

# St Patrick's Catholic Primary School

## Inspection report

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<b>Unique reference number</b>	102331
<b>Local authority</b>	Havering
<b>Inspection number</b>	376697
<b>Inspection dates</b>	21–22 May 2012
<b>Lead inspector</b>	Barbara Firth

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	310
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kieron Scott
<b>Headteacher</b>	Olivia Paton
<b>Date of previous school inspection</b>	14 December 2007
<b>School address</b>	Lowshoe Lane Collier Row Romford RM5 2AP
<b>Telephone number</b>	01708 745655
<b>Fax number</b>	01708 731696
<b>Email address</b>	office@saint-patricks.org.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	21–22 May 2012
<b>Inspection number</b>	376697



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## Introduction

Inspection team

Barbara Firth	Additional Inspector
Lynda Walker	Additional Inspector
Allan Barfoot	Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 24 lessons taught by 14 teachers, including observations of lessons with a particular focus on the teaching of letter sounds and combinations (phonics). Inspectors listened to the reading of, and held separate discussions with, two groups of pupils. Meetings were held with the Chair of the Governing Body and school staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, and observed the school's work, including looking at pupils' books. They scrutinised a number of documents, including assessment data, monitoring evidence, curriculum and strategic planning, and questionnaires completed by 113 parents and carers, 19 staff and 122 pupils.

## Information about the school

St Patrick's Catholic Primary School is a larger than average primary school. It has a one-and-a-half form entry. There have been several staffing changes since the previous inspection, including the appointment of the current headteacher. A large majority of the pupils are of White British heritage and there are very few pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement of special educational needs is below average. The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The two Reception classes provide for children in the Early Years Foundation Stage. The school has achieved the Basic Skills Award and Investors in People Bronze 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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Pupils feel exceptionally safe and their behaviour in lessons and around the site is good. Attendance is above average. As one parent said, 'The teachers are warm and welcoming and our son can't wait to come to school each day.' The school is not outstanding because although teaching is good and improving, there is not yet enough outstanding teaching to raise standards further in English and mathematics.
- Achievement overall is good. Children make a good start in Reception and continue to make good progress in reading, writing and mathematics as they move up through the school. By the end of Year 6, their attainment is above average but higher in English than in mathematics.
- Teaching is typically good, characterised by consistently good relationships between adults and pupils. In lessons, learning usually gets off to a quick start, with pupils taking responsibility for their own progress. However, when teachers give extended instructions, the pace of learning slows, particularly for pupils who can learn quickly, and all pupils lack opportunities to work things out for themselves.
- Pupils are courteous and polite to adults and to each other. They have good attitudes to learning. The school's strong ethos of 'core values' underpins the way adults and pupils treat each other. Rare instances of bullying are dealt with promptly. Robust systems for safeguarding ensure that all groups of pupils are safe.
- Leaders and managers, including members of the governing body, are knowledgeable, well organised, imaginative and proactive. They frequently and rigorously monitor teaching and outcomes for all groups and link findings to the management of performance. As a result, the quality of teaching is improving. Leaders successfully use their accurate self-evaluation of school performance to drive improvements.

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

- Accelerate achievement in English and, particularly, in mathematics by improving teaching from good to outstanding by March 2013 in both key stages and in Reception through:
  - providing pupils with more opportunities to become independent in their learning so they take more responsibility for their own progress
  - always giving pupils opportunity and time to respond to teachers' marking and to be involved in reviewing and marking their own work
  - ensuring that pupils who can learn more quickly are sufficiently challenged in all lessons.

## Main report

### Achievement of pupils

All groups of learners achieve well. Inspection questionnaires from parents, carers, pupils and staff endorse this. In most years, children start school with knowledge and skills slightly below those expected for their age. They settle quickly into the very consistent approaches and routines of the Reception classes, where good teaching, care and opportunities for learning help all groups achieve well. Children's interest and enthusiasm for learning are evident in the way they take turns and play together. In well-taught lessons, children are encouraged to learn cooperatively. For example, in a Reception phonics lesson, children worked in pairs to listen to each other read. The listener used a 'reading stick' to point to the words while their partner read them aloud.

Progress across the school is good and by the end of Year 6, attainment is at least a term ahead of the national average. Although in 2011 attainment was slightly lower than this in mathematics, lesson observations, scrutiny of pupils' work and the school's own monitoring show that the current Year 6 are already attaining at least a term ahead of national expectations in mathematics and writing, and two terms ahead in reading.

Progress in reading is consistently good and pupils across the school are making accelerated progress as a result of a systematic approach to teaching phonics. Attainment in reading is the equivalent of two terms ahead of the national average at the end of both Year 2 and Year 6. Leaders have identified and addressed previous inconsistencies in progress in writing and mathematics. As a result of effective interventions, achievement in both subjects has improved, especially in writing.

Comprehensive, well-structured and effective support in class and in targeted intervention groups ensures that disabled pupils and those with special educational needs make the same good progress as their peers relative to their starting points. Close monitoring of the performance of groups and individuals results in increasingly focused intervention. As a result, gaps in the performance of different groups,

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including those known to be eligible for free school meals and those whose circumstances make them vulnerable, are narrowing significantly when compared to all pupils nationally.

### **Quality of teaching**

The quality of teaching is good. This finding is endorsed by the vast majority of parents and carers responding to the questionnaire, who are confident their children are taught well. Good teaching ensures that pupils work diligently in lessons and display good attitudes to learning. In a Year 6 literacy lesson, for example, pupils' writing showed Pandora's feelings when she opened the box; pupils were engrossed in tasks well matched to their individual needs. In this situation, progress was promoted by helpful advice on how pupils could develop their skills and also learn from the work of classmates.

Teaching has a very positive impact on pupils' spiritual, moral, social and cultural development, which is a focus in all lessons – displayed on the board and shared with the pupils. For example, to help pupils reflect on ideas presented to them, teachers ask for 'quiet on the carpet with excellent listening skills', and pupils respond thoughtfully and well.

Progress accelerates when pupils are given opportunities to find things out for themselves. However, opportunities to promote independent learning are sometimes missed. For example, in a Key Stage 2 mathematics lesson, all pupils sat for 20 minutes on the carpet while the teacher introduced a task on breaking numbers up using the 'grid system'. More able pupils were already secure in this knowledge and were delayed from working independently on the next stage in learning. The pace of learning slowed and pupils make satisfactory rather than accelerated progress.

Teachers deploy teaching assistants effectively throughout the school. Assistants use questioning and rephrasing of information to enhance learning for disabled pupils and those who have special educational needs, supporting their progress well.

Use of assessment has improved since the previous inspection, but some inconsistencies remain. Clear targets are set by teachers and shared with parents and carers, based on thorough assessment of pupils' skills and knowledge. Pupils know their targets and are keen to achieve them. The best marking praises pupils' efforts and progress and gives focused advice on how they can improve their work. This quality of marking is not evident in all subjects, and pupils are not always given time to respond to guidance or involved in regularly reviewing and marking work themselves to help them learn, directly, how they might have done it better.

From a young age, children successfully learn the sounds and letters and how these combine to make words. As one parent said, 'The approach to reading used by the school has been powerful in supporting my son's progress in acquiring reading skills.'

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## **Behaviour and safety of pupils**

The good behaviour evident at the previous inspection has been maintained. The positive views of most parents, carers and pupils confirm that the good behaviour observed during the inspection, in lessons and at other times during the school day, is typical over time. Relationships between pupils and adults are good. Pupils' positive attitudes and meticulous punctuality make a significant contribution not only to their good learning and progress but also to the calm and orderly atmosphere evident in the school.

Pupils feel safe, know how to keep safe and believe that adults are approachable if they have concerns. The overwhelming majority of parents and carers share these views. Expectations of behaviour are clear, consistent and reinforced through the school's 'core values', developed with the involvement of both pupils and parents and carers. Pupils are well aware that bullying takes different forms, such as cyber and homophobic bullying, and understand well how to respond if they come across any. Pupils say that bullying rarely occurs and, if it does, it is dealt with well. A few parents and carers raised concerns about the school's response to bullying, but inspectors found that bullying is not tolerated by the school. One pupil said, 'The core values are good; since we have had them, behaviour has improved and there is no bullying.'

## **Leadership and management**

School leaders and the governing body have a good understanding of the school's strengths and the areas for development, as a result of rigorous monitoring procedures. The headteacher and deputy headteacher complement each other well and lead the school effectively. Teamwork is strong and the interests and skills of all stakeholders are identified and deployed well.

Leaders, including middle leaders, have developed the detail and rigour of assessments and have accurately identified strengths and weaknesses in teaching. They have worked effectively to train staff and improve teachers' planning and delivery in order to improve the quality of teaching, which is now consistently good. Developments are particularly notable in reading and writing, where leaders have implemented additional training, reviewed and consolidated approaches and introduced new interventions which have raised standards. Leaders are in the early stages of implementing new strategies for mathematics, but it is too soon to evaluate the impact. Improvement since the previous inspection is good. Pupils' good achievement and habitually good behaviour, supported by good teaching, demonstrate the school's capacity to improve further.

The good curriculum contributes well to pupils' spiritual, moral, social and cultural development. It is well designed and enriched with a range of visits and cultural opportunities within the school. Pupils are involved in identifying the content of the topics to be studied. Leaders and managers are outward looking and have built good relationships with the community, other schools and professionals. There are strong

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links with the local church and very good links with other schools, which help broaden the curriculum and provide additional experiences for pupils.

Senior leaders and the governing body analyse data on pupils' progress and other information to evaluate the school's performance and to set challenging targets for the future. The school works effectively to tackle discrimination and to ensure that pupils of all abilities and backgrounds have equally good opportunities for development. Consequently, all groups perform equally well. The governing body is very supportive and holds the school to account for the progress that pupils make. Governors spend time in school and often attend staff training so that they fully understand new improvement initiatives. The governing body has a good understanding of the main priorities and procedures to safeguard children and ensures that these meet government requirements.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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 2012

Dear Pupils

### **Inspection of St Patrick's Catholic Primary School, Romford RM5 2AP**

Thank you for being so friendly and helpful when we visited your school recently. All the things you told us about your school helped us with our work. We were impressed by your good behaviour and the confident and polite way that you speak to each other and with the adults in the school. We saw how you all get on so well together, with your obvious respect for each other and your school.

We found that St Patrick's is a good school. The adults in charge have made rapid improvements in how and what you learn. You know how to behave and keep yourselves safe. Your attendance is good and you enjoy coming to school and arrive on time. You work hard and most of you make good progress because your teachers work hard to make your lessons interesting and exciting.

All of your teachers want to help you succeed and give you the best education possible. I have asked them to:

- give you more opportunities in class to find out things for yourselves
- make sure that you have time to respond to the comments that your teachers make about your work and be involved more in reviewing and marking your own work
- ensure that you are all challenged to do as well as you can in lessons, especially those of you who learn more quickly or easily.

You can all help by continuing to work hard and always taking care to read and act on the comments teachers write when they mark your work.

Thank you again for your kindness, and congratulations on your very good attendance.

Yours sincerely

Barbara Firth  
Lead inspector

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