



# St Patrick's Catholic Primary School

## Inspection Report

**Unique Reference Number** 123555  
**LEA** Telford and Wrekin  
**Inspection number** 281505  
**Inspection dates** 12 October 2005 to 13 October 2005  
**Reporting inspector** John Eadie RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	North Road
<b>School category</b>	Voluntary aided		Wellington
<b>Age range of pupils</b>	3 to 11		Telford, Shropshire TF1 3ER
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01952 242709
<b>Number on roll</b>	251	<b>Fax number</b>	01952 242709
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mrs Sue Hudson

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 12 October 2005 - 13 October 2005	<b>Inspection number</b> 281505
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is an average-sized voluntary aided Catholic primary school serving the parish of St Patrick's in the town of Wellington, North West of Telford. There are areas of significant deprivation in the locality. The majority of pupils are of White British heritage and about 14% of pupils come from a wide range of minority ethnic backgrounds. The number of pupils with learning difficulties or disabilities is about what one would expect in a school of this size. The school has won an award for teaching basic skills effectively. It has met the required standards for the Investors in People award.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

The inspectors agree with the school's evaluation that it is a good school. It has a number of significant strengths. Some areas of leadership and management are outstanding. For example, there is excellent practice in the systems for evaluating the success of the school and planning for improvements. Governance is outstanding. Governors evaluate the work of the school and their own effectiveness very efficiently. A high priority for the school is providing outstanding care and concern for each individual. Pupils respond well to this and their personal development is exemplary.

The provision for children in the nursery and reception class is good and they make good progress. Pupils continue to make good progress through the school and standards when they leave are well above average. This is due to good teaching. The school recognises that there are areas for development, despite the standards being reached. For example, a programme to raise standards of speaking and listening has been started. Work is under way to raise standards in mathematics, which are a little lower than those in English and science. Both of these initiatives have begun to raise standards. Although the curriculum is good, the school is working to use information and communication technology (ICT) more effectively to support learning. Good progress has been made since the previous inspection and everything is in place to ensure that this progress continues. The school provides good value for money.

Grade: 2

### What the school should do to improve further

- develop work already started to raise standards in mathematics to the levels found in English and science
- extend the programme of raising standards of pupils' speaking and listening, particularly for the youngest children
- use ICT more effectively to support pupils' learning in other subjects.

## Achievement and standards

### Grade: 2

Standards are well above average when pupils leave, although standards in mathematics are not quite as high as in English and science. Challenging targets are set for pupils' progress in each year group and virtually all pupils meet these targets, with almost a quarter exceeding them. Children start in the nursery with levels of skills and knowledge below those expected. In some areas of learning, particularly communication, language and literacy, these levels are lower. However, they make good progress in the nursery and reception classes to reach average levels of skills and knowledge by the time they start in Year 1. They make particularly good progress in their personal and social development and their physical development. Although children make good progress in their language, standards are still below expectations in this area. The school has recognised this, and it is one of the reasons for the programme, that has been started,

to develop speaking and listening skills. Good progress continues through Years 1 and 2 and pupils reach above-average standards by the end of Year 2. The well-above-average standards reached by the end of Year 6 are evidence of good progress through Years 3 to 6. Pupils with learning difficulties and disabilities are supported well and make good progress to meet the demanding targets set for them. The small number of pupils from minority ethnic groups make good progress. The school's thorough analysis of performance data shows that all groups of pupils are achieving equally well.

Grade: 2

## **Personal development and well-being**

### **Grade: 1**

Pupils enjoy coming to school and attendance is good. In lessons they are keen to learn. They ask and answer questions with enthusiasm. One pupil said he liked school because, 'You get a chance to grow up and be clever'. Their behaviour is exemplary. Pupils are unfailingly polite to visitors and staff, and friendly to one another. Bullying incidents are rare and are dealt with promptly and effectively when they do occur.

Pupils' spiritual, moral, social and cultural awareness is promoted extremely well, and is central to the school's caring Catholic ethos. Pupils contribute positively by serving as members of the 'Children's committee' or as playground 'buddies'. They take the initiative in collecting for a number of charities, such as CAFOD. Pupils feel confident in putting forward suggestions to improve the school in the knowledge that they will be taken seriously.

Pupils know what constitutes a healthy lifestyle. They eat fruit snacks at break and lunches are generally healthy. The spacious grounds and good quality play equipment encourage them to take exercise and the school praises those who walk to school regularly. Basic skills are developed well and are preparing pupils well for adult life.

Grade: 1

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The major reason for the good progress that pupils are making is the good teaching, which means that pupils are learning well. A particular strength is the very careful assessment, which means that teachers know exactly what each pupil needs to learn next. This results in teachers planning well to provide work for the range of abilities in their classes. The work therefore suits the needs of the pupils and they respond really well by working hard. A further factor that influences this hard work is that teachers have high expectations, both of what pupils can achieve and of behaviour, which results in a calm working atmosphere. Teachers have created a lively environment with colourful and interesting displays in their classrooms, which are therefore

stimulating places in which to learn, and lessons are enjoyable. One pupil described teachers as 'fun people'. Teaching assistants are skilful and included in teachers' planning well. They support pupils with learning difficulties and disabilities very well so that these pupils make good progress relative to their abilities.

Grade: 2

## **Curriculum and other activities**

**Grade: 2**

The curriculum is good. It is imaginatively planned to build on previous learning and caters well for the needs, interests and capabilities of the learners. The school rightly recognises the need to raise the profile of ICT so that it supports learning in other subjects more effectively. There is very effective promotion of healthy lifestyles and the school has almost completed the assessment for a well-deserved 'Healthy Schools' award.

Pupils enjoy the interesting range of extra-curricular activities. These include a business enterprise programme in which pupils cost and produce Christmas materials to be sold for charity. The curriculum is enriched by a good variety of visits to places locally and further afield. During the inspection, the Year 6 pupils were away on a residential visit to an outdoor pursuits centre in North Wales. These and many other opportunities contribute significantly to pupils' enjoyment and achievements.

Grade: 2

## **Care, guidance and support**

**Grade: 1**

The care for pupils is outstanding, and parents are extremely happy with the way their children are looked after at school. Because all adults know pupils well, they keep a close watch on their personal needs, and provide help when it is needed. Those pupils who have learning difficulties and disabilities benefit from the care they receive and the close partnership between school, support services and home.

Child protection procedures are securely in place, and all staff receive good training. Pupils who have medical needs are very well cared for. Rigorous health and safety risk assessments are carried out. An outstanding feature is the way older pupils are encouraged to carry out risk assessments for activities and visits. As a result of the steps the school takes, pupils feel safe and find staff approachable and helpful.

Pupils' work is assessed regularly and they are guided in evaluating their own work and setting relevant targets. Consequently, they have a good understanding of how they can improve, and feel well supported with their learning.

Grade: 1

## Leadership and management

### Grade: 2

The quality of leadership and management is good overall and is the major factor in the standards being reached by the pupils and the progress being made. One of the significant strengths in the leadership of the school is the very clear vision of the headteacher. This vision is shared by the deputy headteacher and all staff. Much of the success of the school is based on very thorough analysis of the effectiveness of what the school is achieving. This has led to robust plans for further improvement. Analysis of performance data is outstanding. This can be seen in the rising standards in English, which was identified as an area for development. An area for further development is in the checking of standards of teaching and learning. Although this is good it is not sufficiently focused on raising standards.

Parents and pupils are very well involved, questionnaires and consultations being conducted regularly. Many changes have been made as a result of these consultations, such as a wider range of sporting activities. Parents are very happy with the school, saying such things as, 'my children can't wait to get to school' and, 'my children's self-esteem has been raised out of all recognition'. The school is well staffed and resources are used well to achieve good value for money.

Governance is outstanding. As well as assessing very well the effectiveness of what the school is providing, governors keep a very careful check on their own performance. Governors are fully involved and offer high levels of expertise to help the school. The good quality of leadership, and outstanding self-evaluation and the input from governors, parents and pupils place the school in a strong position to continue to improve.

Grade: 2

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

13 October 2005

Dear Pupils,

Thank you so much for welcoming us to your school. We really enjoyed talking to you and were delighted that you were so helpful and proud of your school. You are right to be proud as it is a good school.

The inspectors consider that the following are the best things about your school.

You are making good progress and reaching really good standards by the time you leave.

There are some excellent features in the way your headteacher, the teachers and governors plan to make improvements in the school.

You behave exceptionally well and get on really well with each other.

All adults care for you extremely well and you are being encouraged very well to adopt healthy and safe lifestyles.

Your teachers make your lessons interesting and so you are learning well.

You enjoy some really interesting visits which make your learning more fun.

There are a few things we think your school should improve. They are already working on these.

Your work in maths is not quite as good as your work in English and science.

Your speaking and listening are not as good as your reading and writing, particularly for the youngest pupils.

Computers could be used more to help your work in other subjects.

Yours sincerely,

John D. Eadie (Lead inspector)