

# St Patrick's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	123555
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	380688
<b>Inspection dates</b>	12–13 October 2011
<b>Reporting inspector</b>	Derek Aitken

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gay Kendrick
<b>Headteacher</b>	Sarah Coggins
<b>Date of previous school inspection</b>	21 October 2008
<b>School address</b>	North Road Wellington Telford TF1 3ER
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons taught by eight teachers. A scrutiny of a range of pupils' written work in English and other subjects was carried out. Inspectors held discussions with members of the governing body, staff, groups of pupils and a small number of parents and carers. The inspectors observed the school's work and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 71 parents and carers, 114 pupils and eight staff.

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

- How well do higher-attaining pupils make progress, especially in writing?
- How good are the assessment opportunities provided by teachers and how well do pupils use them to promote their learning and progress?
- How well do staff promote children's speaking and listening skills in the Early Years Foundation Stage?
- How successfully is the work of the school monitored, evaluated and reviewed at all levels of responsibility?

## Information about the school

St Patrick's Catholic Primary is similar in size to most primary schools. The large majority of pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of children with special educational needs and/or disabilities is below average. Provision for the Early Years Foundation Stage is made in two part-time Nursery classes and one Reception class. The school runs a daily breakfast club, which was observed as part of this inspection.

The school has Healthy Schools status and holds the Activemark award.

**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

St Patrick's provides its pupils with a satisfactory education. The good personal development and well-being of pupils are nurtured by good care, guidance and support. These strengths in provision, underpinned by the effective leadership of the experienced headteacher, have enabled the school to maintain its academic standards since the last inspection in spite of major changes in staffing.

Well-organised provision helps children to get off to a good start in Nursery and Reception. This good progress is maintained across Key Stage 1. Progress is a little more uneven across year groups and subjects in Key Stage 2, so that by Year 6 pupils' achievement is satisfactory. Attainment is broadly average at the end of Year 6 in both English and mathematics. Attainment is stronger at the nationally expected Level 4, but lags behind a little at the higher Level 5. While girls' progress is satisfactory, middle-attaining boys progress well. Pupils with special educational needs and/or disabilities make satisfactory progress. Although there are strengths in the otherwise satisfactory teaching, work is not always well matched to ensure accelerated progress for all groups of pupils, particularly those who are higher attaining. At times, teachers' questioning elicits more responses from boys than from some girls. While all pupils have long-term personal targets, staff sometimes give them insufficient priority to enable pupils to understand fully what they have to do to improve.

As a result of the school's very successful promotion of spiritual and moral values pupils develop the qualities of active citizenship well. Pupils' enjoyment of all the school has to offer is reflected in their high attendance. Pupils treat each other with great care and are welcoming and respectful to adults. Their behaviour is good and sometimes impeccable. Pupils are reflective and show initiative in devising new ways to contribute to charitable causes. Their sense of security and awareness of safety issues is excellent. The substantial changes in staffing have slowed the pace and reduced the impact of some new features of the curriculum. The school has a detailed system to track pupils' progress, and is beginning to use it to plan interventions to support the learning of particular groups of pupils who need additional help.

Most leaders other than the headteacher have taken up post very recently. They have made a promising start but they have not acquired a sufficiently detailed overview of their areas of responsibility to enable them to play a full role in raising pupils' academic achievement and in contributing to the school's strategic

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development. Essential systems are in place and ensure that self-evaluation is broadly accurate. This factor, combined with the steady maintenance of the quality of provision since the last inspection, provides the school with a satisfactory platform for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise pupils' achievement by:
  - ensuring higher-attaining pupils are consistently challenged in their learning and that work is always well matched to the needs of all groups of pupils
  - ensuring teachers' questioning always provides good opportunities for girls to develop their oral and thinking skills and contribute fully to lessons
  - giving more emphasis to pupils' long-term personal targets so that they know how to improve.
- Develop the curriculum by:
  - ensuring that new initiatives and planned interventions for target groups of pupils are fully consolidated and that their impact on pupils' attainment and academic progress is closely monitored.
- Improve the quality of leadership and management by:
  - ensuring new leaders play a fully effective role in raising pupils' academic achievement
  - establishing clearer priorities in the school development plan to enable staff to plan more strategically for future improvement.

## Outcomes for individuals and groups of pupils

**3**

Pupils achieve satisfactorily. Their skills when they join Year 1 are broadly average. Inspection evidence confirms that pupils make satisfactory progress in spite of some inconsistencies in Key Stage 2. In both key stages middle-attaining boys make good progress. They develop their speaking and thinking skills well, through taking full advantage of opportunities in lessons to answer the teachers' questions. They often demonstrate a greater willingness to put forward ideas than some girls. The progress of a few higher-attaining pupils slows if they are insufficiently challenged. However, higher-attaining boys in Year 6 produced some adventurous metaphors to enhance their self-penned poems on the topic of autumn leaves. Given helpful resources to support their learning, pupils with special educational needs and/or disabilities are able to make the same progress as their peers. For example Year 2 pupils accurately identified synonyms from a list of possible options. However, in a Year 6 lesson, this

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group of pupils had some difficulty compiling a list of descriptive adjectives partly because there were no visual symbols to stimulate their imagination.

Pupils enjoy their work, persevere if they encounter difficulties and complete tasks. Their good attitudes are reflected in their cooperative behaviour. Pupils' strong sense of community is reflected in their very positive relationships, evident concern for each other's welfare and extensive fund-raising efforts. The children's committee has implemented useful playground improvements. Pupils have an outstanding sense of factors which might harm their safety and complete their own risk assessments for educational visits. The school's good promotion of healthy lifestyles, for example through the nutrition action group, is recognised in its awards. Pupils enjoy physical exercise not only through highly active play but also through specialist coaching which sets them up well for their local sporting successes. Pupils' high attendance and excellent punctuality, combined with their strong collaborative instincts and self-reliance provide them with a good foundation for their future working lives.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers manage pupils well and relationships are good. In the best lessons, teachers ensure a brisk pace of learning. In most lessons teaching assistants are used well to support pupils during their independent activities. A strong emphasis on lesson objectives and success criteria and good use of lesson summaries ensure that pupils are clear about what they are learning and its relevance for future lessons. Teachers do not always plan activities that challenge all groups of pupils. Lesson

<sup>1</sup> 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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planning succeeds best in meeting the needs of middle-attaining pupils. Sometimes the pace of lessons is not fast enough to ensure all pupils, especially higher-attaining pupils, make good progress. Teachers' marking is regular and provides pupils with some useful short-term guidance, but does not involve pupils consistently enough in reviewing their work. Staff do not always emphasise pupils' long-term personal targets enough to help pupils understand what they need to do to achieve a higher level in their work.

The curriculum promotes all aspects of pupils' personal development very effectively. A wide range of visitors and events fosters pupils' awareness of personal health and safety issues well. Residential visits to an outward bound centre, musical tuition and a choir offer good opportunities for pupils to acquire new skills. The school's plans for offering pupils more creative ways to reinforce their knowledge, and for providing pupils with more avenues to develop extended writing skills, for example through information and communication technology, are at an early stage. There are a few useful opportunities for talented writers to develop their skills outside lessons, for example, through contributions to the school newsletter. The curriculum is satisfactorily adapted for pupils who need or who would benefit from extra support for their learning. Pupils with special educational needs and/or disabilities are not always sharply identified in lesson planning and monitoring of their provision is sometimes more focused on improvements in their attitudes to learning rather than on gains in their attainment.

Pupils are well cared for and trust staff to act in their best interests. Pupils report that staff encourage them and are a ready source of help when required. Pupils' welfare is carefully monitored, for example, by ensuring that the rare occurrence of serious playground incidents is logged for individual pupils, so that any patterns of misbehaviour can quickly be identified. Links with external agencies are well established to support pupils whose circumstances may make them vulnerable. The school monitors attendance carefully and has succeeded in maintaining it at a high level for several years. The popular breakfast club supports the school's health-promoting strategies well and its varied activities provide pupils with enjoyable opportunities to get their day off to a good start.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher provides good leadership. Monitoring of teaching and learning

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provides clear development points to promote the successful training of new staff. School self-evaluation is largely accurate and draws on the views of all groups, including pupils. The school development plan is a comprehensive document but is not firmly focused on key priorities. While middle leaders are beginning to apply their understanding of data to monitor the quality of provision, their accountability for pupils' performance and for initiatives to raise standards is not fully developed. The safeguarding of pupils is a high priority for all staff and governors. The school works very effectively with outside agencies to follow up any concerns regarding child protection. The governing body ensures that statutory responsibilities are met satisfactorily but governors are developing their monitoring role.

The school promotes equalities and tackles discrimination satisfactorily as reflected in the outcomes for pupils. The school has expanded its close ties with parents and carers, through initiatives such as its popular family learning workshops. The school makes a good contribution to community cohesion both locally and internationally through its effective work to involve Polish parents and carers in the life of the school, inter-faith contacts and its links with a Kenyan community.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children's skills and knowledge when they join Nursery are usually below those expected for their age. Children make good progress in both Nursery and Reception, particularly in the development of their social, and speaking and listening skills. Adults model language well, allowing just enough time for children to reflect and contribute their own ideas, before re-focusing children's learning. Well-planned and purposeful activities enable children to show initiative, make decisions and follow up their interests. They respond well to adults' questions and enjoy taking responsibility



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for small tasks. Children willingly share their ideas with each other and cooperate exceptionally well during play. Lesson summaries are used very effectively to reinforce learning, for example of number vocabulary, and to challenge all groups to refine their thinking. Data are fully analysed by the coordinator to spot trends, track children’s progress over time and plan to meet gaps in children’s learning. She has correctly identified that there are not enough resources to help improve children’s writing skills. Children’s short-term progress is regularly and securely monitored to inform lesson planning. Robust safeguarding arrangements and risk assessments ensure children’s welfare needs are fully met. Children conduct themselves safely and enjoy selecting fruit to eat at break-times. Leaders have strengthened links with parents and carers through improved induction procedures and the implementation of children’s ‘learning journeys’. Good leadership and management are demonstrated through a cycle of recent improvements which include closer integration of the work of Nursery and Reception classes.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

When comments are considered, a large majority of parents and carers are supportive of the school’s work, especially with regard to the quality of its pastoral systems, pupils’ personal development and the contribution of the headteacher. Inspectors’ findings fully endorse these comments. A very few parents and carers expressed concerns regarding rates of progress and questioned whether higher-attaining pupils were fully stretched. Inspectors found that while all pupils make at least satisfactory progress, there were occasions when higher-attaining pupils were not always challenged sufficiently.

### 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	75	17	24	0	0	0	0
The school keeps my child safe	55	77	15	21	0	0	0	0
The school informs me about my child’s progress	34	48	35	49	2	3	0	0
My child is making enough progress at this school	36	51	32	45	1	1	0	0
The teaching is good at this school	47	66	23	32	1	1	0	0
The school helps me to support my child’s learning	42	59	27	38	0	0	0	0
The school helps my child to have a healthy lifestyle	41	58	29	41	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)	34	48	35	49	0	0	0	0
The school meets my child’s particular needs	38	54	31	44	2	3	0	0
The school deals effectively with unacceptable behaviour	33	46	32	45	2	3	0	0
The school takes account of my suggestions and concerns	30	42	38	54	0	0	0	0
The school is led and managed effectively	46	65	23	32	1	1	0	0
Overall, I am happy with my child’s experience at this school	53	75	17	24	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



14 October 2011

Dear Pupils

### **Inspection of St Patrick's Catholic Primary School, Telford, TF1 3ER**

I would like to thank you for your help when the inspection team visited your school recently and for sharing your views with us. St Patrick's is a satisfactory school but there are some good parts to its work.

- You have an excellent understanding of how to stay safe and feel happy and secure in school. You know about healthy lifestyles and most of you try to take lots of exercise.
- You respect the staff and get on well with them and each other. Sometimes your behaviour is top-class.
- Children in Nursery and Reception classes get off to a good start.
- The headteacher has worked well to keep up standards at a time of big staff changes.

By the end of Year 6 you have made satisfactory progress and your attainment is broadly average. We have asked the staff to do the following things to help you learn better.

- We have asked teachers to make sure that: they give each group of pupils just the right type of work and in particular, keep up the level of challenge for pupils who find learning easier; ask girls as many questions as boys; and talk to you more about your long-term targets.
- We have asked the staff to check closely that the changes they are making to the curriculum improve your skills and boost your progress.
- We have asked the headteacher and governors to make sure that the new leaders are fully involved in checking up on the quality of education you receive.

You can all help by keeping up your super attendance and hard-working attitudes.

Yours sincerely

Derek Aitken  
Lead inspector

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