

St Patrick's Catholic Primary School

Inspection report

Unique Reference Number	100173
Local Authority	Greenwich
Inspection number	276265
Inspection dates	23–24 November 2005
Reporting inspector	Michael Pye

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 on roll	
School	
Appropriate authority	The governing body
Chair	Reverend Father Anthony Plummer Mr O P Folkes
Date of previous school inspection	Not previously inspected
School address	Griffin Road Plumstead London SE18 7QG
Telephone number	02088543881
Fax number	02088559288

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

A larger than normal sized primary school, St Patrick's serves the local community. There is a wide variety of housing. It is committed to providing a good educational experience that reflects Christian values. Pupils are predominantly white British, although there is a sizeable proportion from Black African backgrounds. The number of pupils whose first language is not English is well above average. The numbers of pupils entitled to free school meals is also well above average. The school has the Investor in People Award, the Inclusion Chartermark and the Arts Mark Silver award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Improving standards of writing especially for higher attainers* Establishing consistency in teaching particularly with regard to target setting and marking

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good overall, and there is no unsatisfactory teaching. Where outstanding teaching was seen pupils' attention was held by lively, confident presentations by teachers. This reflected the care and thought teachers put into planning lessons that are interesting and well structured. Learning is encouraged by skilful questioning, and pupils are able to concentrate because teachers manage their behaviour well. However, the quality of teaching is inconsistent. In the few satisfactory lessons the tasks were generally well matched to pupils' abilities, although expectations of more able pupils' writing, for example, were not always high enough. Pupils' progress would benefit from more consistent approaches to marking and setting targets for improvement. Pupils with learning difficulties make good progress because of the very good teaching and support in lessons. Teachers make a point of developing pupils' spoken language, including specific vocabulary for subjects such as mathematics and science. This helps pupils whose first language is not English, and along with the well targeted support that they receive, contributes to their good progress.

Curriculum and other activities

Grade:

The curriculum is good. Planning is well organised so that all subjects are covered well. Teachers are beginning to develop the links between subjects so that pupils appreciate the relevance of what they are learning. For example, pupils studying census data as part of their history work use mathematical and information and communication technology skills. The curriculum is enriched by a good range of special events such as science weeks, book fairs and multicultural days. Visits also make learning fun. The Years 5 and 6 residential journeys offer children good opportunities to learn about contrasting localities. They also promote co-operation and personal development. Pupils enjoy a sound range of extra-curricular clubs, particularly sports and music. Indeed music is a real strength. Many pupils learn instruments or sing and enjoy opportunities to take part in festivals and concerts. Very good provision for pupils with learning difficulties means support can be carefully targeted and this contributes significantly to pupils' progress. The Early Year's curriculum is good. In the nursery, for instance, a broad range of exciting and practical experiences give children good opportunities to develop their language skills.

Care, guidance and support

Grade:

Care is central to the Catholic ethos of the school. Overall, pupils benefit from good care, guidance and support, and consequently pupils feel safe and secure at school. They especially value the guidance that staff provide in helping them to overcome their personal difficulties. All pupils, including those who are vulnerable and those with learning difficulties and disabilities are given outstanding social guidance. For example, in the 'Place to Be' counselling group a pupil commented, 'It changed my life and mended it'. The school works well with outside agencies and parents to ensure the safety, care and well-being of pupils. This helps pupils to make good overall progress. Child protection procedures are effective. The school correctly identified that pupils need more guidance about how they might improve their work. Good procedures are developing. However, assessment information is not always used to plan pupils' learning on a daily basis. Not all pupils know how to improve their work so that they make even better progress.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Thank you for your warm welcome when we visited your school. We really enjoyed talking to you and listened carefully to what you told us.

We liked these things the most:* That you told us you enjoy life in school and behave well* That you work hard and learn new things quicker than pupils in many other schools* That you told us that you can discuss any worries with an adult, and that this helps you and changes how you feel* That many of you do well at science* That you get along so well with adults and other pupils* That you showed us how much you enjoy music

We have asked your school to work on these things now:* To help all of you to write better* That all of you are given more advice about how you can do even better work

Best wishes

Michael Pye

Lead Inspector