

# St Patrick's Catholic Primary School

Deedmore Road, Wood End, Coventry, CV2 1EQ

## Inspection dates

12–13 March 2013

Overall effectiveness	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

- There is not enough good and outstanding teaching and so pupils do not achieve as well as they should.
- In some lessons the pace of learning is too slow because lesson introductions are too long and pupils do not have enough time to practise the skills being taught.
- In many books, marking does not help pupils know what they need to do to improve their work.
- Too few pupils reach the highest levels in English and mathematics. In Key Stage 2, pupils' handwriting skills are below those expected.
- Pupils learning to read do not have enough opportunities to read to adults at school and do not read enough to make good progress.
- There are not enough opportunities for pupils to develop skills in music or information and communication technology.
- Although there are teachers in charge of all subject areas, some are not doing enough to improve the quality of teaching and learning in their subjects.
- The governing body does not track closely the impact of additional funding to help raise the achievement of disadvantaged pupils.

### The school has the following strengths

- Actions taken to eliminate inadequate teaching have been effective.
- Pupils behave well and feel extremely safe.
- Attendance has improved and is above average in the current school year.
- Provision in the pre-school and nursery class is good.
- The school's leaders and governors know the areas where improvement is required. This is helping them secure improvement in teaching and pupils' achievement.

## Information about this inspection

- The inspection took place with one day's notice.
- Inspectors observed teaching and learning in 14 lessons.
- Meetings were held with the school's senior leaders, groups of pupils, six members of the governing body and a representative of the local authority.
- Inspectors observed the school's work and looked at a range of evidence including the school's documents for self-evaluation and safeguarding. They also studied standards in reading and pupils' workbooks.
- There were not enough responses to the online questionnaire Parent View for inspectors to consider their views. However, inspectors did analyse the responses made by parents to a recent survey undertaken by the school. Staff questionnaire responses were also checked.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Anthony O'Malley, Lead inspector

Her Majesty's Inspector

Frances Millett

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is more than double the national average. (This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces).
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils who have a statement of special educational needs or who are supported at school action plus is average.
- In 2012, the school did not meet the government's current floor standards, which set minimum expectations of pupils' attainment and progress.
- A pre-school, Little Patrick's, runs on site every afternoon and is managed by the governing body. A breakfast club runs daily.
- A very small number of pupils spend part of the school week at 'The Key'. 'The Key' supports pupils with social, emotional and behavioural difficulties.
- Since her appointment in September 2011, the headteacher has been absent from school for a significant period. During this time the school was led by the deputy headteacher and an interim headteacher.

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

- Improve the quality of teaching and learning by:
  - ensuring that teachers use the information they have about pupils to plan work that is at the right level, particularly for the more able
  - making sure that time is not wasted in lessons through overlong introductions to lessons or the copying out of lengthy lesson objectives
  - using marking more effectively and consistently to make sure pupils know how they can improve
  - reducing the amount of work recorded on worksheets.
- Improve the achievement of pupils learning to read by:
  - increasing the opportunities they have to read individually to adults
  - raising the expectation of the number of books they will read each half term
  - improving the range of reading books available for pupils to practise the skills they are learning about the sounds letters make.
- Take the next steps in developing the school's leadership and management by making sure:
  - all teachers in charge of subjects play a greater part in raising achievement and improving teaching
  - the curriculum provides better opportunities for pupils to develop their skills in music and information and communication technology
  - the governing body checks closely the impact of pupil premium funding.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start the nursery with skills that are well below those expected. They make good progress in the nursery class, particularly in the way they gain confidence and mix with others. However, after this start their progress requires improvement.
- In 2012, the Year 6 pupils who left the school did not achieve well. Currently, most pupils are making expected progress but not enough are making good progress and working at the higher levels. This is because the higher-ability pupils do not consistently receive work that challenges them.
- At the end of Year 2 in 2012, pupils' reading skills were below average. Training for staff means that pupils are now being taught the sounds that letters make effectively; this is helping those learning to read become more confident. However, the pupils' reading books do not match closely with the skills they are being taught each day.
- Pupils are not heard read individually by an adult regularly enough to make good progress. They do not read enough books over a term.
- Throughout Key Stage 2, pupils' handwriting is not of the standard expected. Most pupils write in pencil and do not join their letters correctly.
- In most year groups pupils who are supported by pupil premium achieve the same standards in English and mathematics as other pupils. Books and other resources bought to improve their skills in literacy and numeracy have helped them catch-up with other pupils in the school.
- Pupils who speak English as an additional language achieve as well as other pupils and reach the same standards. There is effective support from specialist teachers for pupils at an early stage of learning English and this helps these pupils achieve well. Pupils from all ethnic groups achieve similarly.

Disabled pupils and those who have special educational needs receive good additional support to help them gain the skills they are struggling to master. However, in whole-class lessons their needs are not met as successfully. Their progress is equal to their classmates.

### The quality of teaching

### requires improvement

- Teaching requires improvement because there is not enough good teaching to promote good progress. Nevertheless, there are teachers in the school who have the skills to help those who require improvement become more effective.
- On occasions, pupils spend too long listening to teachers. This limits the time left for them to work independently. It particularly slows the learning of more-able pupils who do not need to go over in detail skills they have already mastered. Time is also wasted when pupils spend too long copying out learning objectives.
- Teachers are aware of the different needs of pupils in their classes and usually plan activities for the range of ability groups. However, the activities set do not always match the pupils' needs successfully. For example, the tasks set for the most-able pupils are not always challenging

enough.

- In some classes, teachers encourage pupils to share their ideas and work in groups to tackle problems. For example, a Year 6 class had to use their knowledge of data handling and reasoning skills to solve a 'whodunit'. Where discussion and working with classmates are not encouraged, only a few pupils volunteer to answer questions and others 'switch off'.
- Marking does not always tell pupils how well they have learnt the skills being taught and how they can improve their work. In some lessons, teachers do not check carefully how well pupils are learning and so they work slowly because they are unsure of what they have to do.
- Teaching in the nursery and pre-school is good. The children work and play enthusiastically at the activities planned. Staff ensure that the most is made of opportunities to encourage language and number skills.
- Teachers deliver key skills sessions each morning to fill gaps in the pupils' learning. The pupils enjoy these and they are improving the pupils' skills and knowledge.
- There are good examples in the pupils' books of teachers using interesting topics to promote literacy and numeracy skills effectively. For example, in work on 'Space', pupils invented a currency used by aliens and then drew graphs converting the currency to sterling. In some books there is an overuse of worksheets to record work. These limit the quality of pupils' responses.
- There is evidence in the pupils' books that the support already given to teachers who require improvement is resulting in pupils writing more effectively, spelling more accurately and tackling more challenging work in mathematics.

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

- Pupils are very positive about behaviour in the school. They say pupils of different backgrounds work and play well together. They understand that a handful of pupils find managing their behaviour difficult and are happy with how the staff help resolve any problems.
- A recent survey of parental views showed that they judge behaviour in the school to be good. However, the staff questionnaires did include a few responses showing a concern about the management of behaviour.
- Pupils have good attitudes to learning. They are happy to help one another and, when given the opportunity, show that they can work well in teams. They are polite and friendly.
- Pupils know how to keep themselves safe, including when using the internet. They are well equipped to deal with risk and know what to do if they have a problem. Through anti-bullying projects, assemblies and religious education they have developed a good understanding of right and wrong. Prejudiced bullying and name-calling are rare.
- In the past, the rate of pupils being excluded from the school was high. The work of the deputy headteacher and the learning mentors has had a positive impact and now exclusion is rare. They have had similar success in tackling poor attendance rates. This year, attendance is above average and the number of pupils who are persistently absent has been halved.

- A very small number of pupils attend, for part of the week, 'The Key' to receive support for their behavioural problems. The school works well with staff at 'The Key' to ensure that its provision supports both the pupils' academic and personal needs. There are good examples of pupils successfully returning to school full-time.
- The breakfast club is popular. It provides a good, friendly start to the day for pupils and has contributed well to the improved punctuality and attendance.

### **The leadership and management** requires improvement

- The headteacher, well supported by the deputy headteacher, is driving improvements successfully. She has restructured leadership roles in the school and established good systems for holding leaders and teachers to account for the progress pupils make. Decisions about increases in teachers' pay are directly linked to the impact of their work on the pupils' achievement.
- Working with the governing body, the headteacher has ensured that there is no inadequate teaching in the school. She is accurate in her assessment of the quality of teaching and arranges training and support for teachers who require improvement. Teaching staff are very positive about the impact of this help and judge that it is helping them teach more effectively.
- The school makes good use of support and advice from the local authority and other partners. This has helped to improve teaching in some areas; for example, in the teaching of letters and sounds.
- Part of the pupil premium funding has been allocated to improve the behaviour of pupils at risk of exclusion and to improve attendance. Learning mentors are having a successful impact in both areas. This targeted support for pupils at risk of underachievement demonstrates the school's strong commitment to equal opportunity.
- The leaders of English and mathematics are now taking greater responsibility for the outcomes of pupils in their subject areas. This follows a period during the headteacher's absence when an interim headteacher and local authority staff took the lead in checking on how well pupils were learning. Other subject leaders are not yet playing a significant role in raising achievement or improving teaching.
- The curriculum promotes spiritual, moral and social development well. There are strong international links and pupils enjoy the chances to stay overnight with their friends on educational visits in Years 5 and 6. The school does particularly well in sporting activities. However, opportunities to develop skills in music and information and communication technology are limited.
- Safeguarding meets statutory requirements.
- The local authority has been an effective partner of the school since the previous inspection. It helped in the appointment of the headteacher and has played an important role in supporting the school throughout the period of the headteacher's absence. Through its links with other schools it has helped provide support for the deputy headteacher and an interim headteacher. Its training programme has increased the effectiveness of the governing body and its human resources department has helped governors deal successfully with personnel issues. It has

supported the school's leaders in challenging weak teaching. Following the return of the headteacher, the local authority is continuing to help the school improve by working with her to identify areas where support from its own consultants or other providers of expertise can help improve the outcomes for pupils. Staff in the school report positively on the quality of support they are receiving. Senior officers of the local authority meet with the school's leaders to monitor closely how successfully the support it is providing is helping to raise achievement.

■ **The governance of the school:**

- Governors are fully informed about how well the school is performing through reports from the school's leaders and by making regular visits to the school and lessons. They challenge the senior staff when it is apparent that school policies are not being followed consistently.
  - Governors set challenging targets for the headteacher and check carefully how well these are met. They receive plenty of information about the quality of teaching and the impact of actions to improve weaknesses.
  - Governors value highly the help from the local authority and other partners who helped the school manage the absence of the headteacher. They have benefited from training that enables them to analyse data about the school's performance and observe teaching with an informed eye.
  - Governors do not track closely enough the impact, and value for money, of decisions made about the spending of pupil premium funding. They responded promptly to concerns by a few parents about the lack of information provided on the school's website.
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## 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>	103714
<b>Local authority</b>	Coventry
<b>Inspection number</b>	404898

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Bond
<b>Headteacher</b>	Grainne Griffiths
<b>Date of previous school inspection</b>	14 June 2011
<b>Telephone number</b>	02476 612671
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