



St Patrick's Catholic Primary School

URN: 140783

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

18 March 2026 – 19 March 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

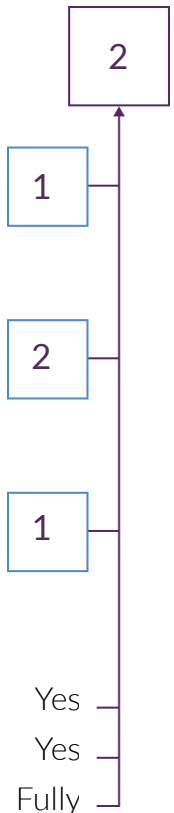
Collective worship (p.7)

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



Yes

Yes

Fully

What the school does well

- The mission statement is embraced by all stakeholders and is actively lived out through a strong culture of welcome and care, with staff being exemplary models.
- The school environment, including the quality of sacred spaces, demonstrates a strong Catholic identity.
- Leaders have ensured successful implementation of the new religious education curriculum and have made training for all staff a high priority.
- Prayer and liturgy are central to the life of the school with strong, consistent systems in place.
- Leadership of prayer and liturgy is dynamic and highly responsive to the needs of staff and pupils.

What the school needs to improve

- Provide opportunities for pupils to articulate their learning in religious education by asking incisive questions to adults and peers.
- In order to meet their differing needs, enable pupils to present learning in religious education using a wide variety of forms.
- Provide opportunities for pupils to reflect on their experiences of prayer and liturgy with confidence, articulating how this inspires them to action.

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

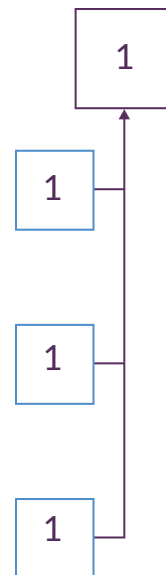
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 mission statement of St Patrick's, 'Belonging, caring and sharing, safe in the arms of God's love', is understood and valued by pupils. They actively participate in the Catholic life and mission of the school and are happy, confident and feel secure knowing that their voices are heard. Pupils understand the importance of the school in the wider community and that the community follows the teachings of Jesus. Pupils appreciate and embrace their personal responsibility to care for our common home and the demands of Catholic social teaching. They enthusiastically take on the many and varied roles that are provided by the school, talking passionately about what they do as part of teams such as chaplaincy, eco, e-safety, well-being and sports leadership. Pupils can articulate aspects of the theology which shapes their actions. Pupils respect their own personal dignity and that of others: as one pupil said, 'We are unique in our own ways'. Behaviour of pupils is good around the school, with high levels of cooperation. In some lessons, a few pupils can be less focused and not actively engaged in their learning. However, pupils highly value the school's chaplaincy provision and are eager to participate in activities.

The mission statement, which has been recently revisited, is an inspiring expression of the educational mission of the Church which permeates all aspects of school life at St Patrick's. Staff enthusiastically embrace this mission, participating and contributing to the activities which reflect it. Christ is at the centre of the school, particularly evident in the very strong relationships, culture of welcome, and by the love and care shown to all. The school provides excellent support for its families, especially the most vulnerable. Staff are exemplary role models for pupils. The school environment witnesses to its Catholic identity and emphasises

the importance placed on living out Catholic life and mission. Chaplaincy is central to the life of the school: while the lay chaplains have limited time in the school, their work is evident in the many opportunities the school provides which contribute to the spiritual and moral development of pupils and staff. The provision of relationship, sex and health education meets diocesan requirements, is faithful to the teachings of the Church and is regularly taught. However, pupils cannot confidently talk about what they have been learning.

Leaders and governors talk passionately about the Church's mission in education. The headteacher is an inspiring figure and central to the strong culture of welcome and care. Through careful strategic planning, leaders have developed Catholic life ensuring Christ is at the heart of everything they do and this is reflected in the school's priorities and procedures. Leaders and governors embrace the bishop's vision and enthusiastically respond to diocesan initiatives and policies. Leaders and governors have strong links with the parish. They work hard to fully support parents and use very successful strategies to engage with parents around their challenges. Catholic social teaching is the strong foundation on which leaders and governors develop policies and procedures so that it is woven through life at St Patrick's. Pastoral care for staff is given a high priority, which is much appreciated. The school has appointed mental health first aiders who respond to the needs of individuals and the whole school community. Staff professional development is at the core of school improvement. This is valued especially by staff who are new to Catholic education, and to teachers early in their careers, as staff feel empowered, describing their school as 'a special place'.

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

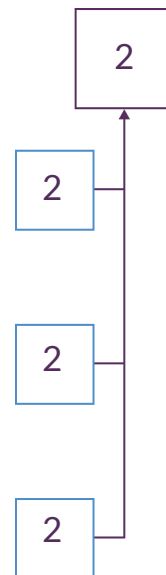
How well pupils achieve and enjoy their learning in religious education

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 are developing secure knowledge and understanding of the new *Religious Education Directory*. They are making good progress in knowing and remembering more and becoming confident in using new vocabulary and understanding theology. Pupils say that their work is interesting and presents similar challenge to other core subjects. Pupils understand the importance of religious education, making links to other aspects of the curriculum and the prayer life of the school. For example, pupils talk about how the events of Holy Week are remembered and reflected upon during prayer and liturgy. Pupils are given opportunities to pause and pray in their religious education lessons. Most are not able to ask good questions to deepen their learning. However, pupils can work independently and with others, such as in Key Stage 2, where they work in groups to link scripture with one of the 'works of mercy'. While many pupils are actively engaged in lessons, some become disengaged and lose concentration, and sometimes work is not well presented. Pupils have some idea of how they are doing in religious education, but struggle to articulate what they need to do to improve.

Teachers are becoming increasingly confident in teaching the new religious education curriculum. They are very committed and communicate this to pupils. In the most effective lessons, teachers have high expectations, for example using religious vocabulary with even the youngest children, while ensuring that the explanations are engaging and appropriate for their age. Teaching assistants are able and skilled at supporting learning in religious education lessons. While teachers use questioning to identify understanding, there is little opportunity or space given for pupils to ask questions. All lessons follow a consistent structure which

includes time for reflection and prayer. In the best lessons, this does not impact on the pace or flow of the lesson and pupils remain actively engaged throughout. Planning is adapted to meet the needs of most pupils; however, sometimes there is a lack of opportunity for pupils with special educational needs to present their learning in a variety of ways. Work is celebrated as part of the feedback process in every lesson, with good examples shown to pupils as well as ways in which they can improve. There is a consistent and embedded approach to feedback through the school. Pupils are encouraged to look through their writing to edit and improve it.

Leaders and governors ensure that the curriculum is faithful to the new *Religious Education Directory*. They followed a well thought out plan to introduce the new scheme of work and prioritised training for all staff, delivered by the Our Lady of Lourdes Catholic Multi-Academy Trust and the diocese. As a result, staff are confident in their subject knowledge, including those early in their careers. Leaders ensure that religious education is comparable to other core curriculum subjects, for example in resourcing, staffing and relevant policies, such as marking and feedback. The subject leader for religious education has a clear vision of teaching and learning, and a good level of expertise. This results in accurate planning for improvement. Teaching is monitored and evaluated; opportunities for moderation are regularly planned with the diocese and neighbouring hub schools. Regular assessment of pupil attainment takes place, pupils' progress is tracked, and data is analysed by leaders and scrutinised by governors as part of the cycle of improvement. Leaders have provided enrichment opportunities which enhance learning, for example with Cafod, but have not ensured that pupils have sufficient opportunities to learn in more specific, engaging ways which meet their individual needs.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

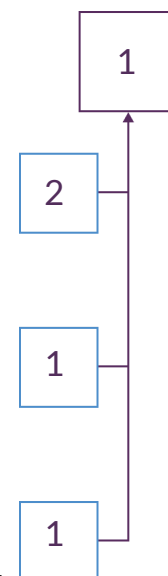
How well pupils participate in and respond to the school's collective worship

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 engage well with the many experiences of prayer and liturgy provided by the school. They are respectful, reflect in silence and sing enthusiastically. Pupils are comfortable when praying in different ways, including traditional prayers of the Church, reflection and meditation. Across the school, pupils show they understand some symbols of Lent: for example, in the Early Years Foundation Stage, children know to use a purple cloth and, with some prompting, remember that this is also used during Advent; also, older pupils know that 'Alleluia' is not said or sung during Lent. Pupils work well with others as well as with teachers, support staff and lay chaplains to prepare and lead celebrations of the word. They are particularly proud of the new outside prayer garden and explain how the design was inspired by the rosary. The school's provision of prayer and liturgy, and the support given by staff, has increased pupils' confidence and skill, and, as a result pupils are able to evaluate the quality of prayer. Pupils recognise, and some are able to articulate, the ways in which prayer and liturgy influence the life of the school, linking this with their wider learning in the curriculum.

The provision for prayer and liturgy is central to school life, as it is well planned and responsive to the school's needs. There is a well-established daily pattern of prayer which faithfully reflects the prayer life of the Church and, whilst there is a range of prayer experiences on offer, the school is developing these still further. Scripture is at the heart of prayer and liturgy. This is skilfully and thoughtfully explained so that pupils are able to understand and engage at their level. Prayer and liturgy are inclusive, with all pupils fully participating. Staff are excellent role models: the training and development they have received has given them confidence to support pupils in preparing and leading prayer and

liturgy. Music and other art forms are used to enhance experiences. Staff make imaginative and creative use of the environment, developing an outside prayer garden and creating 'sacred spaces' from previous storage areas. 'Prayer stations' are dotted around the school which invite pupils into spontaneous prayer. Families are warmly welcomed into prayer and liturgy at St Patrick's, and this is greatly valued by the community. As one parent remarked, 'We are regularly invited into assemblies and Masses within the school, which is wonderful'. The school has established close links with the parish, working in partnership for sacramental preparation.

Leaders and governors have a strategic view of prayer and liturgy at St Patrick's. They understand the progression of skills for pupils, which is reflected in the range of prayer and liturgy experiences appropriate to the ages of pupils. The plan of provision follows the Church's liturgical year with frequent opportunities to celebrate the Eucharist, not just on holy days. Parish clergy help support understanding by explaining and linking with pupils' learning in religious education. Leaders have prioritised professional development for all staff. Teaching assistants, alongside teachers, have benefitted from high quality training, delivered by school leaders, Our Lady of Lourdes Catholic Multi-Academy Trust and the diocese. As a result, staff give high quality support to pupils in the preparation of prayer and liturgy. Leaders, including lay chaplains, have a thorough understanding of prayer and liturgy and are passionate in their articulation of its importance to pupils and the wider community. Leaders and governors rigorously monitor and evaluate provision. The recently appointed leaders of prayer and liturgy are dynamic and responsive to the needs of pupils, seeking appropriate guidance from the director of chaplaincy for the trust to support and enhance celebrations.

Information about the school

Full name of school	St Patrick's Catholic Primary School
School unique reference number (URN)	140783
School DfE Number (LAESTAB)	8913767
Full postal address of the school	Main Office, Ling Forest Road, MANSFIELD, NG18 3NJ
School phone number	01623 478090
Headteacher or Head of School	Jane Smedley
Chair of Governors	Toby Saunders
School Website	www.st-patricksrc.notts.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady of Lourdes CMAT
Phase	Primary
Type of school	Academy
Admissions policy	
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	05 December 2018
Previous denominational inspection grade	Good

The Inspection Team

Catherine Murphy Lead

Lindsay Shaw

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