

St Patrick's Catholic Primary School

North Road, Wellington, Telford, TF1 3ER

Inspection dates 9–10 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress across the school in many subject areas including reading, writing and mathematics. Some make outstanding progress in mathematics.
- The progress of more-able pupils has improved particularly well since the previous inspection.
- Leaders have improved the quality of teaching since the previous inspection and it is now good. Some teaching is outstanding, especially in mathematics.
- Teachers' accurate knowledge of pupils' learning enables them to plan activities and tasks that meet the needs of all abilities in lessons.
- Pupils' continued high levels of attendance make a significant contribution to their good achievement.
- Pupils feel safe in school. They make a very strong contribution to the school's positive atmosphere. At all times, they are respectful and polite to adults and each other.
- The school's regular checks of pupils' progress result in immediate and effective action that speeds up the progress of any pupil who starts to slip behind.
- The headteacher and the governing body use the information from performance checks to plan relevant and effective staff training.

It is not yet an outstanding school because

- The format used to track pupil's progress year on year does not enable leaders to readily identify how well each year group is doing.
- Teachers do not always give pupils regular opportunity to plan their own lines of enquiry and to set their own learning challenges. Pupils sometimes wait for the teacher's direction rather than thinking for themselves how to complete and extend tasks.

Information about this inspection

- Inspectors observed 16 lessons taught by eight teachers, including two that were seen jointly with the headteacher or deputy headteacher. In addition, they made a number of short visits to other lessons.
- The inspectors looked at past and current information about pupils' progress and work from last year in pupils' books. They heard a number of pupils reading.
- The inspectors looked at documents relating to behaviour and safeguarding, the school's checks about what is going well, and school improvement planning.
- The inspectors met with small groups of pupils to talk about their learning and to find out what they thought about the school. Inspectors also met with staff and governors, and a representative of the local authority.
- The inspectors talked to parents informally at the start and end of the day and took account of the 54 responses in the online questionnaire (Parent View). They considered four concerns raised by a few parents about pupils' behaviour and the progress of more-able pupils.
- The inspectors took note of 30 staff questionnaires.

Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Michael Onyon

Additional Inspector

Full report

Information about this school

- St Patrick's Catholic Primary School is an average-sized primary school.
- Nearly all pupils are from White British backgrounds. A growing number of pupils are from other European countries and speak English as an additional language.
- A below-average proportion of pupils are supported by the pupil premium, which provides additional funding for groups such as pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or through a statement of special educational needs is well above average.
- A breakfast club and after-school club runs every day and is managed by the governing body.
- The school meets the current floor standards set by the government (the minimum expectations for pupils' attainment and progress).

What does the school need to do to improve further?

- Move teaching to outstanding by ensuring that all teachers:
 - give pupils regular opportunities to plan their own lines of enquiry and to decide for themselves how to complete tasks
 - support pupils in setting challenges for themselves when they finish tasks.
- Extend the way leaders track pupils' progress, so they know how well each year group is doing from one year to the next.

Inspection judgements

The achievement of pupils is good

- Children make good progress from the moment that they start in the Nursery. They enjoy a varied range of activities that build their self-confidence and help them to settle quickly. Throughout Nursery and Reception, 'Forest School' activities and other regular opportunities to make decisions about their learning promote good levels of independence. By the end of the Reception Year, most children reach the expected levels for their age in all areas of learning and are ready for Year 1.
- Progress is good and sometimes outstanding in Years 1 and 2, especially in mathematics. Pupils are given carefully-chosen support that is matched to individual needs to help those who have fallen behind to catch up quickly. All Year 1 pupils who do not reach the expected level in the phonics (letters and the sounds that they make) receive extra support at the start of Year 2 so that they all reach the standard before the end of the autumn term.
- The uneven progress in Key Stage 2 reported at the time of the previous inspection has been eradicated. School data and pupils' work indicate that pupils now make good progress in all year groups in reading, writing, mathematics, science, computer studies and history. Good progress was observed in physical education, which is enhanced through a wide range of sporting clubs and swimming paid for partly by the new designated government funding.
- More-able pupils make good progress and a high proportion of pupils reach higher than average standards by the end of Year 2 and Year 6. A few pupils make outstanding progress in mathematics and are able to complete work to a level of much older pupils.
- Pupils who are supported by additional pupil premium funding make good progress. Numbers are small and so because of their different needs and abilities, in some years they are ahead of their classmates in reading, writing and mathematics and in others they are not.
- Disabled pupils and those who have special educational needs make good progress, especially those supported at school action plus. As a result of successful small group teaching, most make up any lost ground to reach the expected level by the end of Year 6.
- Pupils who speak English as an additional language make good and sometimes outstanding progress. The good support they receive in lessons and in small groups ensures that the extra challenge of learning to speak English does not hinder their good achievement.

The quality of teaching is good

- Teaching is consistently good and occasionally outstanding. Teachers know the pupils in their classes very well and so plan activities and tasks for all of the different abilities in lessons.
- Where teaching is outstanding, constant checks of pupils' learning lead to changes being made to tasks and activities during lessons. These changes help pupils finding the work too hard to be successful, and challenge those finding the work too easy to extend their learning. This is particularly the case in mathematics lessons.
- The positive atmosphere in all lessons ensures pupils are confident to ask teachers and each other for help. Explaining methods to others help pupils to consolidate their own understanding. Teachers can confidently let pupils get on with different tasks while they work with another

group because they know they will concentrate well.

- All adults who work in the classroom help pupils to come up with ideas and extend them. For example, role-play, questions and finding rhyming words helped pupils in Years 1 and 2 to extend their ideas and to think of interesting words to describe their superheroes. When adults join in with the children's play in Nursery and Reception, ideas, knowledge and skills are extended well.
- When pupils work on their own, teachers do not always check that they use targets and marking 'ladders' to help them improve their learning independently. Sometimes, pupils who finish tasks quickly wait for an adult to give them extra challenges rather than challenging themselves. Learning slows for these pupils in lessons when this is not done quickly.
- Teachers give pupils a clear method of how to complete tasks and so pupils are nearly always successful. However, this sometimes stops pupils from following their own lines of enquiry or thinking of their own methods for solving problems, and so holds back the development of independent learning skills.

The behaviour and safety of pupils are good

- Pupils have a very good understanding of how to keep themselves safe. They know about the different kinds of bullying and are confident that if they do have a concern that any adult will help them sort it out. Nearly all parents who responded to the questionnaire online feel that their children are safe.
- The very large majority of pupils behave well for all of the time. The school logs and investigates all incidents and involves pupils' parents when required. As a result of the school's actions and parental support, there has been significant improvement in the behaviour of a very small number of pupils whose behaviour had given cause for concern.
- Pupils' high attendance has been sustained for the last three years, reflecting good improvement since the previous inspection. Punctuality to school is good. The way pupils stop playing at the end of playtimes and return quickly to classrooms with little supervision is impressive.
- Pupils have very positive attitudes to school. They are fully involved in making decisions about the school through the children's committee and meeting with the governing body. They make a good contribution to the local community and wider world through their work on eco schools, 'Mini Vinnies', fund raising, and involvement in the local sports partnership. Older pupils act as reading buddies to help younger pupils with their reading.
- The breakfast and after-school care clubs enhance pupils' personal and academic achievement well. Pupils who attend enjoy the sessions, which prepare them for the school day and help them relax at the end.
- Pupils have good attitudes to learning. They respond well to teachers' comments on their work and make the improvements when given time and support. Many pupils concentrate well throughout lessons, finishing tasks on time.

The leadership and management are good

- The headteacher has been instrumental in successfully leading improvements to the quality of

teaching and consequently pupils' achievement. Most parents who responded to the online questionnaire or spoke to inspectors agree.

- All staff who have a leadership responsibility have attended relevant training which has ensured that they have the expertise and drive to be fully effective. They carry out a number of activities to check how well pupils are doing and plan immediate support to ensure those who start to slip behind catch up quickly.
- All staff know what the school is trying to achieve because they are all involved in planning clear targets and actions for improvement. The progress of all pupils is tracked diligently. Profiles of the different groups in each class help teachers to check that their teaching and the planned curriculum are matched closely to individual needs. However, the school does not track how much progress pupils make as a year group across each year, to help leaders and governors to see at a glance whether teaching is as good as it should be in every year group.
- The curriculum promotes pupils' academic and personal skills well, including their spiritual, moral, social and cultural development. Clubs, visits and visitors further enhance pupils' learning experiences.
- The local authority gives good support to the school through its regular meetings with the headteacher and governing body. Recent training for subject leaders and governors has enhanced their skills in checking pupils' learning through their written work. The local authority provides additional training and support for newly qualified teachers employed by the school.
- **The governance of the school:**
 - The governors have good knowledge of the school's performance. Due to their attendance at relevant training, governors ask well-informed and searching questions about pupils' progress and the quality of teaching during regular meetings with the school's leaders and with each other. They ensure all national requirements are met, including for pupils' safety and teachers' performance. Decisions about staff pay are made following detailed and objective discussions of their performance, based on how much progress pupils make in their class. Governors make decisions about how the pupil premium is spent and carry out regular checks to ensure that the additional activities and extra staffing it funds are making the difference they should to eligible pupils' personal and academic achievement.

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	123555
Local authority	Telford and Wrekin
Inspection number	426984

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Gay Kendrick
Headteacher	Sarah Coggins
Date of previous school inspection	12–13 October 2011
Telephone number	01952 386160
Fax number	N/A
Email address	stpatricksrc.admin@telford.gov.uk

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