

# St Patrick's Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	107157
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	309333
<b>Inspection dates</b>	28–29 November 2007
<b>Reporting inspector</b>	Lynne Davies

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	326
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Gill Brown
<b>Headteacher</b>	Mr Michael Cassidy
<b>Date of previous school inspection</b>	24 November 2003
<b>School address</b>	Barnsley Road Sheffield Lane Top Sheffield South Yorkshire S5 0QF
<b>Telephone number</b>	0114 245 6183
<b>Fax number</b>	0114 257 1463

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large inner city school serves an area of diverse social, economic and ethnic backgrounds. The proportion of pupils who are entitled to free school meals is slightly below average. A growing number of pupils come from minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is below average. There has been a high turn over of staff in the last two years. The school has an Activemark Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Patrick's is a satisfactory school with strengths in the personal development and well-being of pupils. From low starting points, pupils make satisfactory progress in the Foundation Stage and in Key Stage 1. Standards at the end of Year 2 are just below the national average in writing and mathematics and slightly above in reading. Over time, standards at the end of Key Stage 2 have been consistently below national averages in English and mathematics and declined further in 2007 when they were well below. However, there is a residue of historic underachievement in the school. Recent initiatives have halted the decline. Pupils' achievement is now satisfactory as a result of improvements in the way the school monitors pupils' progress and uses this information to better effect in teaching. Pupils with learning difficulties and/or disabilities make satisfactory progress from their starting points because of the appropriate support they receive.

Parents support the school and value the recent updates to the building, improvements in pupils' behaviour and regular information about their children's schooling. They believe 'St Patrick's is rising up.' Some parents expressed a concern about systems for identifying their children's special needs and delays in accessing support. The inspection found that all proper procedures are in place; some delays are outside the school's control.

Behaviour is good. Pupils show consideration towards each other and respect to adults. They say they are happy at school and everyone works together well. Older pupils have many roles and responsibilities and make a significant contribution to school life. Pupils say they enjoy their lessons and feel safe and well cared for, they are confident they will receive help if they need it. Personal development and well-being are good.

Teaching and learning are satisfactory. There are good examples of teaching and learning in the school but a lack of consistency slows down pupils' progress. Recent innovations to make the satisfactory curriculum more relevant and interesting to the pupils are effective but are not yet in use fully throughout the school.

The pastoral care pupils receive is very good and contributes significantly to good personal development. There is a very caring ethos. Academic guidance is less well developed; pupils are not always clear what they need to do to improve their work and what their targets are for the next step of learning. Care, guidance and support are satisfactory.

The leadership style is inclusive and supportive and has brought the school through a difficult time. The newly established leadership team has a refreshed focus on raising standards and has already made a positive start. Initiatives are, however, in the early stages of implementation and the impact is not yet fully secure. Leadership and management are satisfactory and there is a satisfactory capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 3

When children start school in the Nursery their skills are well below that typically expected in all areas. Communication, language and literacy, mathematical development and knowledge and understanding of the world are particularly weak. Children experience a calm and happy start to their school life and make satisfactory progress through the Foundation Stage. Huge improvements in the fabric of the building and in resources have ensured that children have good provision to learn through play both inside and outside of the classrooms. Staff use the

new space well to ensure that all children are active learners. In this caring and stimulating learning environment children learn to cooperate with one another and trust the adults who work with them. Children's progress is monitored carefully but assessment is insufficiently rigorous and not integral to day-to-day activities.

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

- Raise standards in mathematics and English, notably in writing.
- Use assessment data more rigorously to track pupils' progress and set pupils challenging targets for the next steps of learning.
- Ensure that all teaching and learning is consistently good or better.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

At Key Stage 1, pupils achieve satisfactorily and reach standards at the end of Year 2 that are just below the national average in writing and mathematics, slightly stronger in reading. Progress through Key Stage 2 is now satisfactory but has been inadequate in the recent past. Standards are well below the national average in English and mathematics and below average in science at the end of Key Stage 2. The school has a backlog of underachievement to address. Boys are further behind than girls and writing is a weakness throughout the school. More consistent monitoring of year-on-year progress is now giving the school the information it needs to ensure that all pupils are on track to fulfil their potential, and help the school direct its resources where they are most needed. Progress seen in lessons shows an upturn and achievement in each year group is now satisfactory.

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

### **Grade: 2**

Pupils say they enjoy school. This is reflected in their improving attendance and punctuality. They say they feel safe knowing that 'behaviour is much better than it used to be'. Spiritual, moral, social and cultural awareness are particularly strong; pupils from a variety of ethnic backgrounds work and play together harmoniously. Pupils develop a good understanding of what they need to do to stay safe and keep healthy. They enjoy their roles and responsibilities and the school council is actively involved in decision making. There are good links with the local community and the church. Supporting the work of local and international charities helps pupils develop a wider knowledge of the world and the part they can play. In many respects pupils are well prepared for life beyond school, however, their underdeveloped literacy and numeracy skills leave them less well prepared for the next stage of education and future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Satisfactory teaching and learning are leading to satisfactory progress. Although a number of good lessons were observed during the inspection there is not yet a consistently good pattern.

A strength of teaching and learning is the good relationships and trust between staff and pupils. Support staff make effective contributions to lessons particularly in their support for the less able pupils. In some lessons pupils have insufficient opportunities to learn independently and are not challenged sufficiently and, as a consequence, progress is less than it could be. Marking celebrates pupils' efforts but does not always help pupils know how they could do better. An overuse of worksheets means that pupils do not practise their writing skills in subjects other than English.

## **Curriculum and other activities**

### **Grade: 3**

The school is currently introducing a more creative curriculum, which makes more meaningful links across different subjects. Themed events such as the 'One World' week, anti-bullying weeks and book weeks enrich the curriculum, as do performances from visiting groups such as a Caribbean steel band and Indian dancers. A new programme of personal and social education is helping pupils understand how to stay safe and healthy and how to relate to others in a friendly manner. Parents and pupils value the range of out-of-school clubs together with the many opportunities to compete with other schools in sporting tournaments. The new curriculum, although improving, is in its infancy and not fully effective throughout the school.

## **Care, guidance and support**

### **Grade: 3**

Effective pastoral care underpins everything the school does and reflects the school's Catholic values. Secure systems for safeguarding pupils are in place and there is a rigorous approach to health and safety procedures. Pastoral care is very good for all pupils and particularly effective for vulnerable pupils, who are given individual mentoring support. This has a positive impact on their progress and attitudes to school. Parents and pupils value the care given to their children. Parents say they are welcomed into school and the school is a welcoming place for children. Academic guidance is at an early stage. Although systems are in place they are not quite strong enough to provide regular information on progress at key points in the academic year, nor do they translate into effective and challenging targets for all pupils.

## **Leadership and management**

### **Grade: 3**

The impact of leadership can be seen in improvements in pupils' behaviour. Consultation has led to well planned policies and the consistent application of policy and procedures have resulted in a remarkable turn around noted by parents and pupils. The learning environment has also greatly improved. St Patrick's is a calm, pleasant learning environment and a caring school. The new leadership team, which includes staff representing all key stages, has a clear focus on raising standards and achievement. Governors are supportive, well informed and share the school's determination to raise standards. Self-evaluation is firmly based on consultation and the school knows its strengths and what it needs to improve. The impact of leadership on achievement and standards is less advanced, with some initiatives in their infancy. Leadership and management are, therefore, satisfactory.

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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?	3
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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	2
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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

Inspection of St Patrick's Catholic Primary School, Sheffield, S5 0QF

Thank you for welcoming the inspectors to your school, we enjoyed meeting you and you helped us get a very clear picture of what school life is like at St Patrick's.

We found a lot of good things to admire about your school. We think all the staff look after you well so that you feel safe and well cared for. They make sure you are developing all the personal skills you need as you grow up. Your behaviour is good and we know how hard you have all been working on this. What a lot of work has been done to your school building. I know you have helped with ideas and also chosen the colours.

We have asked your headteacher and staff to:

- improve the standard of your work in mathematics and English, particularly your writing
- measure the progress you make more regularly and give you all challenging targets to improve your work
- make sure that all your lessons are at least good to help you all achieve your very best.

We wish you all the very best for the future and hope you continue to enjoy your time at St Patrick's.