

Mrs P Culpin  
The Acting Headteacher  
St Patrick's Catholic Primary School  
Blackswarth Road  
Redfield  
Bristol  
BS5 8AS

18 December 2006

Dear Mrs Culpin

OFSTED MONITORING OF SCHOOLS WHOSE OVERALL  
EFFECTIVENESS HAS BEEN JUDGED SATISFACTORY

Thank you for the help which you and your staff gave when I inspected your school on 12 December 2006, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please pass on my particular thanks to the pupils with whom I held discussions.

As a result of the inspection on 5 and 6 December 2005, the school was asked to:

- 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 are consulted
- ensure the curriculum prepares the pupils to live and work in a multicultural society
- ensure the youngest children have access to an outdoor play area.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

The school has developed its processes of monitoring pupil performance since the last inspection. Systems for collecting and storing assessment information have been improved. Data is now used well to set pupils suitably challenging targets. Pupils are routinely assessed and their progress towards these targets monitored. This data is interrogated well to identify underperforming pupils and, as a result, additional support is provided to them. Subject leaders are clear about their roles and responsibilities. They make good use of several approaches, including data analysis and analysis of tests, to

monitor pupils' progress in their subject. The number of lesson observations undertaken by the school has also increased. These observations are carried out by members of the senior leadership team and subject coordinators. Lesson observations correctly identify strengths and weaknesses. However, there needs to be more consistent and rigorous use of agreed criteria when making judgements about the overall quality of teaching and learning.

Through improved monitoring, the school is better aware of its strengths and weaknesses. The headteacher designate has sound plans to establish more firmly a clear annual cycle of monitoring and evaluation linked to the creation of the school improvement plan.

In the summer term 2006 the views of parents were sought through the use of a questionnaire. In response to this questionnaire communication with parents has been improved. For example, a regular newsletter is now sent home and a parents' representative has been allocated to each class to improve links. The school now plans to send a questionnaire to parents regularly in order to evaluate the impact of these developments. A school council has recently been established with representatives from all year groups. The pupils are elected onto the council by their peers giving them experience of democratic processes. The school council has met once and has the potential to become an effective forum for seeking the views and opinions of pupils.

The school has been involved in a range of initiatives and developed its curriculum in order to raise children's awareness of multicultural issues. Training has been provided to all staff on race related issues and on how best to support pupils who speak English as an additional language. Training has also been provided to governors on multicultural education. These initiatives have raised the level of understanding within the school of what it means to live in a multicultural society. Developments in this area were recognised by the school obtaining the Bristol Inclusion Standard in November 2006. The pupils report that all groups of children in the school get on well with each other. They feel that the rare bullying issues that arise are dealt with quickly and effectively by staff.

The school has drawn up plans for the establishment of a covered, secure play area for the Reception class. Finance for this development is available. However, this work has not yet been undertaken and the creation of a suitable play area remains a priority for the school. A storage area for outdoor play equipment has been installed and new outdoor play equipment purchased. Planned opportunities for children to engage in outdoor learning are clearly identified. During this visit a good outside learning activity was observed. However, the lack of a suitable outdoor area means that there is not a free flow of learning activities from inside the classroom to outdoors. This limits pupils' learning opportunities.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Peter Sanderson  
Her Majesty's Inspector