

# St Patrick's Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	103714
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	308399
<b>Inspection dates</b>	21–22 November 2007
<b>Reporting inspector</b>	Alwyne Jolly

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bernard Walsh
<b>Headteacher</b>	Mary Cantillon
<b>Date of previous school inspection</b>	1 May 2004
<b>School address</b>	Deedmore Road Wood End Coventry CV2 1EQ
<b>Telephone number</b>	02476 612671
<b>Fax number</b>	02476 602443

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school works in challenging circumstances. Over a half of pupils receive free school meals. A high proportion has learning difficulties and/or disabilities. A significant number of pupils joins or leaves the school during each year. Two fifths of the pupils come from a wide range of minority ethnic backgrounds but very few are at an early stage of learning English. Children's skills and knowledge when they start in the Nursery are below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Its sharp focus on meeting the individual needs of its pupils ensures they achieve well by Year 6. Children get off to a sound start and clearly enjoy their learning in the Nursery and Reception classes. This is successfully built on in Years 1 and 2, where progress is good, so that standards by the end of Year 2 are close to national averages. Girls do better than boys in these year groups, particularly in reading and writing. The school has put strategies in place to try to address this but this work is at an early stage and it is too soon to see the impact. Good progress continues in Years 3 to 6 and in these year groups boys achieve as well as girls. At the end of Year 6, standards are broadly average in English, mathematics and science. This represents good performance by the school, given the high proportion of pupils with learning difficulties and/or disabilities and the numbers that join or leave in each year group. Sustained good achievement by pupils in Years 1 to 6 is the result of consistently good teaching that engages pupils and makes learning an enjoyable process. Wellplanned lessons make good use of assessment information in order to meet the varied needs of pupils and ensure that expectations are appropriately high. Their enthusiasm for learning is evident in comments such as that from a Year 6 pupil who observed, 'Work is always interesting.' The curriculum is well planned and enriched to try to boost achievement wherever possible. The school benefits from strong and determined leadership. Thorough processes to monitor performance, along with the accurate identification of strategies to bring about further improvement, have ensured that the school knows itself well. Leaders at all levels are effective in adapting the curriculum to respond to specific needs and checking the success of new initiatives in the classroom. Excellent links with local agencies add to the school's expertise, ensuring that all pupils' needs are fully met. Pupils' personal development is good. Good arrangements to encourage children to play and work together in the Nursery and Reception ensure that their social skills are well developed. A caring ethos permeates all aspects of school life, which boosts the confidence of less able pupils and those with learning difficulties and/or disabilities and underpins their good progress. Despite the introduction of a number of strategies to improve attendance, the frequent absence of a significant minority of pupils is adversely affecting their progress. The consistently good behaviour and positive attitudes to learning begin in the Nursery and are apparent throughout the school. This gives pupils the confidence to take on responsibilities and make good suggestions on how their school may be improved. Parents appreciate the way that the school boosts their children's self-esteem. As one observed, 'This is a good environment for bringing up children.' The school's commitment to ensuring the success of all pupils is evident in a striking display proclaiming 'Every Child Matters'.

## Effectiveness of the Foundation Stage

### Grade: 3

Although the school has introduced systems to improve the quality of provision in the Foundation Stage, prolonged staff absences have meant that these have had limited impact. Children start school with standards that are well below those expected for their age and make satisfactory progress overall by the time they move into Year 1. Although some children are able to express themselves confidently, demonstrated during well-targeted role-play sessions, there are aspects of communication, language and literacy that remain at a low level. This is particularly evident in the development of early reading and writing skills, which, as in Years 1 and 2, are particularly weak for boys. Behaviour is good and children's social skills are well developed. Children participate well in all activities and obviously enjoy the wide range that is

provided. Children are well cared for and those who have additional needs receive adequate support and are fully included in activities.

### **What the school should do to improve further**

- Introduce a greater range of teaching strategies to support boys' learning so that they make better progress in reading and writing by the end of Year 2.
- Improve the attendance of the significant minority of pupils who are frequently absent by working closely with their parents.

## **Achievement and standards**

### **Grade: 2**

Most children are working below the expected levels by the start of Year 1, representing satisfactory achievement from low starting points. They make better progress from Years 1 to 6. Pupils' achievement is good overall because they are consistently well taught. Standards attained in the latest Year 2 national assessments were average, representing good progress from a below average starting point. Standards for current Year 2 pupils are also close to average. This is an improved picture. Boys, however, performed significantly less well in reading and writing when compared with girls and with boys nationally. A newly introduced range of initiatives to raise the standard of boys' reading and writing has not yet had an impact. The Year 6 national test results indicate consistently good achievement. Although standards in 2007 were below average, this represented good progress based on pupils' starting points at the end of Year 2. Current standards in English, mathematics and science in Year 6 are average. Pupils from all ethnic backgrounds achieve equally well. The significant numbers of pupils with learning difficulties and/or disabilities make good progress against their individual targets

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

### **Grade: 2**

Effective strategies to ensure the well-being of all pupils results in their good personal development. Individual pupils speak positively about support and counselling that has aided their emotional development. This has resulted in a calmer learning environment where pupils feel settled and motivated. Increased time to discuss moral and social issues, at the behest of pupils, has led to their having a greater understanding and sense of citizenship. They respond positively to the support given, forming good relationships and behaving well. The strong Catholic ethos in the school contributes to pupils' good spiritual development. Attendance was identified as a weakness in the last inspection and, although there was some initial improvement, levels were well below average again last year. The school has implemented a series of initiatives to improve attendance which have had some impact so that it is on course to meet 2007/8 targets. Despite these measures, there is a small number of pupils whose attendance is very low, which has a negative impact on their learning. The award of Healthy School status in 2007 is evidence of pupils' growing awareness of how to live healthily. They make a strong commitment to community life through their involvement with a community task group and several local projects. Their involvement with a local car company and their efforts to bid for local funding to purchase outdoor play equipment has prepared them well for their future lives.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers are very successful in engaging pupils by using their lively approach built on secure subject knowledge. Consequently, the quality of teaching and learning in Years 1 to 6 is consistently good. The school responds to any dip in performance with a targeted approach to meet the specific needs of the group. For example, the creation of science booster group for girls has followed a decrease in the number of girls achieving the higher level in recent Year 6 national tests. Nevertheless, the range of teaching strategies to promote boys' early literacy skills is limited so that their progress is slowed. Assessment of pupils' work is thorough, particularly in English, mathematics and science, and the information provided is used effectively to respond to the very wide and varied needs of pupils.

### Curriculum and other activities

#### Grade: 2

A good, broad curriculum caters effectively for the interests and needs of pupils and prepares them well for secondary school. The school recognises that the curriculum needs to be adapted further to boost boys' literacy skills and to better reflect the cultural diversity of the community. Information and communication technology (ICT) is used well across the curriculum to enhance learning. French, Spanish and German are studied for short periods to give pupils an insight into learning a modern foreign language. The extensive range of extra-curricular activities enhances the curriculum further. Pupils talk enthusiastically about interesting visitors to the school and the range of visits they make, which add to their knowledge and enhance their learning and personal development.

### Care, guidance and support

#### Grade: 2

A caring ethos underpins relationships within the school and ensures pupils feel safe. Teaching and support staff are aware of pupils' individual needs and provide good academic support to ensure their smooth transition into the school. Effective support is given to less able pupils and those who have learning difficulties and/or disabilities so that they make good progress. There are outstanding links with external agencies so all pupils benefit from what the school offers. The school has robust systems in place to keep pupils safe and protected. Procedures for assessing risks and checking staff's backgrounds are well established and are reviewed regularly to ensure pupils' safety. The quality of marking is good; regular comments clarify what pupils need to do to improve and ensure that they are able to move to the next stage in their learning.

## Leadership and management

#### Grade: 2

The headteacher is a respected figure whose good leadership gives the school a clear direction and helps create an orderly and harmonious community. Senior managers have thorough and effective monitoring processes that give them a clear and accurate picture of the school's strengths and weaknesses. Subject leaders also make good use of allocated time to monitor

standards and provision so they can identify priority areas. The information gained from these processes has helped the leaders to devise effective strategies, which have improved provision and raised standards. Although the setting of targets is at times a little cautious, this is mainly because pupils' performance in national tests has exceeded the realistic predictions based on their prior attainment. Since the last inspection, the school has made significant progress in improving standards of English throughout the school, levels of attainment in Year 2 and the way it monitors teaching. The effectiveness of the governing body is restricted because there are several new members. However, these governors are keen to take on training so they can learn to monitor effectively and act as critical friend to ensure the school's continued good performance. The school's success in maintaining good achievement in the face of challenging circumstances confirms a good capacity to improve.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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**

- 23 November 2007 Dear Pupils Inspection of St Patrick's Catholic Primary School, Coventry, CV2 1EQ Thank you very much for making us feel so welcome in your school. We really enjoyed talking to you, hearing your views and watching you learn. St Patrick's is a good school. Staff are right to be proud of the good progress you make across Years 1 to 6. We were impressed with your behaviour and sensible attitudes to your work. You told us that you feel safe and well cared for. We were also impressed with how much you know about keeping fit and healthy. You told us that your lessons are interesting and your teachers work hard. We agree that teaching is good. You have many exciting opportunities to learn, both in lessons and through extra activities like clubs and visits. We have suggested two areas that the school needs to work on.
- We would like to see more attention given to improving boys' reading and writing from the Reception Year through to Year 2 and ask the boys in turn to work hard to improve those important skills.
- Some of you do not attend school as often as you should. We have asked the school to work with parents to improve this. We also expect you to play your part by always coming to school when you are able to do so. We hope you have an enjoyable Christmas and wish you well in the future. With best wishes Yours sincerely Alwyne Jolly Lead inspector

23 November 2007

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1EQ**

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With best wishes

Yours sincerely

Alwyne Jolly  
Lead inspector