

# St Patrick's Catholic Primary School

Deedmore Road, Wood End, Coventry, West Midlands, CV2 1EQ

## Inspection dates

6–7 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Following its conversion to an academy, the school suffered a period of instability in leadership and in the quality of teaching. A decline in outcomes was not addressed effectively.
- Outcomes are now improving but they still require further improvement, especially for disadvantaged pupils and the most able.
- The current assessment system does not closely match the changing school curriculum. It is now under review so that leaders and teachers can make better use of more reliable assessment information.
- In 2017, the proportion of pupils achieving the required standard in the Year 1 phonics check fell to well below average.
- Leaders do not evaluate the impact of the use of the pupil premium funding as well as they could.
- The leadership of early years requires improvement. In Reception, the quality of teaching, provision and outcomes is not as good as it is in Nursery.
- Teaching, learning and assessment is not yet good because some teachers still require support to secure consistently good teaching, assessment and outcomes.
- On occasion, teachers do not extend the learning for the most able pupils or give them enough opportunities to work independently.

### The school has the following strengths

- Leaders, including governors, have an accurate view of the school. They respond swiftly to areas of weakness. They are aspirational for the future and are on a journey of rapid improvement.
- All staff learn from external support well, including that from the multi-academy company (MAC). As a result, teaching, learning and assessment have improved and most pupils now make good progress.
- Pupils have very positive attitudes to learning. In lessons, they are focused and engaged. They demonstrate a high interest in their learning and can explain their understanding well.
- The curriculum offers pupils a broad range of experiences. Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils have a strong sense of fairness and show a high level of respect.

## Full report

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

- Build on the recent improvements in pupils' progress so that attainment rises quickly by the end of key stage 2 for all pupils, but especially for disadvantaged pupils and the most able.
- Address the recent decline in phonics so that outcomes improve rapidly.
- Further improve leadership and management, ensuring that:
  - the current development of a new assessment system is established quickly so that leaders and teachers can make better use of the assessment information they have gathered
  - leaders evaluate the impact of pupil premium funding more effectively so that disadvantaged pupils make as much progress as possible
  - the quality of leadership in early years is more effective so that assessment is increasingly accurate and provision is of high quality for all children.
- Improve the quality of teaching, learning and assessment so that teaching is consistently good or better by ensuring that:
  - teachers plan appropriate activities to meet the needs of all learners so that they make good and accelerated progress, especially in early years
  - the most able pupils have more frequent opportunities to extend their learning and work independently
  - all teachers have the necessary skills to make accurate assessments of pupils' work.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The principal has an accurate and realistic view of the school's strengths and weaknesses. She has high expectations and a clear vision for school improvement. She is driven to secure better outcomes for pupils and is taking swift action to achieve them. This vision, drive and determination is equally shared by staff and governors. As a result, the leadership of the school is a strength and the school is improving rapidly.
- The principal was appointed in September 2017, having been head of school in the previous year, seconded from the MAC. There is currently no substantive vice-principal. However, since September 2017, the leaders of English and mathematics have stepped up to fulfil the role of acting assistant vice-principal until the new vice-principal joins the school after Easter. The new vice-principal is part of the MAC and is currently seconded to the school for one day a week.
- Staff receive effective support and challenge to improve teaching and learning. They work closely with staff from other schools in the MAC to discuss pupils' work and check their assessments. Subject leaders meet together to share best practice and develop new ways of working. For example, in mathematics, subject leaders are currently developing a new assessment system. Principals from each school in the MAC meet together to evaluate the impact of their work. As a result, teachers now have a better understanding of assessment and moderation and staff with responsibilities have developed their leadership skills.
- In September 2017, leaders reviewed the curriculum to better engage pupils in their learning. They identified key questions and skills to be developed for each subject and purchased good-quality texts to support new topics. Pupils now complete half-termly projects at home. They show a keen interest in their learning and produce a good standard of work across the curriculum.
- Leaders promote pupils' spiritual, moral, social and cultural development well. High quality displays, such as 3-D models of musical instruments and artwork to explore the parables of Jesus, demonstrate the breadth of curriculum coverage and learning experiences. Pupils enjoy trips and visits to museums and castles as well as taking part in a retreat programme and residential visits. Pupils are well prepared for life in modern Britain. They learn about democracy, tolerance and respect. For example, they represent each other on the school council and know how to be a good sportsman and a good friend. They support charities and consider people less fortunate than themselves.
- The physical education (PE) and sports premium funding is used effectively. As a result of organised games at lunchtime and a range of after-school activities, such as tag-rugby and multi-skills, pupils are physically active. They participate in competitive sport through the Catholic games association. Teachers have developed their skills and confidence in teaching PE through working with specialist coaches. The MAC has recently appointed a PE and well-being co-ordinator to work with all schools in the MAC to further develop this work.
- The funding for special educational needs (SEN) and/or disabilities is used well. The highly experienced special educational needs co-ordinator is seconded from within the

MAC. Although this support is an interim arrangement until the new vice-principal joins the school, there is already an improvement in the identification of and the subsequent provision for pupils with additional needs.

- Parents and carers are overwhelmingly positive about the school. They are appreciative of the support that the school gives to their children.
- Leaders track the progress and attainment of pupils carefully. However, the current assessment system does not help them as well as it might because it does not match with the recent changes leaders have made to the curriculum.
- Pupil premium funding is used well to support disadvantaged pupils. Teachers now have a more accurate view of how well disadvantaged pupils are doing. Appropriate interventions have ensured that disadvantaged pupils make progress similar to their peers in school and sometimes better. However, leaders have not evaluated the impact of their pupil premium strategy as effectively as they could.

### **Governance of the school**

- Local governance is provided by a local academy committee that reports to the MAC's board of directors. Governors are ambitious for the school. They are fully involved in improving outcomes for pupils. They monitor and evaluate the work of the school effectively. For example, they visit school regularly, analyse assessment information, attend pupil progress meetings, look at pupils' work and talk to subject leaders. They check funding is spent appropriately and ask questions about the impact of actions. They want to know 'what difference is it making'. Governors ensure the right things are addressed promptly, such as the down turn in phonics results last year.
- There are clear lines of accountability between the school and the MAC. The chair of the local academy committee sits on the board of directors and the accounting officer for the MAC sits on the school improvement board for the school. The MAC has a clear overview of the school's strengths and weaknesses. Governors and leaders make effective use of strengths within the MAC so that the school continues to improve.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have ensured that the arrangements for safeguarding are fit for purpose and a culture of safeguarding is prevalent in school. Clear procedures for the recruitment of staff and the reporting of concerns ensure pupils are kept safe. Governors and staff receive regular training and updates. Staff know their families well. They raise concerns and provide support in a timely manner. They keep a close eye on vulnerable pupils and meet regularly to discuss any concerns.
- Pupils say they feel safe and parents agree. The 'Geek Squad' help teach other pupils about e-safety. Pupils have a clear understanding of cyber bullying and know that staff will deal with any issues or concerns they raise. Pupils say there are rules to keep them safe. For example, they know that all visitors should wear a badge. The vast majority of parents say their children are happy in school and are well looked after.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment requires improvement because some teachers, especially those at an early stage in their career, still require some support to secure consistently good teaching, assessment and outcomes.
- Not all teachers are confident yet in making accurate assessments of pupils' work. In some classes, expectations are not as high as in others, especially for spelling, handwriting and the presentation of work.
- On occasions, teachers miss opportunities to extend the learning of the most able pupils. Sometimes, pupils are not given enough opportunities to take responsibility for their own learning or to work independently.
- The teaching of phonics is well-structured. Staff are now providing a more consistent approach. When teaching and checking handwriting, there are some missed opportunities to ensure that letter formation is accurate. Pupils are applying their phonic knowledge well in writing to help with correct spelling. Pupils in Year 2 are now making rapid progress in learning phonics and in improving their writing.
- Most teachers have high expectations of what pupils can do. As a result, pupils' work shows that they are making better progress. In mathematics, pupils are developing deeper understanding by applying their skills and knowledge in different ways. Teachers use effective questioning to encourage pupils to think and reason such as, 'Why do you think?' and 'How do you know?'
- Pupils demonstrate positive attitudes to learning because they are interested in their work. Teachers think creatively to engage pupils. For example, in science to learn about gestation, pupils were asked the question, 'Does size matter?' Pupils researched information and carried out a matching activity. Pupils work effectively in collaboration because they have very good relationships with each other and with adults in school.
- Pupils use their skills in mathematics and English well in other subjects, such as drawing graphs in science. Teachers have the same high expectations in other subjects as they do in mathematics and English. Books show a thorough coverage of all subjects and teachers demonstrate strong subject knowledge.
- Leaders are currently piloting a new approach to homework in Year 2. Through this initiative, 'teach your parents what you have learnt today', pupils share their learning at home. This is a new initiative but early indications show that this is helping pupils to consolidate their learning by explaining it. It is also helping parents to understand new ways of working and they value the information they receive.
- The learning environment is a useful resource in supporting pupils' learning, especially in English and mathematics. For example, in Year 1 pupils were encouraged to make use of the sound chart on the wall to help them to spell words accurately in their writing.
- Pupils are listened to reading regularly. Pupils read fluently in Year 6 with expression and analyse text well. In Year 2 and Year 4, disadvantaged pupils and pupils who speak English as an additional language also read well and use their phonic skills to work out unfamiliar words. They speak confidently about the features of fiction and

non-fiction books.

- Where teachers intervene quickly to move learning on, teaching is effective and progress rapid.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' social, emotional health and well-being is a high priority in the school. Pupils' needs are identified and addressed quickly so that they are confident and ready to learn. Effective social, emotional and mental health support has a positive impact on pupils' self-esteem and behaviour.
- The learning mentor runs a range of programmes, activities and interventions to build resilience and self-esteem or promote social interaction. For example, in the 'Tranquil Learning Club' in key stage 1, pupils develop turn taking and social skills through sensory play.
- Pupils say that it is okay to be different at St Patricks. Staff encourage them to be themselves and support them well. Pupils made comments such as, 'we are equal people' and 'we are all beautiful on the inside'.
- Pupils take pride in their work. In most classes, it is neat and well presented in a range of subjects. Displays, including work or projects completed at home, show the quality of presentation and great care that pupils take.
- Pupils feel safe and well supported at school. Staff and pupils have strong and positive relationships and pupils know that they can go to staff for help.
- At breaktimes pupils play in a pleasant environment. There is a variety of activities to choose from. For example, at lunchtime pupils were observed chalking, playing bat and ball and using playground markings. On some days a play leader provides more structured activities and areas are zoned so that pupils play safely.

### Behaviour

- The behaviour of pupils is good.
- Around school pupils are polite and courteous. They hold doors open and have good manners. They demonstrate good behaviour at both structured and unstructured times. They co-operate well with each other in lessons and play together well on the playground.
- Pupils show high levels of respect, especially during assembly and prayer time. Governors report very positive behaviour when pupils visit church for Mass.
- Pupils enjoy school. Leaders are effective in promoting good attendance so that attendance remains at least in line with the national average. Persistent absence is high for some groups of pupils. However, the school has targeted and specific strategies in place to address this.

## Outcomes for pupils

## Requires improvement

- In 2017, pupils' progress in reading and mathematics was well below the national average at the end of key stage 2. This represented a decline from 2016 progress measures.
- Although standards in reading, writing and mathematics almost doubled from 2016, they were still well below the national average. This was also true for disadvantaged pupils and pupils who speak English as an additional language.
- In key stage 1, pupils' attainment in 2017 was below the national average. The percentage of pupils who passed the phonic screening check dropped well below the national figure, having previously been consistently above average.
- Leaders explain these low outcomes as a result of turbulence in staffing and some inadequate teaching. Leaders have taken effective action and this has now been addressed. Staffing is now stable and inadequate teaching has been eradicated. As a result, progress and attainment is now improving. Books and assessment information show that current pupils are now beginning to make good progress with an increasing number of pupils working at or closer to age-related expectations.
- In most classes, disadvantaged pupils are making progress similar to others and in some they are making better progress. However, to catch up with pupils nationally, disadvantaged pupils must make increasingly accelerated progress.
- The introduction of a new approach to the teaching of mathematics is developing pupils' knowledge, skills and understanding well. The introduction of a different approach to reading is at an early stage but is beginning to expose pupils to some good-quality texts. In Years 5 and Year 6, particularly, there is good evidence of high-quality writing in a range of subjects.
- The teaching of phonics is now well structured with appropriate pitch and challenge. As a result, pupils are making steady progress and, in some classes, rapid progress. Pupils apply their phonic skills well in reading and writing.
- Pupils who speak English as an additional language are well supported, especially in the early years. Just over half of the pupils are competent or fluent in English. Consequently, in most classes they are making progress at least in line with the school's expectations.
- Staff now identify the needs of pupils who have SEN and/or disabilities more effectively than previously to ensure the right provision is put in place. The SEN coordinator works well with the learning mentor to plan appropriate intervention programmes. Pupils' needs are met well and their progress is carefully tracked. Pupils who have SEN and/or disabilities make progress in line with their peers and some make accelerated progress.

## Early years provision

## Requires improvement

- Children join the Reception Year with skills, knowledge and understanding below those typical for their age. Children join Nursery with starting points well below. The quality

of teaching and provision is not as good in Reception as it is in Nursery. Consequently children do not make as much progress.

- Outcomes at the end of 2016 did not reflect a true picture of children's attainment because teacher assessments were inaccurate. This has now been addressed. The school has brokered additional support from a specialist leader of education (SLE) to support the leadership of early years. Leaders now moderate teacher assessments to ensure that the right judgements are made.
- In Reception, work is not matched well to meet the needs of all children. For example, in one teacher-led session, children watched a PowerPoint presentation that contained too many words that they could not read, with content that was not relevant to their age. In an independent learning session, children were unsuccessful when adding money because they did not understand the value of each coin. Some children formed numbers incorrectly but this was not addressed by any adults.
- Teaching is less effective when there is a lack of clarity of the purpose to activities and when adults do not intervene when support is needed to move learning forward.
- The outdoor environment in Reception is well resourced and well organised. In the role play areas, children play together well, take turns and listen to each other. There are ample opportunities for children to develop their writing skills. Children wrote signs in the 'builders' yard' and appointments at the 'hairdressers'. Adults asked questions such as, 'Can you write what you are having done?' to extend their writing further. Children used their phonic skills well to build simple words and adults encouraged correct letter formation.
- In Nursery, adults develop children's language well and children are encouraged to do things for themselves. For example, finding things that they are looking for and putting their coats on. Children are engaged in well-planned activities. Both the indoor and outdoor environments are effective in supporting children's learning.
- Children who speak English as an additional language are well supported by teaching assistants who speak their home language.
- Staff in Nursery and Reception now work much more closely together to discuss planning, provision and resources. They moderate assessments more regularly and are beginning to share effective practice. The SLE has supported staff to implement an agreed approach to assessment so that there is greater consistency across the MAC.
- Staff build positive relationships with parents through home visits at the start of children's education. They hold workshops, events and 'stay and play' sessions. Staff maintain regular contact through social media and an 'open door' policy.
- Safeguarding is effective and welfare requirements are met.



## School details

Unique reference number	142215
Local authority	Coventry
Inspection number	10044001

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	Board of directors of the Romero Catholic Multi Academy Company
Chair of the board of directors	Dean Kavanagh
Chair of the local academy committee	Eleanor Barry
Principal	Andrea Sherratt
Telephone number	02476612671
Website	<a href="http://www.st-patricks.coventry.sch.uk">www.st-patricks.coventry.sch.uk</a>
Email address	<a href="mailto:admin@st-patricks.coventry.sch.uk">admin@st-patricks.coventry.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school opened as an academy on 1 August 2015 as part of the Romero Catholic Multi Academy Company. The company is made up of seven primary schools: Corpus Christi Catholic Primary School, Good Shepherd Catholic Primary School, Sacred Heart Catholic Primary School, St Peter and Paul Catholic Primary School, St Gregory's Catholic Primary School, St John Fisher Catholic Primary School, St Patrick's Catholic Primary School; and one secondary school, which is Cardinal Wiseman Catholic School.
- The MAC is governed by a board of directors. A local academy committee oversees the work of St Patrick's School. The committee reports directly to the board of directors.
- The school is an average-sized primary school.
- The proportion of pupils known to be eligible for support through pupil premium

funding is above the national average.

- The proportion of pupils who have SEN and/or disabilities is below average.
- The proportion of pupils from minority ethnic groups is above the national average.
- The proportion of pupils who speak English as an additional language is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics at the end of key stage 2.
- When St Patrick's predecessor school was last inspected by Ofsted, it was judged to be good overall.
- The school receives the support of an SLE and an SEN co-ordinator brokered through the teaching school alliance within the MAC. The acting vice-principal is seconded from another school within the MAC for one day per week. The principal is mentored by another principal within the MAC.

## Information about this inspection

- Inspectors observed teaching and learning in all classes accompanied by school leaders. They spoke to pupils and looked at their work.
- Inspectors observed pupils on the playground and during assembly. They talked to groups of pupils and listened to pupils read.
- Discussions were held with: the principal and the acting vice-principal; the leaders for English and mathematics (acting assistant vice-principals); the leaders for early years, SEN, curriculum, sports premium and pupil premium; the school business manager and staff responsible for safeguarding.
- Inspectors met with governors of the local academy committee and another principal within the MAC. Inspectors spoke to the accounting officer for the MAC by telephone.
- Inspectors spoke to parents at the beginning of the school day and took into account the 46 responses to Parent View, including 21 written comments and one email. The 20 responses to the staff questionnaires were also considered. There were no responses to the pupil survey.
- A wide range of documentation was scrutinised including: the school's own evaluation of its performance; the school improvement plan; information on pupils' progress and attainment; records of behaviour and attendance; monitoring and evaluation of teaching and learning, including records of continuing professional development; information relating to the professional development of staff and safeguarding information.

## Inspection team

Sue Cameron, lead inspector

Her Majesty's Inspector

Jeannette Mackinney

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018