

# St Patrick's Catholic Primary School

Whitefriars, Avenue Road, Farnborough, GU14 7BW

**Inspection dates** 14–15 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching in Years 1 to 3 does not always ensure that work or questioning is at the right level for pupils, particularly more able pupils, to ensure they do as well as they can.
- Additionally, in Years 1 to 3 teaching does not provide enough opportunities for practical problem-solving activities in mathematics and this limits pupils' interest and slows their progress.
- Senior leaders work hard to bring about improvement but do not always sufficiently ensure that all teachers perform at a good level.
- Pupils in Years 1 to 3 are not clear enough about what they need to do to improve their work and this limits their involvement in making it better.
- Provision in the Early Years Foundation Stage does not always ensure that work is at the right level for children or sufficiently challenges and excites their interest and this slows their progress.

### The school has the following strengths

- Senior leaders provide strong leadership. They are clear about what they need to do to improve achievement and have been successful in increasing pupils' rates of progress across the school, but particularly at Key Stage 2.
- Good teaching in Years 4 to 6 ensures that pupils are fully engaged and enjoy their learning. This ensures they learn well and make good progress.
- There is a very caring, supportive atmosphere in the school that encourages good behaviour and consideration between pupils.
- Improvements in the curriculum and a good range of additional activities, including trips, engage pupils in their learning well.

## Information about this inspection

- The inspectors observed nine lessons of which several were joint observations with senior staff. In addition, the inspectors made a number of other short visits to lessons.
- Meetings were held with several groups of pupils, the Chair of the Governing Body and two other governors, a local authority officer, the leadership team and other senior staff.
- The inspectors took account of the 34 responses to the online Parent View survey.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

Christopher Grove

Additional Inspector

## Full report

### Information about this school

- St Patrick's is an average-sized primary school.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for free school meals is below average.
- The proportion of pupils from minority ethnic groups is below average, very few of whom are at an early stage of learning English.
- The number of pupils eligible for additional funding because they are the most vulnerable, known as the pupil premium, is below average.
- The school meets the current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There have been several staff changes at senior level since the previous inspection. The acting deputy headteacher has been appointed to the substantive post with effect from January 2013. This is an internal appointment.

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

- Improve pupils' achievement through consistently good or better teaching, particularly in Years 1 to 3, by ensuring:
  - a better match of work to pupils' differing needs, particularly more able pupils
  - teachers' questioning challenges and extends pupils' ideas
  - pupils are more involved in their learning through being clear about the next steps they need to take to raise their attainment
  - greater opportunities for pupils to solve practical problems in mathematics.
- Improve provision in the Early Years Foundation Stage by ensuring a better match of work to the children's needs in teacher-led activities and greater challenge and stimulation through well-planned provision for activities children undertake by themselves.
- Ensure senior leaders carefully monitor weaker teaching and set clear and measurable targets that bring about rapid improvement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Standards at the end of Year 6 have been average over several years. This year due to a strong drive for improvement by senior leaders, standards at the end of Year 6 were above expectations in English and mathematics and pupils made better than expected progress. Several able pupils studied at the higher Level 6 (the standard set for 15 year olds) in mathematics, one of whom attained a Level 6 in the tests. Pupils currently in Year 6 are on course to reach above average standards and good progress given their starting points.
- Children start school with skills and abilities that are typical for their age and sometimes better, although there is a changing profile that is less positive. The school has worked hard and successfully to improve provision in Reception since the previous inspection and in the last two years, children made good and sometimes outstanding progress across all areas of learning. This was due to strong leadership and good teaching. There are currently temporary staff in Reception pending the appointment of a new teacher and Early Years leader. Although they are very committed, they are less effective.
- Standards at the end of Year 2 are broadly average and pupils' progress requires improvement. This is because work is not well enough matched to pupils' needs or sufficiently challenging.
- Progress is accelerating due to careful tracking of pupils' progress, regular pupil progress meetings with teachers and specific small group work for any pupils falling behind.
- Progress of pupils supported by the extra funding under the pupil premium initiative and those with special educational needs is broadly in line with other pupils. They get effective small group support from teachers and teaching assistants to help close any gaps in their performance.
- Pupils have increasing opportunities to use their literacy and information and communication technology (ICT) skills in other subjects; for example, when using the internet to carry out research for their project on the water cycle in Year 5.
- Some timetabled reading activities are not sufficiently structured or well enough planned to promote effective learning or enjoyment.
- Progress in writing has improved due to regular extended writing opportunities through the 'Big Write' initiative and the setting of clear goals to improve writing further.

### The quality of teaching

### requires improvement

- Teaching requires improvement as not enough of it is good or better. As a result, pupils in some year groups do not learn well enough.
- Where teaching is good, it is more frequently seen in Years 4 to 6; teachers have good subject knowledge, high expectations for pupils' learning, challenge them effectively through effective questioning and good match of work and involve them fully in their learning. In these lessons, pupils are fully engaged, highly motivated and make good gains in their learning.
- Where teaching requires improvement, work is not planned well enough to meet pupils' needs and questioning does not challenge them or extend their ideas through allowing them to explain what they know and understand.
- In Years 4 to 6, teachers give pupils good feedback on their work and pupils are fully involved through expectations that they will respond and improve their work as a result. Clear targets and the use of traffic lights to show how well pupils understand the tasks are well used by teachers to ensure pupils get the help they need if they are experiencing any difficulties. Pupils spoken to appreciate this. In other year groups, although marking is regular and consistent, it is not used well enough to involve pupils in their learning or to improve their work.
- In Years 1 to 3, pupils do not get enough opportunities to solve problems related to real-life situations and this slows their progress. When they do, as was seen in a Year 5 class, pupils became fully engaged, were encouraged to think for themselves and extended their

mathematical skills well through having to look for patterns and apply a general rule to a repeated sequence.

- In the Reception class, good relationships and a well-organised learning environment ensure that children are engaged in their learning. However, work is not always well enough matched to their needs and planned provision for activities they undertake by themselves is limited so there is insufficient challenge to enable children to make good progress.

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons and around the school. They know the school's expectations for their behaviour and are fully aware of the sanctions that apply for misbehaviour. They especially dislike the loss of their 'golden time'.
- Occasionally, the behaviour of pupils with emotional and behavioural difficulties causes disruption. Their behaviour is carefully monitored and support is given where needed in order to minimise this. Occasionally, their misbehaviour results in a temporary exclusion.
- Behaviour over time has been good and pupils speak of the friendly atmosphere and the very rare occurrences of disruptive behaviour. Pupils are particularly pleased with the work of the learning support assistants who help to resolve minor disagreements so that they do not continue over time or disrupt their learning.
- Pupils have good attitudes to school and their learning and enjoy working together on tasks. For example, pupils worked well together in their science work in Years 1 and 3.
- Pupils say that there is very little bullying in school only 'some name calling and interfering with each other's games'. They are confident that when it does occur, it is well handled by staff. The annual anti-bullying week and discussions in assembly are helpful in ensuring they understand what constitutes bullying. There is also a worry box where pupils can register their concerns and get a confidential chat to a member of staff in order to express them.
- Attendance has improved and is now above average. Pupils enjoy school, are happy to attend and say that lessons are fun.
- Pupils say that they feel very safe in school and confident of help from any adult should they need it. The school promotes their safety well through e-safety awareness training and the involvement of Year 6 pupils in the junior citizen safety scheme.
- The few parents and carers who responded to the online Parent View inspection questionnaire agreed that their children were safe in school.

### **The leadership and management require improvement**

- The headteacher has worked relentlessly and successfully to improve pupils' rates of progress in spite of staff changes at senior level. Both she and the acting deputy headteacher are fully committed to accelerating the pace of change further to ensure pupils across the school make good progress. Leaders have shown their capacity for improvement through successful initiatives, particularly in achievement.
- There is regular monitoring of teaching and learning, performance management and professional development that is ensuring an improving picture in terms of accelerating progress. However, senior leaders are aware of the need to provide more focused monitoring of teaching where it is weaker in order to ensure teaching across the school is consistently good.
- Rigorous tracking of pupils' progress, combined with regular pupil progress meetings, ensures that any pupils falling behind get effective support to increase their rates of progress. This demonstrates the school's determination to close any gaps in pupils' learning and promote equality of opportunity.
- The curriculum is broad and balanced and is promoted well through interesting topics. It is not yet ensuring good progress for all. There is good enrichment through visits, visitors and after-school clubs that pupils enjoy.
- Good support from the local authority has enabled the school to move forward on several fronts.

It has also helped the school to be clear about what still needs to be done.

- Pupils' spiritual, moral, social and cultural development is promoted well. The school is a rights respecting school and this helps to promote an environment where pupils are thoughtful, caring and considerate towards each other.
- There were few responses to the online Parent View survey relative to the number on the school roll; they were mainly positive. There are supportive partnerships including an effective sports partnership that provides coaching for pupils, for example, in hockey and tag rugby.
- **The governance of the school:**
  - Governors have a clear understanding of the school's strengths and weaknesses. They monitor the school's work carefully including the performance of all staff and how this links to increases in salary and teaching quality. Governors regularly check pupils' progress and have ensured that the pupil premium funding is being used to provide additional staffing to support them. They have clear, well-documented procedures in place for monitoring the finances of the school. They ensure safeguarding procedures are secure so that pupils and staff are kept safe.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116390
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	401594

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

<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>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cecilia White
<b>Headteacher</b>	Paula Dix
<b>Date of previous school inspection</b>	2–3 December 2009
<b>Telephone number</b>	01252 542511
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