

St Patrick's Catholic Primary School

George Avenue, Birkby, Huddersfield, West Yorkshire, HD2 2BJ

Inspection dates 6–7 November 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- The way in which this happy, caring school promotes pupils' spiritual, moral, social and cultural development is exceptional.
- Pupils achieve well and make good progress overall in reading, writing and mathematics.
- The quality of care and additional support provided by teachers and teaching assistants enables all groups of pupils, including disabled pupils and those with special educational needs, those supported by pupil-premium funding and the most able to make good progress.
- Reading is well promoted in the school and pupils show their enjoyment in their enthusiasm for books.
- The quality of teaching is good overall. Teachers provide interesting and varied lessons. Pupils take part willingly in all classroom activities.
- Pupils behave well in lessons and around the school. Pupils say they feel safe and enjoy coming to school. Attendance is good.
- The headteacher is effectively supported by senior leaders and staff.
- The governing body is well led and plays an effective role in driving improvement.

It is not yet an outstanding school because

- Teaching is not yet consistently outstanding across the school and is not yet driving improvements in the quality of writing because senior leaders do not consistently monitor the quality of marking or the opportunities pupils have for writing.
- Pupils do not have enough opportunities to practise a range of writing styles in other subjects.
- The marking of pupils' work does not connect their writing targets to how to improve their work.
- Pupils do not have time to reflect upon their work and judge for themselves what they have achieved.

Information about this inspection

- Inspectors visited 21 lessons or parts of lessons, one of which was jointly observed with the headteacher. Inspectors looked at a range of pupils' work and heard a number of pupils from Years 1, 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff, groups of pupils, members of the governing body and the local authority's teaching quality and improvement officer.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors took into account 52 responses to the online questionnaire (Parent View) and letters received, and spoke informally with a number of parents. Inspectors also took into account responses to the school's own survey of parents' views.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Clare Nash

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- St Patrick's is larger than the average-sized primary school.
- Approximately half the pupils are of White British heritage. The remainder come from a wide range of ethnic backgrounds. Most children speak English as their first language.
- The proportion of pupils known to be eligible for the pupil-premium funding is below the national average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is below the national average as is the proportion of pupils supported through school action plus or with a statement of special educational need.
- An increasing number of pupils join or leave the school other than at the usual times.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection the school has become part of a hard federation with Our Lady of Lourdes Catholic Primary School. The headteacher is executive head of both schools and there is a single governing body.
- There have been significant changes in staffing including the restructuring of the senior leadership team.
- A school breakfast club is held daily.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to raise standards and rates of progress in writing by:
 - providing more opportunities for pupils to practise their writing skills across all subjects
 - ensuring that the marking of writing is clearly linked to pupils' targets so that they know how to improve their work
 - providing pupils with opportunities to reflect upon and self-assess their own work
 - ensuring senior leaders monitor rigorously the quality of marking, and of opportunities to practise writing across the school.

Inspection judgements

The achievement of pupils is good

- From individual starting points all groups of pupils make good progress during their time in school.
- Children start school with skills and knowledge that are broadly typical for their age. They settle quickly into well established routines and are well prepared for Year 1.
- Attainment at the end of Key Stage 1 is in line with national averages in reading, writing and mathematics. In 2013, the number of pupils reaching the higher levels improved, particularly in writing. However, similar improvements in writing are not as apparent in all classes across the school.
- Progress generally accelerates in Key Stage 2. Results over time in national tests show attainment has been above the national average in reading, writing and mathematics. While results in 2013 were lower than previous years owing to a high proportion of pupils joining and leaving the school in Year 6, they were still in line with national averages. However, attainment in writing at the higher levels was below the national average.
- The proportion of pupils making and exceeding expected progress in English and mathematics is close to, and sometimes above, national figures. Overall, all minority ethnic groups of pupils achieve equally well. The most able pupils make better progress in mathematics and reading than they do in writing.
- Pupils in other year groups achieve well overall. However, in most classes, progress in writing is not as rapid as that in reading and mathematics. School data and work in pupils' books support this view.
- The school's commitment to equality of opportunity has ensured that disabled pupils and those with special educational needs make similar levels of progress as other pupils. This is as a result of the good level of support they receive through one-to-one and small-group work. For example, signing is used with a hearing-impaired pupil.
- The small proportion of pupils who are new to English achieve well from their very low starting points because they receive good quality bi-lingual support.
- Pupils eligible for the pupil-premium funding achieve particularly well. In 2013, in national tests at the end of Year 6, this group of pupils reached standards that exceeded those of their classmates in reading and writing ensuring that any gaps in attainment in English are closing. The gap in attainment in mathematics is closing more slowly.
- Pupils enjoy reading. They read widely and often and have access to a wide range of books both fiction and non-fiction. The results in the 2013 national reading check on Year 1 pupils' understanding of letters and the sounds they make (phonics) were in line with the national average. Additional help has been put in place for those pupils who did not reach the standard expected for their age. Older pupils have a good knowledge of well-known authors and speak confidently about their favourite books.

The quality of teaching is good

- Teaching across the school is usually good.
- Pupils enjoy their learning and speak enthusiastically about their favourite lessons. One pupil described the school as 'a lovely place to learn lessons'. Well-planned topics capture pupils' imaginations so much so that follow-up homework is completed to a very high standard. Colourful classroom displays help create an attractive working environment.
- In the best lessons learning moves along briskly and teachers question pupils skilfully, encouraging them to give detailed and reasoned answers.
- Pupils work well on their own, in pairs or small groups. Group work is effective as a result of the good relationships that exist in classes. This was particularly evident in an English lesson where groups of pupils were working on a piece of writing to persuade readers to buy their ice-cream.

Each member of the group had a specific task and carried it out responsibly.

- Pupils have occasion to develop their writing skills in English lessons but are presented with too few opportunities to use them in other subjects.
- Teachers make good use of information about pupil achievement to ensure that support is in place for disabled pupils, those with special educational needs and those supported by the pupil premium funding. Effective teaching assistants are involved in providing this support.
- Teachers mark work regularly. However, suggestions as to how work can be improved are often too superficial, not linked to pupils' targets nor followed up later to ensure corrections have been completed. Pupils are not regularly involved in assessing their own work in order to determine their level of understanding or checking for mistakes before it is marked by the teacher.
- Lessons are well resourced and pupils have opportunities to use the computer suite throughout the week. The library is also used as a valuable teaching and learning resource.
- Children in the Reception classes benefit from teaching that is at least good and often outstanding. The classroom and outdoor areas are well organised and offer a wide range of well-planned activities where children learn to share and discuss their feelings. The woodland area is particularly well used. Here, children can explore and have adventures in an exciting yet safe environment.
- Teaching throughout the school provides many opportunities to develop pupils' spiritual, moral, social and cultural awareness through excellent relationships within classes, high levels of collaboration and respect for the opinions of others.

The behaviour and safety of pupils are good

- The school provides a caring, supportive environment where pupils behave well and show respect for themselves and others. They are friendly, courteous and very willing to talk about their school. They are attentive in class and follow instructions quickly so no time is wasted.
- Pupils say that behaviour is good overall and that the school teaches them how to keep themselves safe through learning about internet safety and fire and road safety. Behaviour at lunchtime and in the playground is good.
- Pupils from all backgrounds get on well together and pupils say that bullying 'hardly ever happens'. They say that teachers act quickly to deal with any incidents of unacceptable behaviour.
- The breakfast club is popular with pupils. It provides them with carefully chosen activities that keep them purposefully occupied, creating a calm, harmonious start to the day.
- Pupils enjoy the responsibilities they are given around school, for example being members of the school council and lunchtime buddies. They willingly take on any task they are set. Pupils of all ages act as monitors in their own classrooms. Pupils also take part in events within the parish.
- Strong links with external professionals support the school well in meeting the needs of the most vulnerable pupils.
- The large majority of parents who responded to the online questionnaire agree that behaviour and safety in school are good, and would recommend the school to others.
- Attendance is consistently good.

The leadership and management are good

- Senior leaders provide effective leadership for the school. They are well supported by all staff and governors.
- Teachers are held responsible for the improvement and success of their pupils. They are set targets to help them improve their own performance and these are linked to pupil achievement. This system is used well to identify staff development and training needs.
- The school's procedures for gaining an accurate view of its performance are effective. Governors

and senior staff know the school well and are clear about its strengths and areas for improvement. The school has the ability to carry on making improvements.

- The school has identified that achievement in writing is not as strong as that in reading and has started to put systems in place to address this. However, the quality of marking is not checked often enough and the value of writing tasks is not scrutinised thoroughly by senior leaders.
- The local authority offers light-touch support for this good school.
- The school promotes equality of opportunity well. It uses an effective tracking system which helps staff see clearly how well all groups of pupils are progressing and ensures no-one falls behind.
- The range of subjects taught is wide and varied. Visits and visitors support class topics, bringing learning to life. The school makes good use of local amenities, for example museums and places of worship.
- The diversity of the school population is celebrated alongside the strongly Christian ethos of the school. Clear messages are built into lessons and collective worship, and always provide opportunities for reflection. Pupils have the opportunity to visit theatres, sing in the Royal Albert Hall and learn Italian. This strengthens pupils' spiritual, moral, social and cultural development extremely well.
- The use of pupil-premium funding to provide an additional teacher to work with Year 5 and Year 6 pupils, establish homework classes and employ a part-time care worker has helped accelerate learning.
- The new primary school sport funding is being used to employ sports coaches to work alongside staff to increase their subject knowledge. The number of after-school clubs has increased as well as involvement in sporting competitions.
- The school works closely with its partner school within the federation to share expertise and carry out moderating activities which check the accuracy of teachers' assessments.
- The school has a good relationship with parents and is constantly seeking ways to inform and involve parents in the education of their children.
- **The governance of the school:**
 - The governors are well informed. This enables them to not only support the school but also question the school's plans for further improvements. They support the school in all its activities and keep in regular contact with leaders and staff. The governing body makes sure any weaknesses are spotted and dealt with. Governors are willing to take part in additional training that will help them carry out their role. They make sure that money, including the pupil premium and sport funding, is used in ways that benefit pupils. They ensure that safeguarding arrangements meet statutory 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	107750
Local authority	Kirklees
Inspection number	425922

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair	Rev Fr Ian Smith
Headteacher	Mr Harry Rowan
Date of previous school inspection	22 October 2008
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