

St Patrick's Catholic Primary School

Inspection report

Unique Reference Number	103714
Local Authority	Coventry
Inspection number	355440
Inspection dates	14–15 June 2011
Reporting inspector	Mary Davis

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	199
Appropriate authority	The governing body
Chair	Mary Bond
Headteacher	Mary Cantillon
Date of previous school inspection	21 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons observing 10 teachers. Inspectors held meetings with groups of pupils, members of the governing body, staff and groups of parents and carers. They observed the school's work and looked at: policies, development planning, data related to the tracking of pupils' progress, senior leaders' monitoring of teaching and learning, safeguarding documents, minutes of the meetings of the governing body, pupils' work and analysed 88 questionnaires from parents and carers, together with those from pupils and staff.

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

- The learning and progress of groups of pupils in current classes, and how effectively leaders have addressed the low attainment at Key Stage 1.
- How consistently aspects of provision, particularly the quality of teaching, are raising achievement across the school and how well teachers are planning to meet pupils' individual needs.
- The effectiveness of strategies to improve rates of attendance.
- How well the school promotes community cohesion and the impact of this on pupils' understanding of children in other contexts.

Information about the school

St Patrick's is an average sized primary school. The proportion of pupils known to be eligible for free school meals is high. The proportion of pupils from minority ethnic backgrounds is above average and increasing, with a third of pupils being of African heritage. The proportion of pupils who speak English as an additional language is also above average. The proportion with special educational needs and/or disabilities is average. The school has the National Healthy Schools award and Charter Mark for sport.

The school provides a morning Nursery unit and a pre-nursery every afternoon.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school has a strong sense of community and pupils get on well together, are polite, welcoming and considerate. Pupils say that they enjoy school and that they feel safe and well cared for. Typical remarks made by parents and carers are: 'I would recommend the school to anyone.' Another wrote: 'Teachers are approachable and friendly.'

Children enter the Early Years Foundation Stage with skills that are below those

- expected for their age in most areas of learning. By the end of Key Stage 2 in 2010, pupils reached standards that were above average, representing good progress. However, this level of progress has not been maintained across the school and learning and progress observed in lessons during the inspection were satisfactory overall as a result of the satisfactory quality of teaching. The schools' tracking of progress and pupils' work also show satisfactory progress. Although some good and outstanding teaching was observed, much teaching was slow paced and failed to provide pupils with sufficiently active tasks to excite and engage them in their learning. As a result, pupils often have insufficient opportunity to contribute their ideas or to be fully involved in their learning. Although teachers are aware of the differing needs within their classes, not all plan tasks that are appropriately challenging to enable all groups of pupils to progress quickly. Assessment to support learning is, likewise, inconsistent across the school and some teachers do not sufficiently evaluate the learning taking place to move pupils on. Children's progress in the Early Years Foundation Stage has improved strongly since the previous inspection and, as a result, pupils are making a good start to Key Stage 1, where attainment is also rising because of school leaders' positive action. Pupils with special educational needs and/or disabilities make good progress as a result of the care and individual support they receive.

Rates of attendance have been low but, as a result of the support provided for pupils and their families, they are now improving and, although there are a few persistent absentees, overall attendance is now in line with the national average. Punctuality remains a concern and, despite the school's efforts to encourage pupils to arrive on time by providing breakfast for all pupils on arrival, many arrive late every day. Pupils show outstanding knowledge of how to maintain a healthy lifestyle and enjoy the wide variety of sporting activities provided, including the regular 'wake and shake' exercises. They enjoy growing produce in the school garden and are excited by the 'Food Dude' challenge to try new fruit and vegetables.

School's leaders work as a cohesive team to drive improvement in learning and progress. Assessment procedures are robust so that underachievement is identified and successfully addressed through individually focused support. Leaders have ensured the overall effectiveness of the Early Years Foundation Stage has improved and that the low

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attainment in Key Stage 1 has been remedied. They show a satisfactory capacity to sustain these improvements. The governing body have satisfactory understanding of the school's strengths and weaknesses, although governors recognise the need to introduce greater rigour into the monitoring of agreed school policies.

What does the school need to do to improve further?

- Raise achievement and accelerate the pace of learning by:
 - building on the existing good and outstanding practice so that all teaching is consistently good or better
 - providing active tasks that are well matched to individual pupil needs to excite and engage them in their learning
 - embedding assessment to support learning to ensure that teachers effectively evaluate the learning taking place in lessons in order to provide appropriate challenge and support.
- Raise attendance rates and improve punctuality by:
 - communicating with parents and carers the importance of ensuring their children's regular and punctual attendance.
- Ensure that the governing body is consistently rigorous in monitoring the work of the school and its impact on outcomes for pupils.

Outcomes for individuals and groups of pupils

3

In 2010, results of the Year 6 national tests showed that pupils had made significant progress from their starting points. An above-average proportion of them achieved the nationally expected levels in both English and mathematics. Booster classes in literacy and numeracy and one-to-one support for those identified as underachieving resulted in the good progress seen for this year group, particularly for those eligible for free school meals and those of African heritage, who made better progress than these groups nationally. The school's tracking data shows that this level of progress has not been sustained by the current Year 6. Levels of attainment fell slightly on the previous year, particularly in mathematics, although attainment is in line with age-related expectations.

Pupils concentrate well and try their best, even when the work lacks excitement or when, on occasions, it is insufficiently challenging. They make the best progress when lessons are lively and active. For example, pupils in a Year 3 class showed great excitement as they watched a video of their own devised performances advertising the Roman artefacts that they had made in a previous lesson. This culminated in them identifying the persuasive techniques they had used, evaluating their own performances and identifying what they could do to improve. However, in some lessons, pupils sit passively for too long before being involved actively in a task. Pupils who speak English as an additional language and those with special educational needs and/or disabilities are rigorously supported by teaching assistants and volunteers and, as a result, make good progress ahead of that of most other pupils. For example, specialist language support is provided for Polish speakers, enabling those at an early stage of learning English to be quickly integrated into class. Individual pupils who have special educational needs and/or

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disabilities in speech and language receive helpful therapy, which enables them to effectively develop their communication skills.

All pupils say that they feel safe and that there is always an adult who they can turn to if they are troubled. They feel secure inside the school premises as a result of stringent arrangements to monitor those entering the school buildings. Pupils behave well around the school and in lessons. They are quick to respond to instructions and are proud that their good behaviour is remarked upon when they go on trips. The school council take seriously the responsibility of representing other pupils' views and can point to examples of their achievements, for example, improving their social arrangements at lunchtime. Pupils enjoy raising funds for a variety of charities through, for example, cake sales and sponsored skipping. Older pupils represent the school well in local community task force groups, but their understanding of wider national and international contexts is more limited. Although pupils have a good understanding of the world of work and enjoy business and enterprise activities through visits to a local car manufacturer, their development of workplace and other skills that contribute to their future economic well-being is only satisfactory as a result of their attendance and punctuality being no more than average. Pupils have a good understanding of the difference between right and wrong and celebrate and respect their increasingly diverse school community. They respond well to opportunities for reflection and prayer during assemblies, show their appreciation of works of art and architecture and express their enjoyment of museum visits.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	1
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

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How effective is the provision?

Warm relationships are evident in all lessons resulting in positive attitudes to learning. Where teaching is good, teachers use assessment information well to plan appropriate tasks and deploy a variety of resources to meet pupils' individual needs. In these lessons, pupils are able to build on prior learning and reinforce their understanding through practising their skills. For example, in a French lesson, pupils were able to practise describing different hair and eye colour by playing games and talking to each other. Some teachers use questioning skilfully to probe understanding, while others use questions that do not require extended answers leaving pupils insufficiently challenged to think. Pupils generally know their learning targets and how to achieve them. Opportunities are often missed to guide learning when teachers' marking of pupils' books lacks clear direction as to how pupils can develop their work.

The curriculum is undergoing a period of development in order to embed the practice of combining subjects to create cross-curricular links in a broader range of topics and projects. Where such links are in place, pupils are able to write effectively about their research, for example, by discussing the arguments for and against fox-hunting. Often, curriculum tasks are based on worksheets, particularly in mathematics, when tasks are often focused on basic skills without putting them into a practical, relevant context. For example, a Year 2 lesson came to life when pupils realised that the purpose of taking away one number from another was to find out how many sweets they would need for the whole class. Extra-curricular provision is strong, especially in the arts and in sport - for which the school holds a national award. School leaders work well with partners to enrich pupils' experiences, providing opportunities for residential trips and such clubs as 'imagineering' to inspire creativity in the use of technology. Language tuition is enhanced by partnerships with a local language college which provides French taught by a native speaker.

Care, guidance and support are satisfactory with many strengths. Transitions between key stages are managed well. The Little Patrick's pre-nursery provision is particularly effective in preparing children for school routines and establishing good learning. Transition into the school is supported by additional home visits by the nursery staff. Good partnerships with the secondary school enable pupils to be well prepared for their next steps and those with special educational needs and/or disabilities are particularly well supported at this stage. Parents and carers are closely involved with the support provided for these pupils. The school's guidance on safe cycling around the school premises is not always adhered to by some pupils. Partnerships with a variety of external agencies support the care of pupils whose circumstances make them potentially vulnerable and a school counsellor is currently employed to support individual children. Ensuring the physical well-being of those pupils eligible for free school meals is a particularly strong feature of the school's provision.

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These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is well supported by her senior team and leaders at all levels are fully involved in self-evaluation. They have a clear understanding of the school's development priorities. Leaders have addressed weaknesses in the monitoring of teaching by appointing standards-leaders to take responsibility for this area and by providing training to ensure these roles are carried out effectively. Middle leaders have opportunities to observe good practice in partner schools and teachers support each other across the school. This good practice is beginning to have an impact on raising the quality of teaching, although some inadequate practice remains to be effectively addressed. Child protection practice is robust and all staff are suitably trained, including in first-aid.

Strong partnerships are in place enhancing the curriculum provision and promoting pupils' well-being. For example, members of the Rotary Club regularly support pupils' reading on a one-to-one basis. School leaders engage parents and carers through a variety of media and have an open-door policy to address concerns. School leaders recognise the need to provide more information about areas of learning to enable parents and carers to support their children more effectively at home. Leaders are rigorous in the tracking of progress to ensure all groups of pupils have equal opportunities. Pupils are well known as individuals and are supported according to their individual need. Those identified as underachieving, together with potentially vulnerable groups, receive specially focused support both in the classroom and in small or individual group work. The physical and emotional well-being of all pupils is closely monitored and rigorous support provided to ensure the inclusion of all pupils in all activities.

The school is a cohesive community and there are strong links with the local community, including local schools and the church. Although, leaders ensure that pupils are able to learn about other cultures and beliefs through the curriculum, they have no current plans to develop national and global links and the evaluation of work in this area is inconsistent.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The majority of children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress through the Nursery and Reception years. Although children enter the school with limited skills, by the time they leave Reception, their skills improve considerably and, over the last two years, most have reached the standards expected of children of their age in all areas of learning. This marks an improvement on previous years. Children behave well. They work and play together well, taking turns and sharing. They are keen to take on responsibility and are polite and helpful. The learning environment has recently been developed and is particularly good in the Nursery class. The outdoor area is also used highly effectively and children enjoy learning about the hens and fish and taking responsibility for their care. Visits to centres such as a children's farm further enrich their learning and provide great excitement. Adults know the children well, plan carefully to meet their individual needs and ensure their safety.

The newly appointed Early Years Foundation Stage leader is successfully building on the existing sound provision. Consequently, rates of progress and support for families are well maintained. Parents and carers speak positively about the way in which their children have settled and their enjoyment of school.

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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 Stage	2

Views of parents and carers

The response to the questionnaire was above that typical of similar schools. Parents and carers who responded were overwhelmingly positive with all saying that the school keeps their children safe. A few parents and carers expressed concern about the quality of teaching. This is addressed in the report and is an area for development for the school. A few parents and carers asked for more information about what their children are learning so that they could help at home. School leaders have been made aware of this and they are seeking to address the issue.

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 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	61	33	38	1	1	0	0
The school keeps my child safe	61	69	26	30	0	0	0	0
My school informs me about my child's progress	55	61	26	29	3	3	5	6
My child is making enough progress at this school	48	55	31	35	7	8	2	2
The teaching is good at this school	51	58	34	39	1	1	2	2
The school helps me to support my child's learning	45	51	34	39	7	8	2	2
The school helps my child to have a healthy lifestyle	57	65	30	34	1	1	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)	45	51	34	39	4	5	2	2
The school meets my child's particular needs	47	53	35	40	1	1	5	6
The school deals effectively with unacceptable behaviour	46	52	33	38	3	3	5	6
The school takes account of my suggestions and concerns	43	49	39	44	1	1	5	6
The school is led and managed effectively	48	55	35	40	3	3	2	2
Overall, I am happy with my child's experience at this school	48	55	33	38	5	6	2	2

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.



16 June 2011

Dear Pupils

Inspection of St Patrick's Catholic Primary School, Coventry, CV2 1EQ

Thank you very much for the welcome you gave to me and my colleagues when we visited your school for its recent inspection. We enjoyed talking with you and seeing all that you do.

Your attainment is rising steadily across the school. Your good behaviour and your excellent understanding of how to stay healthy impressed us. You concentrate well and enjoy your lessons when teachers make them active and exciting. We have asked the school to ensure that this is always the case, so that you can be more involved in your learning and fully challenged according to your ability.

You enjoy all the trips and other activities that are provided for you, including all the clubs and sport. You make a good contribution to your school community and enjoy taking responsibility. You get on well with each other and are respectful of those with different beliefs and backgrounds to your own. Your attendance is improving, although there are a few you that are persistently absent and who arrive late to school. We have asked the school to improve this.

When we spoke to some of you, and looked at your questionnaires, it was clear that all of you feel well cared for and safe at school. The leaders of the school are working hard to make sure you all learn well and develop well as young people.

We have asked the governing body to make sure they check the school's work carefully so that they know exactly what is happening day-to-day. We have also asked school leaders to make sure you all continue to improve your progress and attainment.

You can all help them by continuing to work hard, and the few who do not attend school regularly and arrive on time, should do so. Also, those of you who bring your bicycles to school must follow the rules for safe cycling at all times.

Yours sincerely

Mary Davis

Lead inspector

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