

St Patrick's Catholic Primary School

URN: 148659

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

01 July 2026 – 02 July 2026

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 RE

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

2

2

2

1

Yes

Yes

Fully

What the school does well

- The headteacher is a dedicated and knowledgeable leader of Catholic education and has secured excellent improvements in a short period of time.
- The renewed mission statement is known and lived by all; all stakeholders feel a strong sense of ownership having been involved in its development.
- The pupils are polite, respectful and very supportive of one another; positive relationships with staff make them feel valued and safe.
- There is a well-planned calendar of formal prayer and liturgy as well as many opportunities for voluntary prayer.
- The school has a strong partnership with the parish and parents; there are regular opportunities for both to join a range of celebrations.

What the school needs to improve

- Ensure that there is forensic, targeted monitoring and evaluation of Catholic life and mission, religious education and prayer and liturgy which involves all stakeholders and has an impact on school improvement.
- Develop consistent and effective marking and feedback which enables pupils to know how well they are doing and what they need to do to improve their work.
- Enable pupils to be able to understand and articulate the distinctive nature of a Catholic school, the liturgical year and the principles of Catholic social teaching.

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

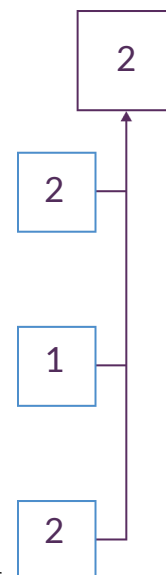
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The extent to which pupils contribute to and benefit from the Catholic life and mission of the school is good. They know and understand the school mission statement, 'Christ in our hearts and minds,' and say that it means, 'Christ is always with you; he'll always help you.' Pupils can express that their faith should lead them to ask, 'what would Jesus do?' in any given situation. Pupils highly value the chaplaincy provision and are keen to be a member of the Bright Lights or the Mini Vinnies. They take a willing role in the opportunities provided by the school; the Mini Vinnies plan and lead some of their own events. Pupils can name some of the ways in which they can care for God's world but they do not fully understand their responsibility to do this. They understand the need to follow Jesus' examples and teaching, such as to be kind or forgiving. However, they do not understand what makes a Catholic school distinct and they cannot explain the theology which underpins their actions or how it links to Catholic social teaching. Pupils demonstrate respect for those of other faiths; as a result, they are very supportive, polite and respectful towards each other.

The school's mission statement is a clear and inspiring expression of the educational mission of the Church and it is highly visible and celebrated throughout school. The mission statement was developed with all stakeholders and is therefore well-known, lived out and owned by all. There is a strong sense of community, and the warmth of welcome and hospitality includes everyone, leading both staff and parents to feel that the school is a real family. One staff member said, 'we are all as one.' Staff are exemplary role models for pupils; they have positive

relationships with pupils and pastoral care is very good leading pupils to feel highly valued, cared for and safe. The school environment effectively witnesses the Catholic identity of the school; the provision of the 'Mission Control' space is an excellent resource which is well-used on a voluntary basis by pupils for both prayer and mission activities. There are some opportunities for the spiritual and moral development of pupils and staff but these are not extensive and are not always accessible to all staff. The provision for relationship, sex and health education meets diocesan requirements but pupils cannot confidently and fully articulate their learning in this area.

Both leaders and governors bear witness to the Church's mission, placing Christ at the heart of the school and being very determined in the pursuit of this mission. As a consequence, their policies and procedures demonstrate the school's Catholic identity. Leaders and governors have worked very hard to ensure that there is a strong partnership with the parish and visits by the parish priest have a very good impact on Catholic life, supporting staff with formation very well. Governors and leaders undertake some monitoring of Catholic life and mission but this is not rigorous and as a result does not produce searching analysis or clear impact. There are not clear systems in place for collecting the views of all stakeholders regarding Catholic life and mission. There are positive relationships with parents who appreciate the opportunities to come into school for a wide variety of celebrations; as a result of the partnership offered by school, parents understand and support the mission well. The school does not make links between the Catholic curriculum and the wider curriculum. Leaders and governors have a strong commitment to supporting the physical and mental well-being of staff; as a result, staff feel very well-supported by leaders.

Religious education

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 key judgement grade

Pupil outcomes

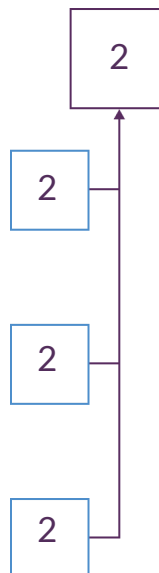
How well pupils achieve and enjoy their learning in religious education

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 their religious education lessons; as a consequence, behaviour in lessons is good. Lessons begin with the recapping of prior knowledge learnt; as a result, most pupils demonstrate very good recall of their prior learning. In some lessons the length of time spent on recall is too long preventing new learning from taking place. Most pupils engage well in lessons and they show a willingness to improve their knowledge and understanding. The provision for pupils in the Early Years Foundation Stage is good, with well-chosen activities allowing them to make good progress in their learning. The introduction of 'Godly Play' resources into Key Stage 1 and Year 3 has helped to engage more pupils more fully in their lessons. Pupil work lacks individuality and demonstrates a limited amount of creativity, particularly in Key Stage 2. The quality of the presentation of pupil work is excellent. Pupils do not ask incisive questions in their lessons in order to deepen their understanding of their learning. Pupils have a general understanding of the marking and feedback policy but they have a limited understanding of how well they are doing in religious education and they do not know what they need to do to improve their work.

Teachers are confident in their religious education subject knowledge and they have a good understanding of how pupils learn. Teachers are extremely committed to the value of religious education and they communicate this to their pupils very well. They have a very good appreciation of how religious education supports the moral and spiritual development of pupils; as a result, they give them time in lessons for purposeful reflection. In the most

effective lessons, teachers use questioning well in order to move learning on. However, in other lessons teachers miss opportunities for further questioning that would deepen pupil understanding and encourage individual responses. Lessons provide opportunities for regular extended pieces of writing but there is less opportunity to present work in a variety of other ways. Feedback and marking has improved but it is inconsistent and lacks impact on pupils' future learning and on their understanding of what they need to do in order to make progress. Assessment is used to measure what pupils have learnt but it can be inconsistent and is not always clearly linked to planning for future learning.

Leaders and governors have ensured that the religious education curriculum meets all requirements of the *Religious Education Directory*. The subject leaders for religious education have a good level of knowledge and are well-placed to secure good improvements in the subject. They are being well-supported by the headteacher. The Key Stage 1 subject leader has very effectively supported teachers with the implementation of the new curriculum; as a result, the staff feel that their understanding of what is being taught has increased. Leaders and governors have ensured that religious education has at least full parity with other core subjects and they are committed to securing regular, high-quality professional development in this subject. Leaders and governors are determined to secure high quality religious education but the lessons provided are inconsistent in quality and do not meet the needs of all learners, particularly those of both the least and most able pupils. There is a limited amount of formal monitoring of religious education; as a consequence, self-evaluation is not rigorous enough to have a positive impact on consistency, challenge, progression and outcomes in the subject. The school provides a limited amount of enrichment activities in religious education.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

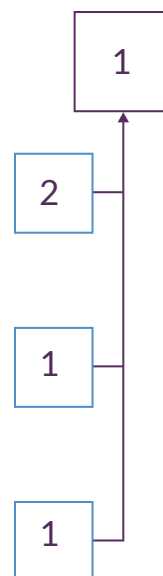
How well pupils participate in and respond to the school's collective worship

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 respond well to the experiences of prayer and liturgy provided by the school and are respectful within them. They actively participate and join in with responses. All pupils can greet the gospel accurately and the consistent structure of all celebrations of the word have helped them to engage in these experiences. Pupils are provided with limited opportunities to reflect in prayerful silence and this prevents their deep conscious participation. Pupils have a limited knowledge of the liturgical year and, as a consequence, they cannot articulate or describe how the liturgical year influences the prayer life of the school. Pupils take part in planning and leading prayer, supported by their teachers, and they willingly take part in this ministry, enjoying taking on the different roles. They are enthusiastic about belonging to the recently formed, 'Bright Lights,' group who help with resourcing and leading prayer in class. Pupils are beginning to evaluate the prayer and liturgy they have planned. Pupils can talk about some of the ways in which prayer leads to action but they are not able to confidently articulate the ways in which prayer and liturgy are influenced by the wider life of the school or the wider curriculum.

Prayer is central to the life of the school with a well-known weekly and daily pattern in place. The school has a well-planned calendar of celebrations which covers all major Catholic feasts. The school plans frequent and appropriate opportunities for both pupils and staff to take part in prayer. The daily pattern reflects the pattern of the church and well-chosen, seasonally appropriate scripture passages are used to enhance different celebrations. The headteacher

has introduced a consistent approach to celebrations of the word which has enabled staff to plan, and help pupils to plan, for these experiences. The school makes imaginative use of different spaces for both formal and voluntary prayer; many pupils choose to access 'Mission Control' in their lunch times in order to pray. Prayer and liturgy experiences do not offer the full breadth and richness of the Catholic tradition. Parents are invited to be involved in the prayer life of the school and the parish priest is a frequent visitor, supporting and enhancing the prayer life further. Celebrations of the word do not include a broad range of creative elements.

The headteacher has an inspiring vision for improvement and is ambitious to achieve high-quality prayer and liturgy across the school; she has secured very good improvements in a short period of time. The headteacher has supported staff very well with liturgical formation and with understanding the importance of the prayer life of the school. Leaders and governors have planned prayer and liturgy opportunities carefully, ensuring there are many opportunities to celebrate the Eucharist as well as a range of other celebrations. The strong partnership with the parish has supported the development of different celebrations; a parish sister helped add liturgical dance to one liturgy. Leaders and governors are committed to securing good quality professional development in prayer and liturgy; this has helped staff to feel more confident both when planning their own and when helping others to plan. Leaders and governors have prioritised this area when setting budgets and allocating resources so that there is a very good range of quality resources to enhance prayer experiences. The school undertakes some monitoring of prayer and liturgy but it is not frequent and it lacks impact on improvement; not all stakeholders are involved in the evaluation of prayer and liturgy.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	148659
School DfE Number (LAESTAB)	3823401
Full postal address of the school	George Avenue, Huddersfield, HD2 2BJ
School phone number	01484 300800
Headteacher or Head of School	Mrs Rebecca Holmes
Chair of Governors	Mrs Catherine McGowan
School Website	www.stpatricks.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Blessed Peter Snow Catholic Academy Trust
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	15 November 2018
Previous denominational inspection grade	Outstanding

The Inspection Team

Anne Gilpin	Lead
Stephen Lawson	

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