

St Patrick's Catholic Primary School

Blackswarth Road, Redfield, Bristol, BS5 8AS

Inspection dates 11–12 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected	N/A
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make exceptional progress during their time at the school. They reach standards that are significantly better than the national average by the end of Key Stage 2.
- Children benefit from a good start to their education because they make good progress in the Early Years Foundation Stage.
- Teaching is outstanding overall as it enables pupils to gain new knowledge rapidly and reach high standards. Teachers' high expectations mean pupils are constantly challenged to achieve their best at all times.
- Pupils' behaviour is outstanding. They show highly positive attitudes towards school and learning at all times. They are polite, courteous and caring with each other and adults.
- The headteacher has set an ambitious vision for improvement since the school's conversion to become an academy.
- Leaders, including governors, know the quality of the school's work thoroughly. They monitor its work robustly and are relentless in their determination to ensure pupils have the best opportunities to achieve success.
- Governors are rigorous in holding school leaders to account for pupils' achievements.
- Parents and carers are highly supportive of the school. They say the move to academy status has been seamless and recognise where the school has improved even further.

Information about this inspection

- Inspectors observed 16 lessons, of which five were joint observations with the headteacher. Inspectors also made 10 short visits to classrooms to look at pupils' work, to hear them read and to review the quality of teaching.
- Meetings were held with a group of pupils, the headteacher, middle leaders, members of the governing body, teachers and a local authority officer.
- Inspectors took account of 49 responses to the online Parent View survey and 19 responses from staff.
- Inspectors observed the school's work, and looked at a number of documents, including those related to planning and monitoring, procedures for managing staff performance, the school's own view of the quality of its work and the school's information on pupils' progress and attainment. Inspectors also looked at the minutes of meetings of the governing body and records relating to behaviour, attendance and safeguarding.
- 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

Judith Rundle, Lead inspector

Her Majesty's Inspector

Susan Payne

Additional Inspector

Full report

Information about this school

- St Patrick's is an average-sized primary school. There are slightly more girls than boys. The number of pupils at the school has remained the same over the last three years. Few pupils join or leave the school at different times of the year.
- Close to 60% of the pupils are of White British heritage or any other White background. The proportion of pupils from a minority ethnic background is well above average. Of these, 20% of pupils are of Indian or other Asian heritage, and just over 12% have a mixed heritage background. A small proportion of pupils are of Black Caribbean or Black African heritage. The proportion of pupils who speak English as an additional language is well above average at 36%.
- The proportion of pupils known to be eligible for the pupil premium is well below average. This is additional funding for looked-after children, pupils known to be eligible for free school meals and pupils with a parent or carer in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- St Patrick's Catholic Primary School converted to become an academy on 1 August 2012. When its predecessor school, St Patrick's Catholic Primary School, was last inspected by Ofsted in March 2009 it was judged to be good overall.

What does the school need to do to improve further?

- Involve the wider school community of staff, pupils, governors and parents and carers in setting the priorities for the school's direction beyond its first year as an academy.

Inspection judgements

The achievement of pupils

is outstanding

- Since its conversion to becoming an academy, the school has improved further on the significantly above average standards attained in the predecessor school.
- Many children join the school with development levels that are below those expected for their age, especially in their communication and language skills, and their personal and social development. They make good progress during their time in the Early Years Foundation Stage and leave with standards expected or above nationally. Children who are at the early stages of learning English make good progress in their speaking and listening skills because of the quality of teaching and the broad range of resources available to support their learning. For example, in one lesson, children were encouraged to use a broad range of vocabulary to describe the pictures in books prior to reading the sentences. Children make rapid progress in developing and using phonics (letters and sounds they make). Activities are planned to match the interests of children. Boys have been particularly motivated to learn through the theme of 'superheroes'.
- Pupils in Years 1 to 6 make rapid and sustained progress and attain standards that are significantly above average by the end of Key Stage 2 in both English and mathematics. In lessons, pupils are challenged to achieve their best at all times. For example, in one mathematics lesson around half of the pupils in Year 5 were successfully completing problems and activities usually studied in secondary schools. Pupils showed a real thirst for knowledge and were able to apply their mathematical skills independently to solve complex calculations. Most parents and carers who completed the survey say their child makes good progress at the school.
- Leaders have introduced the 'Power of reading' which is extending pupils' vocabulary and variety of reading experiences quickly. As a result, pupils enjoy reading and even the youngest pupils read with expression and confidence. Pupils in Key Stage 1 use their phonic knowledge extremely well to read unfamiliar or tricky words. Teachers have effectively shifted their focus to how well pupils are using their reading skills to enhance their writing even further.
- Pupils also make good progress in other subjects, particularly in religion, history and geography. They have outstanding opportunities to use their literacy and numeracy skills in other subjects and show real pride in their work. They were keen to show and share their work with inspectors. One pupil was able to talk knowledgeably about Lord Shaftesbury, his influence on children's lives today and how these were used to produce a factual leaflet about his life.
- Leaders actively promote the inclusion of all pupils, ensuring all have equal opportunities and tackle any discrimination robustly. As a result all pupils are able to achieve equally well. Pupils with an Indian, Black Caribbean or Black African heritage make the same rapid progress and attain the same high standards as others in the school. They consistently attain better than the same groups of pupils nationally. The large numbers of pupils with English as an additional language also make rapid progress and attain high standards. Disabled pupils and those who have special educational needs make faster progress than expected from their starting points.
- The small proportion of pupils who are eligible for additional funding through the pupil premium make better progress and attain standards that are significantly better than those of the same group nationally and are in line with the attainment of other pupils in the school.

The quality of teaching

is outstanding

- Teaching is outstanding because it helps pupils attain very high standards during their time at the school. It is never less than good. Teachers have very high expectations of pupils' capabilities and plan work that stretches pupils' thinking effectively and helps them gain new knowledge quickly. They share the learning intentions and revisit them during the lesson to reinforce pupils' learning. Pupils talk confidently about their own progress against WALT and WILF ('we are learning to' and 'what I am looking for') and their targets.
- Pupils are challenged consistently in all lessons because teachers plan a broad range of activities

that match and extend the needs of all pupils with different abilities. Most teachers are highly skilled at observing pupils' work and intervening at the right moment to add the next challenge, extend pupils' thinking and ensure they maximise their learning opportunities.

- Teachers and learning support assistants use questioning very effectively to extend pupils' initial responses and deepen their thinking. It is also used to help pupils develop their independence as they move through the school and to take more responsibility for their own learning. Pupils are unafraid to ask questions of adults if they think it will help improve their work. Learning support assistants are deployed particularly well to support individual pupils or small groups in lessons, including in the Early Years Foundation Stage.
- The quality of marking and feedback has been strengthened following staff training. It makes consistent use of 'stars' at Key Stage 1 and 'next steps' in all age groups to identify how pupils can improve their work further. The best examples give very specific comments and model how to include the suggestions into future work. Verbal feedback in lessons is always helpful and ensures pupils make rapid progress. Pupils are being given more opportunities to lead their own learning, including identifying what they want to learn in topics and through evaluating and improving their own and others' work, although this is not embedded consistently in all lessons.
- A broad range of resources and teaching methods is used to support and enhance learning experiences. Pupils are confident when using computers and understand how to access information safely when researching information independently. Relationships between adults and pupils and between pupils themselves are excellent and enable pupils to work in a calm and productive atmosphere. Parents and carers spoken to during the inspection say they are given information about what their children are learning and how they can support this at home.

The behaviour and safety of pupils are outstanding

- Pupils are polite and courteous with each other and staff and high levels of respect exist between adults and pupils. They know right from wrong and are mindful of how their actions may affect others. Pupils play cooperatively together in the playground and show high levels of care for each other. Pupils want to be in school and learning and this is reflected in attendance being well above average. Most parents and carers say their child is happy to be in school.
- Behaviour is excellent in classrooms and around the school at all times, and pupils say this is typical. Pupils demonstrate very positive attitudes to learning so no time is lost with teachers having to deal with off-task behaviour. Leaders have revised the procedures for managing behaviour with a five-point scale of rewards and sanctions. Pupils understand the system and sanctions rarely need to be applied. The vast majority of parents and carers and all teachers say that behaviour is dealt with effectively.
- Pupils talk knowledgeably about different types of bullying and are adamant that there is none at the school. They recognise that at times a small number of children can be 'mean' but are confident that teachers deal swiftly with any issues that arise. A small number of parents and carers feel bullying is not dealt with effectively or do not know how it is dealt with in school. Inspectors found procedures were secure.
- Pupils have good opportunities to take responsibilities within the school. Their roles as eco councillors, school councillors and house leaders are undertaken seriously and maturely.

The leadership and management are outstanding

- Since becoming an academy, leaders have set a clear direction for the school which all staff are fully behind. The headteacher, ably supported by other leaders and governors, has set an ambitious vision for improving the school even further. The wider school community of staff, pupils, governors and parents and carers has yet to be involved in setting the priorities for the school's direction, including beyond its first year as an academy.
- The headteacher has placed high emphasis on training for teachers and learning support assistants and has extended the roles and responsibilities of other leaders in the school

effectively. The Early Years Foundation Stage leader and subject leaders for English and mathematics now take a much more active role in monitoring and developing their areas or subjects. The use of assessment has been revised and simplified by the assessment leader after observing different methods in other schools and working with the school improvement officer. Consequently, assessment information is more easily collated, analysed and used by leaders and teachers to ensure pupils are given the best opportunities.

- Teachers have been given greater opportunities to visit other schools and to observe and share their work. As a result of initiatives and training, the quality of teaching is getting better all the time and pupils are reaching the highest standards.
- Leaders have chosen to continue buying services from the local authority for financial planning and school improvement. The school improvement officer provides very effective support for the headteacher, other leaders and governors and is helping the school to improve further.
- The curriculum ensures that pupils have extensive opportunities to use their literacy and numeracy skills in other subjects and includes a consistent approach to the teaching of phonics. The new Early Years Foundation Stage expectations have been adopted in full. Pupils benefit from some specialist teaching in art, music and physical education. Other subjects are taught effectively through topics although it is not always clear how published schemes are being adapted to suit the specific needs and interests of pupils at St Patrick's. The school has effective plans in place to enhance the curriculum through the use of 'heritage school' materials from September.
- Provision for pupils' spiritual, moral, social and cultural development is a particular strength of the school's work. Pupils have an abundance of opportunities for spiritual reflection linked closely with the school's ethos. They are given a strong moral grounding and understand how their own actions may affect others. For example, in one religion lesson, pupils explored piety through finding a dictionary definition and maturely discussed what this meant for them in their everyday lives. The school has created effective links with schools in other countries through its international work and makes best use of its own rich cultural diversity to extend pupils' understanding of other cultures. Parents and carers are highly involved in sharing and extending pupils' cultural experiences, for example, when sharing and reading Caribbean poetry or learning about aspects of Indian culture such as the sari.
- **The governance of the school:**
 - Governance is strong. Governors know the quality of the school's work because they are involved in monitoring its activities. They hold leaders to account robustly for the school's performance and pupils' achievements. They have an excellent understanding and fulfil their roles very effectively in managing the performance of staff and teachers' salary awards. They have a very good understanding of their changed financial responsibilities since becoming an academy and they ensure that the additional pupil premium funding is spent appropriately to support eligible pupils. Governors ensure that safeguarding procedures meet all the requirements.

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

Unique reference number	138465
Local authority	City of Bristol
Inspection number	423409

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

Type of school	Academy converter
School category	Roman Catholic
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Father Gregory Grant
Headteacher	Michele Marshall
Date of previous school inspection	Not previously inspected
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