017
Previous denominational inspection grade	2

## The inspection team

Catherine Murphy  
Andrew Maund

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