

St Patrick's RC Primary School

Livesey Street, Collyhurst, Manchester, M4 5HF

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- The standards pupils reach by the time they leave the school are too low.
- The quality of teaching across the school is not yet good, because tasks set by teachers do not demand enough of all pupils all of the time.
- Homework set does not support work in school or offer sufficient challenge to pupils.
- Marking does not provide pupils with feedback that is specific enough to move learning on as rapidly as is needed.
- Leaders have not ensured that all teaching across the school is good or better.
- Outcomes from the checks leaders do on teaching are not accurate enough or followed through quickly, to help improve teaching or pupil achievement rapidly.

The school has the following strengths

- This is an inclusive school that values the contribution of all pupils; as a result pupils enjoy school and feel safe.
- Attendance has improved as a result of actions taken by leaders and is now average.
- Pupils' personal development including their spiritual, moral social and cultural development is supported well by all staff.
- Tracking systems recently put in place are detailed and used well to identify pupils falling behind in their learning.
- Newly appointed subject leaders know their subject well and have prioritised appropriate areas for development.

Information about this inspection

- Inspectors observed 14 lessons or parts of lessons, of which nine were joint observations with the Headteacher and assistant headteacher.
- Discussions were held with a range of pupils, senior and subject leaders, the Chair and Vice Chair of Governors and a representative from the local authority.
- Inspectors' heard pupils from different year groups read, observed their playtimes and undertook a detailed scrutiny of their work.
- Inspectors took account of: staff questionnaires, outcomes of the school's own consultation with parents (as responses to Parent View were too few) and written and verbal comments sent in by individual parents.
- Documentation reviewing the overall work of the school was scrutinized, this included: the school's view of its own performance, improvement plans, policies, records of attendance, behaviour and safeguarding, minutes of meetings of the governing body, achievement data of pupils in all year groups and performance management objectives for teachers.

Inspection team

Diane Buckle, Lead inspector

Additional Inspector

Henry Moreton

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school, although numbers are rising.
- A much larger than average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those from forces families or those in the care of the local authority.
- There are an increasing proportion of pupils for whom English is not their first language, which is above the national average.
- Increasing numbers of pupils join and leave the school at times other than is expected, which leads to high rates of mobility. This was most noticeable in Year 6 in 2013 where numbers in the class had fallen sharply and where only 3 pupils had been at the school for more than one year.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than the national average.
- The number of pupils with special educational needs supported through school action is higher than the national average.
- The headteacher has been in post since September 2012; he has restructured the senior leadership team and subject leader roles since his appointment.
- In 2012, the school met the floor standards set by the government for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to be good or better, so that standards in reading, writing and mathematics improve by:
 - consistently using assessment information to plan lessons and raising teachers' expectations of what pupils can produce in lessons, so that all pupils are working as hard as they can all of the time
 - providing pupils with opportunities to apply their skills
 - improve the quality of marking so pupils receive precise guidance about how to improve the content and presentation of their work, especially in writing
 - ensuring that targets given to support pupils learning are consistently provided and reviewed regularly
 - setting homework that supports learning in school and provides challenge for all pupils.
- Improve the quality of leadership by:
 - eradicating inadequate teaching
 - ensuring that monitoring activities take account of all available evidence, are accurate and are followed through rapidly, so that teachers know precisely what they need to do to get to good.

Inspection judgements

The achievement of pupils requires improvement

- It is not yet good because not enough pupils reach the standards expected of them by the time they leave school. As a result they are not prepared well enough for their next stage of education.
- Work in exercise books indicates that the majority of pupils make expected progress from their individual starting points but too few make the good progress needed to help them narrow the gap between their attainment and that of other pupils nationally.
- Progress data suggests a strengthening profile of achievement, particularly across Years 5 and 6, with predications for 2014 and 2015 indicating standards closer to national averages for reading, writing and mathematics. However, inspection evidence indicates that this sometimes is an over optimistic view of attainment as a result of assessments which do not take enough account of the work in pupils' books.
- Inspection evidence also indicates that in Key Stage 1 and 2, standards are below those expected nationally, in reading, writing and mathematics.
- Reading is a relative strength of the school and is supported by a well organised programme of phonics (letters and the sounds they make) teaching, which has contributed to the positive outcomes in the national screening check at the end of Year 1. Pupils use their knowledge of sounds well to read unfamiliar words, but less well to support their spelling of words.
- School have encouraged an interest and enjoyment of books, as a result of significant investment in quality reading material and increased opportunities for pupils to complete reading practice. The impact of this is yet to be fully evident on pupils' ability to read out loud with expression or in the depth of understanding of older pupils.
- Pupils' writing skills are weaker than those in reading. Although educational visits provide a stimulus for pupils' writing and teachers use learning walls to extend the vocabulary choices and range of punctuation, pupils are not skilful in making improvements to their writing.
- Achievement in mathematics is not yet good, because too few pupils reach the higher levels of attainment. Internal progress data indicates an improving picture; however, work in books identified too few opportunities for pupils to apply their skills within relevant contexts and too few pupils using the most efficient method for their calculations. For example, pupils in Years 3 and 4 were using repeated subtraction as a method for dividing numbers, when application of multiplication facts would have been more appropriate.
- The progress of the most-able pupils is strengthening, but too few pupils reach the higher levels of attainment. School have provided additional booster sessions to help ensure they reach the standards predicted for them but the impact of this is not yet fully evident in pupil's work.
- Children enter school with skills that are below those expected for their age, particularly in speaking. They settle quickly into the Early Years Foundation Stage Unit, because of the positive relationships that are formed between home and school. For pupils in the earliest stages of learning English, there is a thoughtful programme of induction and lots of encouragement from additional adults to engage in talk. From low starting points the majority of children reach a good level of development by the time they leave Reception class.
- Pupils known to be eligible for pupil premium funding, including those known to be eligible for free school meals, make the same progress as other pupils, when considering internal data. In 2013 numbers were too small to make reliable comparisons between the attainment of these pupils and all others in the school.
- Disabled pupils and those with special educational needs make progress that is comparable to their peers. As result of external partnerships, their needs are identified promptly and support put in place.
- Pupils in the earliest stages of learning English are supported well by their peers and are given additional adult support to help their transition into school; as a result they make rapid progress in learning to speak English.

The quality of teaching requires improvement

- It is not yet good, because not enough lessons provide pupils with an opportunity to produce work of their very best at all times.
- Assessment is completed routinely and outcomes are tracked well to identify pupils falling behind in their learning, when a programme of intervention is rapidly put in place. Teachers do not however routinely use assessment information well enough to match independent tasks to the learning needs and abilities of pupils in each lesson. As a result, work in pupils' books too frequently shows limited productivity and unfinished tasks.
- In most classes reading is taught well. In a few classes questioning by teachers does not require those who are most-able to think deeply enough about what they are reading; as a result fewer pupils in this school than nationally reach higher levels.
- Across the school, marking does not provide pupils with precise guidance about how to improve the content or presentation of their work, especially in writing, and pupils are not given sufficient time to respond appropriately to teacher prompts.
- In mathematics lessons too few opportunities are provided for pupils to apply their skills within relevant contexts and not enough emphasis is placed upon using mental arithmetic strategies to help pupils find the most efficient method for their calculations.
- All teachers provide pupils with targets that identify how to move on in their learning; however they are too broad and not reviewed often enough to be as effective as they could. In all pupil books target sheets were present, indicating the level pupils were aiming for, and the statements of knowledge and skill required achieving. However, of the sample viewed by inspectors none had been reviewed or dated as completed and of the lessons observed, individual targets were not referred to.
- Homework set by teachers does not always link well enough with learning in school or does not consistently challenge pupils to do their best.
- Teacher subject knowledge is sound; lesson plans demonstrate this. However, in some lessons pupils do not have enough time to apply their skills or complete tasks.
- Teaching is consistently stronger in the Early Years Foundation Stage. Teachers provide many opportunities for children to apply their skills and be active in their learning.
- Teaching assistants generally make an effective contribution to pupils' learning, particularly in small-group activities or supporting newly arrived pupils.
- In all classes, positive relationships exist that allow all pupils to contribute confidently in lessons and to work well with each other.

The behaviour and safety of pupils requires improvement

- It is not yet good, because when activities are not challenging enough or when pupils are not supported well enough they lose interest and become off task. During unstructured times outside and around school a minority of pupils are not always respectful to each other and staff.
- The management of challenging behaviours, including racist incidents, is well documented and detailed in its response. Leaders recognise the vulnerability of some pupils and have invested heavily in resourcing the 'Rainbow Room' to ensure all pupils can remain in school and share a sense of identity and belonging.
- Pupils say that 'behaviour is better now than it was' because of clearly defined rules and rewards system, this helps them feel safe in school. They are well informed about all types of bullying and the different forms it can take.
- The school council value greatly the opportunity to contribute to school life and are especially proud of all they do, particularly improvements noted to the quality and taste of school meals as a result of their input.
- Leaders place great emphasis on inclusion of all pupils into the wider school family and provides extensive wrap around care; as a result attendance has improved considerably and is now

average.

The leadership and management

requires improvement

- Leaders and managers do not yet have a detailed enough understanding of the weaknesses in teaching which are preventing faster improvement in pupils' levels of achievement.
- The headteacher provides strong but calm leadership and has, since joining the school, established a climate for learning that values all pupils, ensures equal opportunities for all and a shared commitment to improvement priorities.
- Regular checks are now undertaken to evaluate the quality of teaching, however, too much concentration is given to teaching skills and not enough on the impact this is having on outcomes for pupils. As a result, self-evaluation is at times overly generous.
- Feedback given to teachers identifies well the strengths observed, but does not focus precisely enough on quickly putting in place actions that will rapidly bring about improvement. Consequently, inadequate teaching remains in some classes and too few lessons are good.
- A detailed tracking system is now in place that identifies pupils falling behind in their learning in order to redirect support and accelerate progress. However, the impact of this is at times negated when assessments of what pupils know and can do take too little account of pupils' progress overtime as demonstrated by their work in exercise books.
- Staff are provided with increasing opportunities to improve their knowledge and skill through a programme of support and training. Targets for the performance of all staff are in place and salary progression linked to the achievement of targets.
- Newly appointed middle leaders have embraced their roles and are developing a clearer understanding of the strengths and areas for development in their subjects. Although having only been in post two weeks, the mathematics subject leader recognised the need to promote more effectively the mental arithmetic skills of pupils and to provide pupils with increased opportunities to apply their mathematical skills. They, along with senior leaders, provide good capacity for further improvement.
- School have accessed support from the local authority and engaged in training opportunities for leaders; however support to drive improvements in the quality of teaching has been limited.
- The school curriculum is broad and balanced and is being used more effectively to raise pupil engagement and motivation, with increasing opportunities to undertake educational visits that enrich overall provision. A recent visit to the construction site for the tramline extension resulted in quality pieces of writing and well built model bridges in technology. Leaders celebrate the wide range of cultures and religions evident within the demography of the school and ensure pupils are supportive and supported by many charitable events.
- Pupil premium funding is used well to support the most vulnerable children, socially, emotionally and academically, through a plethora of school activities and additional adult support.
- The school has a clear plan for their allocation of sports partnership funding that has been used primarily to fund a sports coach, who supports both playtime activities and curriculum delivery. Whilst it is too early to determine the overall impact upon pupils levels of attainment, their enthusiasm and motivation for sport is clearly evident.
- School has developed strong partnerships that support much of their work for inclusion, with a sponsored breakfast club and the delivery of Christmas presents for those families facing hardship.
- **The governance of the school:**
 - Governors have supported the headteacher in setting a strong vision for improvement within realistic timescales. They have worked hard to stabilise the school after years of turbulence. Their role in monitoring has been strengthened by focused training and established links with subject leaders. A committee structure balances the work of governors and uses their skills to best effect. They are clear that school data is indicating an improving picture of performance, but they remain reliant upon the accuracy of school assessment data which limits the level of challenge they provide to senior leaders. They are fully informed of pupil premium funding and

the impact on the achievement of pupils for which it is intended. They have ensured performance management systems are in place for all staff and that safeguarding procedures and policies meet with current 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	105535
Local authority	Manchester
Inspection number	426090

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	218
Appropriate authority	The governing body
Chair	Ged Murphy
Headteacher	David Savage
Date of previous school inspection	7 December 2011
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