

# St Patrick's CofE Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	104096
<b>Local Authority</b>	Solihull
<b>Inspection number</b>	308509
<b>Inspection date</b>	4 October 2007
<b>Reporting inspector</b>	Christine Field

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	262
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Knapp
<b>Headteacher</b>	Stephanie O'Grady
<b>Date of previous school inspection</b>	1 June 2004
<b>School address</b>	Salter Street Earlswood Solihull B94 6DE
<b>Telephone number</b>	01564 702278
<b>Fax number</b>	01564 702262

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' progress in writing, the role of the new senior team and pupils' personal development and well-being. Evidence was gathered from observations of pupils at work and play, discussion with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school sits on the edge of a small village and draws in pupils locally and from the wider surroundings. Pupils' attainment on entry is typically above the level expected for their age. Very few pupils are eligible for free school meals and a below average proportion has learning difficulties and/or disabilities, though in some years the proportion is significant. The great majority of pupils are from White British backgrounds with a very small number from other ethnic groups. No pupils are at an early stage of learning to speak English. The school has been accredited with Silver Arts Mark, Active Mark and Investors in People, and is awaiting the assessment of the Healthy Schools Standard.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school because pupils achieve extremely well, develop very supportive relationships with one another and grow into highly responsible future citizens who are well prepared for the next stage of education. Parents are extremely proud that their children attend St Patrick's and praise highly the 'all round' education provided and caring Christian ethos. As one parent said, 'The atmosphere should be bottled and given to every school.' Staff and governors are equally proud to be part of the school. They rightly identify the excellent leadership of the headteacher as the driving force behind the school's many successes. In turn, the headteacher pinpoints that it is the high quality of the staff team that helps the pupils make such good progress. Strong links with the church, other schools and the local authority further enhance the quality of education provided. Pupils start school confidently and make good progress year on year. Their overall achievements are outstanding. For some time, the school's national test results have been exceptional. Accurate assessment, close tracking and the setting of challenging targets for pupils, teachers and the school itself are positive features in supporting the pupils' high achievement. Last year, writing standards were a little behind reading and mathematics, with a few of the more able writers not reaching the higher level of which they were capable. The school quickly began the process of improving these pupils' writing skills and its strategies are proving effective. For example, good opportunities are being extended across the curriculum to allow pupils time to write creatively and at length. The work in books includes some superb pieces of writing. However, their work is not always as well presented as it should be. From Nursery upwards, pupils are mature and conscientious learners. This is because dedicated and skilled teachers teach them successfully. Pupils' attendance is good and their behaviour is exemplary. Pupils willingly take initiative such as organising stalls at school fairs and are very involved in a range of charitable endeavours that support the wider community. The school council is active in promoting healthy eating and runs and financially manages the Healthy Tuck Shop. Pupils identify how the excellent quality of the personal, social and health education programme has raised their awareness about smoking and drugs misuse and how to keep out of danger. They say that they enjoy school most of all because it is a 'good place to be'. Their spiritual, moral, social and cultural development is outstanding. The curriculum offers a range of exciting opportunities that foster in pupils a real love of learning. Basic skills are rightly given high status alongside a rich diet of creative and sporting activities and a diverse range of visits that extend their experiences. The Building Learning Power Programme extends pupils' thinking and enquiry skills, and recent developments in information and communication technology are assisting their work across the subjects they study. Child protection procedures are robust and because the school places top priority on the pupils' total well-being it ensures that all safeguarding checks meet requirements. Pupils say that school is a safe and very caring place and if they have a concern there is always someone to turn to. They have a clear view about the standards they are achieving and identify their personal targets as a very positive feature in helping them know how to aim high. Highly effective leadership and management have kept the school successful and forward moving. The headteacher has a very firm grasp on what works best in school and why, and her judgements about the school's effectiveness are spot on. The members of the new leadership team know that there is no room for complacency and are using their particular expertise to drive forward change positively. However, they recognise that there is work to be done to extend their monitoring and evaluation roles. Governors are very active in their support of the school and

are keen to develop further their involvement in school self-evaluation. The school has made positive progress since its last inspection and has good capacity to sustain this into the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Effective leadership ensures that the Foundation Stage provision is of a high calibre. Children make very good progress and, by the start of Year 1, all are working at, and many beyond, the expected levels for their age. Children do well because teaching is consistently good. Teachers and teaching assistants work extremely well together and give sensitive help that takes full account of children's different starting points to ensure that there are the right levels of challenge in lessons. The curriculum provided is exciting and good use is made of the developing outdoor areas. Very effective induction systems ensure that children quickly settle into the Nursery with everyone helped to make a smooth transition into Reception. Routines are well understood by all and close checks are made on the children's welfare to ensure they are both safe and happy in their work. Although the Nursery and Reception classes are some distance apart, good planning and very rigorous tracking of progress ensure a cohesive approach to early years education. The school has sensibly pinpointed how improvement can be made to support the transfer to Year 1 as part of this year's action plan.

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

- Extend the expertise of the new senior leadership team and the role of governors in school self-evaluation in order to share and develop outstanding practice.

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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?	1
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	1
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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

<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>	1
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	1
The effectiveness of the school's self-evaluation	1
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	1
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



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

- October 2007 Dear Children Inspection of St Patrick's Church of England Primary School Solihull, B94 6DE Thank you for showing me such a warm welcome when I visited your school. I thoroughly enjoyed meeting you and I agree with you that your school is a very caring place that helps you do really well. I will remember the super lunch I enjoyed with some of you and my very interesting chat with the school council. Here are some of the things I found out about your school:
- Your parents and carers are extremely pleased that you come to this school.
- You achieve exceptionally well over your time in school because you are taught successfully and experience a rich and exciting range of activities.
- You have a clear view about your personal targets and these are helping you to aim high.
- Your work is of a high quality. However, in writing, some of you occasionally make careless mistakes with presentation.
- You really enjoy school because of your close friendships with one another and because staff go the extra mile to make sure you are well cared for as well as providing lots of out of school clubs and visits.
- You have a very clear understanding of how to stay safe and it is great that you have shown good enterprise in developing the Healthy Tuck Shop.
- You willingly take initiative such as organising stalls at school fairs and are very involved in a range of charity work to support others less fortunate than you.
- Your headteacher, teachers and governors are leading the school expertly and are working hard to make the school even better. You may see more of them in classroom as they spend time checking up on just how well you are doing. I am sure that you will continue to help your teachers by working hard and always doing your best work. I wish you all the very best for the future. Yours sincerely Christine Field Lead inspector



October 2007

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**Inspection of St Patrick's Church of England Primary School  
Solihull, B94 6DE**

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I am sure that you will continue to help your teachers by working hard and always doing your best work. I wish you all the very best for the future.

Yours sincerely

Christine Field  
Lead inspector