

St Patrick's Catholic Primary School, Wednesfield

Inspection report

Unique Reference Number	104381
Local Authority	Wolverhampton
Inspection number	363687
Inspection dates	19–20 May 2011
Reporting inspector	Helen Morrison

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Eamonn Corduff
Headteacher	Wanda Wozmirska
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by three additional inspectors. A total of 16 lessons taught by nine teachers were seen. Meetings were held with groups of pupils, school leaders and other staff and representatives of the governing body. Inspectors observed the school's work and looked at curriculum planning, data on pupils' achievement including their current progress, documents relating to safeguarding, plans for improvement, pupils' work and records of the school's monitoring of its performance. They also analysed 64 questionnaires that were returned by parents and carers, together with 98 from pupils and 24 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors examined pupils' attainment and progress, particularly those in the Early Years Foundation Stage and those who speak English as an additional language.
- They reviewed the quality of teaching, especially in information and communication technology, art, music, dance and drama.
- The team looked at the curriculum and the extent to which pupils understand the diverse communities in and beyond the United Kingdom.
- They evaluated leaders' and managers' success in tackling the issues from the last inspection.

Information about the school

St Patrick's is an average-sized primary school where about half of the pupils are from minority ethnic heritages. The proportion of pupils who speak English as an additional language is above average though a very small minority are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is average. The number of pupils with special educational needs and/or disabilities is average. Although across the school the proportion of boys and girls is balanced, girls outnumber boys in some year groups.

The Early Years Foundation Stage comprises a Nursery class, which provides part-time education, and a full-time Reception class. The school has gained a number of awards including the Active Mark and National Healthy Schools Status. The school operates a breakfast club.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Patrick's Catholic Primary is a good school where pupils are well cared for and achieve well. Senior leaders lead the school well, ensuring that all staff share their understanding of the needs of pupils and the progress they make.

Teaching is good. There is some outstanding teaching in Year 4 and the Nursery class, but the school recognises that some lessons, though satisfactory, do not always provide pupils with enough challenge to work quickly and interest for them to progress as well as they could. Early Years Foundation Stage staff skilfully encourage children to talk about their activities so that children, particularly those with speech and communication difficulties, quickly gain confidence and make good progress. Pupils regularly evaluate their own learning in lessons; marking, however, is not always linked closely enough to their learning targets and does not consistently tell pupils what they need to do to improve their work.

The curriculum is underpinned by an emphasis on the basic skills of reading, writing and mathematics. As a result all pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress and achieve well. Although pupils in Year 5 recorded descriptions of story characters using computers, information and communication technology is not used widely enough by pupils across the school to improve the standard of their work. The school choir performs regularly in the community and Year 4 pupils enjoy learning the violin but there are too few opportunities for pupils across the school to develop their skills in art, music, dance and drama. This is because projects are not always planned in detail.

The school is caring and welcoming and pupils enjoy being there. Pupils know they will be listened to if they approach an adult with a concern and as a result they feel safe in school. Pupils learn to be tolerant and care for one another and are eager to take on responsibilities, such as acting as playground buddies or membership of the school council. Pupils' behaviour is well managed and is generally good and they say that any misbehaviour or bullying is dealt with promptly and effectively. Pupils' good spiritual, moral and social development is reflected in their lively understanding of themselves and the world around them and they have a good understanding of the difference between right and wrong.

The headteacher and senior leaders have a good understanding of the needs of pupils and their families as well as a clear vision for the future improvement of the school, to which all staff are committed. Good leadership has been effective in ensuring that challenging targets for pupils' attainment have been met and this underpins the school's good capacity for sustained further improvement. Accurate school self-evaluation is based on detailed analysis of data about pupils' performance; this is shared with all staff so that any underachievement is promptly identified and interventions put in place. As a result all

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pupils make good progress. Senior staff regularly monitor teaching, which has led to well-targeted professional development, although examples of good and outstanding practice are not always shared sufficiently to ensure that a high enough proportion of satisfactory teaching is improved to good.

What does the school need to do to improve further?

- Increase the proportion of high quality teaching throughout the school so that, by the end of the 2011/12 school year, 80% of lessons are good or better through:
 - sharing current good and outstanding practice regarding the expectations of pupils and the pace at which they progress
 - ensuring that teachers' marking provides pupils with consistently good advice on what they need to do to improve their work.
- Ensure the curriculum meets the needs of all pupils by:
 - enabling pupils to develop their independence by extending their use of information and communication technology in projects
 - providing more opportunities for pupils to use and develop their skills in art, music, dance and drama across the curriculum.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning. All groups of pupils achieve well across the school with pupils making fastest progress in year groups where the teaching is consistently good or outstanding. For example pupils in Year 4 responded with enthusiasm to inspiring teaching and wrote stories of a very high standard for their age. Pupils with special educational needs and/or disabilities are well supported by knowledgeable teaching assistants. Pupils who speak English as an additional language, including those in the early stages of learning English, are given carefully targeted teaching so their English vocabulary increases quickly and, as a result, they make similar progress to their peers.

A majority of children start in the Nursery class with skills that are below those expected of their age, and speaking and listening skills are particularly weak. The school's tracking data shows that in the past, children made satisfactory progress and began Year 1 with skills below those expected for their age. However, well-planned and carefully structured activities and effective adult intervention now ensure all children now make good progress to achieve levels typical for their age, particularly in personal and social development and communication, language and literacy.

Outcomes in Key Stage 1 have been average for several years, and current work in pupils' books shows that this has been sustained. More-able pupils now achieve well in reading and writing because the introduction of a structured programme linking sounds and letters has accelerated their progress. For example, pupils in Year 1 showed keen interest in finding the meanings of newly introduced words and settled quickly to write sentences. They used punctuation well.

The learning and progress of all groups of pupils in Key Stage 2 is good. Standards, which were average in 2009 rose last year, though current Year 6 pupils' work shows standards in line with expectations. However a significant number of pupils in Years 4 and 5 are

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reaching standards above those expected. Pupils in Year 5, for example, confidently use mathematical vocabulary to identify the properties of a variety of quadrilaterals and triangles.

Pupils have a good understanding of the importance of taking regular exercise and having a healthy diet. For example, they respond well to the 'food dudes' initiative which highlights healthy food and enjoy specialist sports coaching. Pupils work together well and make a good contribution to the wider community through collections for charities. Attendance is satisfactory and this, together with pupils' interest in learning and increasing awareness of the world of work, contributes to a sound preparation for the next stage of their education and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In the best lessons teachers use good subject knowledge to teach inspiring and exciting lessons. Where lessons are satisfactory teachers' explanations are sometimes too long and time is not always used effectively so that pupils do not make as much progress as they could. Pupils' learning is enriched by high quality experiences such as those provided by visits and visitors. Pupils acquire basic skills well through a satisfactory curriculum but they are not given enough opportunities to apply them to real life situations. This means that occasionally pupils' art, music, dance and drama skills are not promoted totally successfully.

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The school looks after pupils well and they and their families are well known to staff. Pupils who attend the breakfast club enjoy stimulating activities and their needs are well met. Pupils from minority ethnic groups are included in all school activities successfully because of good levels of care. Staff work effectively with a range of agencies, to support pupils whose circumstances make them vulnerable, so they achieve well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The drive and ambition of senior leaders has brought about good improvement since the last inspection. Self-evaluation is accurate, monitoring of teaching and pupils' progress is rigorous, and assessment information is used well. The school is committed to equality of opportunity so that additional support, such as one-to-one teaching, is provided quickly for pupils identified as underachieving, ensuring they catch up quickly. As a result all groups of pupils make good progress.

Governors provide the school with a satisfactory level of support and challenge and ensure that the school fulfils its statutory duties. Safeguarding procedures are satisfactory and all necessary checks are carried out on staff. As a result, pupils are safe and secure in school.

Extensive and effective partnerships with the parish and a wide range of agencies make a good contribution to pupils' learning and well-being. The school has a good understanding of the needs of its own and neighbouring communities, based on a careful analysis of its context. As a result, pupils from different backgrounds get on well together. However, school leaders know that pupils' knowledge and understanding of the different cultures and beliefs elsewhere are less strong and have begun to implement plans for improvement. Relationships with parents and carers are positive and they are encouraged to support their children's education. As one parent commented, 'I appreciate the termly topic overviews so I can carry out activities at home to link with school work.'

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy learning in the Early Years Foundation Stage. Their rate of progress has improved since the last inspection as a result of good teaching, developments in the outdoor provision and a more exciting and challenging curriculum, particularly in Nursery. Children, observed during the inspection, greatly enjoyed making models of 'incy wincy spider' and talked with enthusiasm about the nursery rhymes they had learned. There is a good balance of adult-led activities and those the children choose for themselves, which provide good opportunities for children to follow their own initiative. Carefully structured teaching of letters and sounds ensures children reach standards that are broadly average in communication, language and literacy though progress is slower in problem solving, reasoning and numeracy.

The acting leader of the Early Years Foundation Stage is maintaining good systems for recording and monitoring children's progress. Children's 'learning journey' books record their progress well and are valued by parents and carers. Children are well cared for and effective procedures are in place to ensure that children are safeguarded well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage	
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Views of parents and carers

Parents and carers are supportive of the school with all saying the school helps their child to have a healthy lifestyle and almost all agreeing that their child is kept safe. Although the proportion of questionnaires returned was comparatively low, responses indicate that a higher proportion than that found nationally hold positive views about the school with most parents and carers agreeing that the school meets their children's needs and that their children enjoy school. A small minority of parents and carers highlighted concerns over behaviour but inspectors saw generally good behaviour and pupils say that any misbehaviour or bullying is dealt with well by staff. A small minority of parents and carers commented that they felt the school could do more to recognise their views. Inspectors found that staff welcome parents and carers to talk about any concerns about their children's learning and progress at the beginning and end of each day as well as holding termly parents' evenings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Patrick's Catholic Primary School, Wednesfield to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	47	31	48	3	5	0	0
The school keeps my child safe	36	56	27	42	0	0	1	2
My school informs me about my child's progress	24	38	36	56	2	3	0	0
My child is making enough progress at this school	24	38	37	58	1	2	0	0
The teaching is good at this school	24	38	33	52	4	6	0	0
The school helps me to support my child's learning	24	38	34	53	6	9	0	0
The school helps my child to have a healthy lifestyle	34	53	30	47	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	28	39	61	1	2	0	0
The school meets my child's particular needs	23	36	38	59	2	3	0	0
The school deals effectively with unacceptable behaviour	19	30	31	48	8	13	4	6
The school takes account of my suggestions and concerns	14	22	41	64	8	13	0	0
The school is led and managed effectively	20	31	37	58	4	6	1	2
Overall, I am happy with my child's experience at this school	29	45	30	47	4	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 May 2011

Dear Pupils

Inspection of St Patrick's Catholic Primary School, Wednesfield, Wolverhampton WV11 1PG

Thank you for welcoming us to your school and showing us what you are learning. We really enjoyed talking to you, sharing your lessons and reading your questionnaires and we agree with you that St Patrick's is a good school. Here are some of the reasons why.

Your teachers care for you and look after you well so you feel safe.

The children in the Nursery get a good start to their school life.

You make good progress.

In many lessons you enjoy exciting activities and your teachers try to make learning fun for you, so you are actively involved.

Those of you who find work difficult are given lots of support so you can keep up with your classmates.

In order that your school improves further we have asked your headteacher, staff and governors to do the following:

Make all lessons as good as the best ones are now.

Ensure that teacher's marking of your work helps you all to know what you need to do to improve.

Make sure that you use information and communication technology more often and develop your skills in art, music, dance and drama.

All the adults in your school want you to do well. You can all help them by making sure you come to school every day when you are well and by always doing your best.

I wish you lots of success in the future.

Yours sincerely

Helen Morrison

Lead Inspector

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