



St Patrick's Catholic Primary School

Inspection Report

Unique Reference Number 122780
Local Authority CITY OF NOTTINGHAM
Inspection number 292509
Inspection dates 8–9 November 2006
Reporting inspector David Martin HMI

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

Type of school	Primary	School address	Coronation Avenue
School category	Voluntary aided		Wilford, Nottingham
Age range of pupils	3–11		Nottinghamshire NG11 7AB
Gender of pupils	Mixed	Telephone number	0115 9152961
Number on roll (school)	214	Fax number	0115 9152962
Appropriate authority	The governing body	Chair	Mrs Christine Buck
		Headteacher	Mr Nick Benzie
Date of previous school inspection	19 November 2002		

Age group	Inspection dates	Inspection number
3–11	8–9 November 2006	292509

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

St Patrick's is a smaller than average Catholic primary school. The school serves a wide and diverse community, most of which has high levels of social and economic disadvantage. Around half of the pupils are White British, the remainder are from a range of other ethnic backgrounds. A growing number of pupils come from migrant, refugee and asylum seeker families, often with English as an additional language. The proportion of pupils with learning difficulties and disabilities is around average but few have statements of special educational need. More pupils than usual join the school at other times than expected, some very late in their primary education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St. Patrick's is a good school with outstanding features. These include the curriculum and the care, guidance and support provided by the school that lead to impressive personal development for pupils. Pupils and parents wholeheartedly recognise and appreciate these strengths.

Pupils have a very clear understanding of right and wrong. They are invariably courteous, polite and are supportive of one another. They always give of their best and take great pride in their achievements. Given that so many pupils join the school late in their Primary education and have such varied backgrounds, they quickly blend into the St. Patrick's community.

The health, safety and welfare of pupils are considered paramount. Good leadership ensures that there is a commitment to meeting the needs of all pupils, whatever their background or circumstance, into a happy, caring and achieving school community. Assemblies have a strong spiritual element and genuine sense of enjoyment and praise and many carefully thought out initiatives, such as 'Nurturing' and 'R Time' ensure that pupils are included fully.

In the Foundation Stage and throughout school, the school provides a wide range of highly relevant and interesting learning opportunities for all pupils that stimulate their interest and imagination. Planning and pupils' work is then carefully checked to make sure that improvements are taking place. However, classroom monitoring, although thorough, should focus even more sharply on the consistency of learning opportunities for all pupils, including the more able.

Teaching is good and is regularly checked for quality, although the school does not yet systematically share its best practice to achieve greater consistency. Teachers plan work for the pupils thoroughly, making sure that lessons build on and extend what pupils already know and can do, almost always matching the work carefully to different abilities and needs.

As a result of these strengths in provision, standards have improved right across the school in recent years. Pupils make good progress from their different starting points and achieve well.

What the school should do to improve further

- Make teaching more consistent throughout the school in order to further raise standards.
- Ensure that the monitoring and evaluation of lessons focuses even more sharply on improving learning for all pupils, particularly the more able.

Achievement and standards

Grade: 2

Children enter the school with a range of abilities, but are below average overall. They make good progress during the Foundation Stage and enter Year 1 with standards that are close to those expected of the age group.

Key Stage 1 test results have improved over the last few years from below to above average. The 2006 results have sustained the improving trend in achievement over time, with pupils again making good overall progress. Mathematics results were even higher than in 2005, although reading and writing were somewhat lower.

Key Stage 2 test results have also improved from below to above average over recent years. The 2006 results were lower than previously, particularly in mathematics. Though broadly average overall, they still represent good progress from the pupils' individual starting points, especially as this group's results were affected by a significant number of pupils joining the class late, and some unfortunate disruption to their final year.

The school sets realistic but challenging targets for pupil achievement, both at individual and school level, which it often exceeds. All groups of pupils make similar progress, including those with learning difficulties and those who do not speak English in the home.

Personal development and well-being

Grade: 1

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Pupils' attitudes and behaviour are excellent. Right from the start, pupils settle in quickly and make new friends. They enjoy coming to school and feel safe. They are punctual, attendance is very good and exclusions are rare.

Pupils have very good knowledge and understanding of how to live healthy lifestyles. They develop a very good understanding of personal safety and learn to look after one another very well. Pupils contribute fully. They raise funds for charities and are active in their school, readily offering their ideas to help improve the school and its environment. Pupils are building an excellent foundation for later life. They effectively learn the skills they need to share and work together in a community.

Quality of provision

Teaching and learning

Grade: 2

Pupils generally learn well because teaching is good. No lessons seen were less than satisfactory, many were good and a few were outstanding. This broadly matches the management team's own view of teaching quality. However, the quality of teaching and learning do vary considerably between different classes.

Most lessons have a good pace and a variety of active learning experiences which engage pupils' interest. The very best lessons make impressive use of interactive whiteboards and other classroom resources. A few lessons, though satisfactory overall, have less brisk pace, variety of activity or challenge for all pupils, particularly the more able.

Relationships in the classroom are marked by a high level of mutual respect. Pupils behave well at all times and any small upsets are dealt with calmly and quietly. Teaching assistants play an important part in supporting groups and individuals and work closely in partnership with the class teacher.

Class work is carefully marked, and often includes comments to help pupils to improve. Most pupils know what is expected of them and how to make the next steps in learning.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and is regularly reviewed and modified to take account of the differing needs of year groups and individuals.

Healthy lifestyles are encouraged. Work based on well-planned themes further stimulates pupils' interest and promotes enjoyment in learning. They talk enthusiastically about activities they have done and their progress clearly benefits from this more intensive in-depth programme. Provision for personal, social and health education has a significant impact on pupils' personal development. Serious consideration is given to new initiatives and developments are chosen carefully to best meet the changing needs of pupils. These are then carefully planned into schemes of work and individual lessons.

After school provision is excellent, well planned and highly organised. Visits and visitors extend and enliven the curriculum. Two year groups benefit from residential visits to contrasting locations.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Staff know their pupils very well indeed and provide extremely good care for them. Excellent support ensures pupils settle quickly when they join the school. Much is also done to prepare older pupils for their move to secondary school. Consequently they look forward positively and confidently to the change.

Procedures to protect pupils and care for the vulnerable are very good. The school is a safe place. Pupils know what to do if they feel bullied and are confident staff will resolve any issues. Support for pupils with learning difficulties and disabilities is very good. Individual needs are accurately identified and suitable activities provided. These pupils enjoy effective support and make good progress. Pupils for whom English is an additional language are equally well supported and make equally good progress.

Procedures for monitoring academic progress are excellent. Assessment is used extremely well to identify the next steps in pupils' learning and enable tasks to be better matched to the needs of all learners, including those with learning difficulties and those with English as an additional language. Useful targets are set by which to measure pupil progress and achievement. Homework is good; tasks are used really well to reinforce or prepare for learning in school.

Leadership and management

Grade: 2

The Headteacher provides a strong direction for the school and has built a highly effective leadership team. This team is responsible for the progress made by pupils and consistently driving forward developments and improvements. Subject leaders are increasingly responsible for developments and standards in their areas. Classroom practice, however, is too inconsistent in quality despite monitoring activity.

Governors are supportive and well informed, having first hand knowledge of linked subjects through visits and discussions with staff. They have an effective committee structure that helps them to hold the school to account and ask searching questions of school managers.

The school is exceedingly smart and well maintained, providing a stimulating environment for pupils to learn and play together. Interesting outdoor areas enhance both learning and enjoyment.

The school has successfully addressed issues from the last inspection; numbers are stable and rising and it offers good value for money. The school has a good understanding of its strengths and areas for development through effective self-evaluation; it is well placed to improve even further.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

10 November 2006

St Patrick's Catholic Primary School, Coronation Avenue, Wilford, Nottingham NG11 7AB

Dear Children

You will remember that Mr. Greatrex and I visited your school recently to see how well you were doing. We had the pleasure of talking with many of you about your school and I am writing now to tell you what we found. Before I do I would like to say how friendly and helpful you all were and what a delight it was to watch you at work and play.

Here are the things that we thought were particularly good about your school

- Mr Benzie and all of his staff care very much about each one of you. They do everything they can to help you to learn and grow as people.
- You respond well to their care and support. You work well together, care for each other and show respect for everyone in your school.
- You clearly enjoy all that your school has to offer, and your parents are pleased with the many different activities that you are given to do.
- Your teachers plan your work very carefully so that you can all do well. You celebrate your many successes together.

All schools, even ones as good as yours, can become even better. Here are some of the things that we have asked all of the people who work at your school to think about

- Teaching is good in your school, but some of it is super! We would like teachers to share their best ideas with each other.
- We would like Mr. Benzie and his staff to check that you are all learning as much as you can in class, so that you always feel challenged to do your very best.

We know that you will play your part in making the school even better, by working as hard as you possibly can!

Thank you once again for making us feel so very welcome. We would like to wish you and the school every success in the future.

Yours sincerely

David Martin HMI