

St Patrick's Catholic Primary School

Inspection report

Unique Reference Number	109250
Local Authority	Bristol, City of
Inspection number	278163
Inspection dates	5–6 December 2005
Reporting inspector	Lorna Brackstone

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 on roll	
School	
Appropriate authority	The governing body
Chair	Father Gregory Grant Mr John Kilcline
Date of previous school inspection	Not previously inspected
School address	Blackswarth Road Redfield Bristol BS5 8AS
Telephone number	0117 3772387
Fax number	0117 3772388

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized primary school. Four-fifths of the pupils are of White British heritage and the rest are from a range of other ethnic groups, including Asian and Caribbean. A few pupils speak English as an additional language and this reflects the changing circumstances of the school. Pupils come from a wide range of backgrounds but these are generally favourable with few eligible for free school meals. The number of pupils with learning difficulties and disabilities is average. The proportion leaving or joining the school after the reception year is low. Pupils' attainment on entry to the school is higher than that typically found amongst children of this age group.

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

- Evaluate the school systematically so that staff realistically understand what they need to do to make provision better.
- Consider ways in which pupils and their parents can be consulted.
- Ensure that the curriculum prepares the pupils to live and work in a multi-cultural society.
- Ensure that the youngest children have access to an outdoor play area.
- Ensure that the youngest children have access to an outdoor play area.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning in the school is satisfactory. The school considers that the teaching is good. However, in the absence of systematic self-evaluation, inspectors found that whilst there are examples of good teaching, there is too much variation from class to class. Not enough good or outstanding teaching was seen. Where teaching is good, teachers expect a lot of the pupils. Resources are used well and teachers find ways to involve all the pupils. In these lessons pupils work hard and enjoy their learning. They get a sense of achievement when teachers praise them for their efforts. Where teaching is less than adequate, the pace of lessons is too slow and teacher expectations are low. Tasks planned for the class are less imaginative or demanding and often rely too heavily on worksheets. This reduces the opportunities for pupils to use their writing skills, think and present their work for themselves. Pupils with learning difficulties and disabilities are taught well in small groups. Recently, the school has funded specific training for teaching assistants supporting pupils who use English as an additional language. This has had a positive impact on the level of support available to these children. The setting of targets for individuals and groups of pupils is developing but is inconsistent in practice. Marking is satisfactory but procedures through the school are not systematic and do not always help the pupils to improve their work.

Curriculum and other activities

Grade:

The school provides an adequate curriculum for its pupils, but is aware that it does not sufficiently reflect the increasingly diverse cultural and ethnic backgrounds of the pupils. A wide range of visits and visitors and extra-curricular activities all contribute to learning and the pupils enjoy these.

A strong emphasis on the core subjects of English, mathematics and science contributes to the standards reached by pupils in tests. However, pupils do not consistently use the skills they

have learnt, particularly literacy, in other subjects because opportunities to reinforce skills are missed.

In the Foundation Stage the lack of their own outdoor learning environment means children are not able to access the full Foundation Stage curriculum. Whilst the reception teacher plans some opportunities to use the playground, this is not an integral part of all areas of pupils' learning.

Care, guidance and support

Grade:

The school provides satisfactory care, guidance and support for its pupils. Both pupils and their parents recognise this and it is a factor in pupils' attitudes to school. Good procedures are in place to ensure pupils' welfare, health and safety. However, whilst staff understand child protection procedures, not all have received recent training.

Pupils know their targets and how well they are doing. Those pupils with learning difficulties or disabilities are provided with effective individual education plans. Support from outside agencies helps them to progress satisfactorily. Pupils who use English as an additional language receive suitable support from the school and local authority staff.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

We enjoyed meeting you and thank you for the polite and friendly way you welcomed us. We particularly enjoyed talking to the Year 6 pupils and were interested in what you said. I thought you would like to know what we found out about you and the school.

What we liked most about your school

- You come to school regularly and are actively involved in the church and wider parish community.
- You like school and when the activities are interesting you enjoy learning.
- You like your teachers and feel confident approaching them with a problem or concern.
- You understand the importance of keeping fit and eating healthily.

What we have asked your school to do now

- We would like the senior staff to ensure that you always receive the best quality teaching and that teachers help you to improve your work.
- Some of you do not write as well as you could. It would be helpful if you were given more interesting ways to improve your writing skills.
- We would like you to have a better understanding of living and working in a multi-cultural society and be tolerant of people who are different to yourselves.
- You need to have more opportunities to think for yourselves.
- We would like you and your parents to be consulted more on school issues.
- The younger children need to have a safe and secure outdoor area as part of their everyday learning.