

# St Patrick Catholic Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 108036           |
| <b>Local Authority</b>         | Leeds            |
| <b>Inspection number</b>       | 337014           |
| <b>Inspection dates</b>        | 15–16 March 2010 |
| <b>Reporting inspector</b>     | Joan McKenna     |

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>                 | 5–11                                             |
| <b>Gender of pupils</b>                    | Mixed                                            |
| <b>Number of pupils on the school roll</b> | 210                                              |
| <b>Appropriate authority</b>               | The governing body                               |
| <b>Chair</b>                               | Mr DA Lawes                                      |
| <b>Headteacher</b>                         | Mrs Susan Kneeshaw                               |
| <b>Date of previous school inspection</b>  | 23 May 2007                                      |
| <b>School address</b>                      | Torre Road<br>Leeds<br>West Yorkshire<br>LS9 7QL |
| <b>Telephone number</b>                    | 0113 2480380                                     |
| <b>Fax number</b>                          | 0113 2480380                                     |
| <b>Email address</b>                       | kneeshs101@leedslearning.net                     |

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons taught by nine teachers and observed other shorter sessions in classrooms, as well as some sessions where pupils were withdrawn for support. They held meetings with governors, staff, pupils, parents and carers and the School Improvement Partner. They observed the school's work, and looked at documentation including data about pupils' progress, records of monitoring, policies, action plans and the 107 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which more able pupils in Key Stage 1 are being stretched
- whether the marking of pupils' work is providing them with enough guidance on how they can improve it
- whether the school is catering well enough for the growing number of pupils from minority ethnic backgrounds
- the effectiveness of the Early Years Foundation Stage given that it is in a state of transition.

## Information about the school

This is an average sized primary school. The proportion of pupils from minority ethnic backgrounds has grown in recent years to almost half of the total. This increases to two-thirds in the Reception class. While a majority of these pupils speak English as an additional language, very few are at the early stages of acquisition. The proportion of pupils eligible for a free school meal is broadly average. The proportion with special educational needs and/or disabilities is above average. The school has gained the National Healthy Schools and the Activemark awards and the Inclusion Chartermark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Patrick's is a good school. Its pastoral provision is outstanding, as are aspects of pupils' personal development. Academic provision is good and pupils achieve well. Ensuring that all pupils are happy and thriving is central to the headteacher's vision for the school. This has been communicated well to others and there is a strong sense of teamwork amongst staff. Thorough monitoring of practice and its impact takes place, so strengths and weaknesses and the reasons for them are well known and understood, especially by the headteacher and increasingly by other leaders. There is well-conceived action to tackle weaknesses. The school has built on its strengths and has improved in a range of areas since its last inspection. There is good capacity to continue the improvements.

Pupils enter the school with standards that are below those expected for their age, and reach average standards by the time they leave Year 6. They progress well during their time in school, although more able pupils in Key Stage 1 do not reach the standards of which they are capable because work is not always challenging enough for them. Teaching is good overall, although there is some variation in quality and in a minority of lessons pupils do not learn as effectively as in the majority. The good curriculum promotes pupils' basic skills well and is providing an increasing range of interesting experiences and tasks to develop their broader knowledge and skills. Pupils' attainment is regularly tracked and carefully analysed by the headteacher to check on their progress. Some effective use of the information is made, such as to decide where to target extra support. It is not used fully, however, to ensure that all work is closely matched to pupils' needs, to set precise enough targets for individuals or to ensure that they get sufficient guidance on how to improve when their work is marked. The Early Years Foundation Stage is in a state of transition and, while there is some positive and improving practice, overall quality is currently satisfactory.

Excellent relationships between pupils and adults are at the heart of the high quality care provided for all pupils, with very effective additional support provided for those pupils who need it. All pupils are valued strongly and those from all ethnic backgrounds are flourishing equally well. They feel extremely safe in school, reflecting the high priority given to ensuring this. Pupils' spiritual, moral, social and cultural development is outstanding, as is their behaviour. They are friendly, caring, responsible and confident, with an eagerness to participate in all aspects of school life and an appreciation of the opportunities on offer for them.

**What does the school need to do to improve further?**

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Please turn to the glossary for a description of the grades and inspection terms

- Ensure that pupils make consistently good or better progress, by:
  - taking steps to tackle the shortcomings in lessons that are satisfactory so that the quality of teaching in all lessons improves to the standard of the best
  - ensure that the assessments made are accurate and that the information is used when planning and teaching lessons to provide work that is well matched to pupils' needs
  - in particular, make sure that more able pupils in Key Stage 1 receive challenging enough work
  - set all pupils challenging targets that are worded specifically enough for pupils to understand what is expected of them
  - ensure that when pupils' work is marked they are given precise guidance on what they need to do to improve it.
- Improve the quality of provision and outcomes in the Early Years Foundation Stage, by:
  - taking steps to minimise the impact of the limitations imposed by the facilities both indoors and outside
  - ensuring that the curriculum is implemented in such a way that is in line with current best Early Years Foundation Stage practice
  - ensure that assessments made about children's attainment when they join and leave the Early Years Foundation Stage and during their time within it are accurate and are used to promote their learning effectively.

**Outcomes for individuals and groups of pupils****2**

Pupils are very keen to learn and they participate enthusiastically in the tasks and experiences provided for them. They do as they are asked to the best of their ability and concentrate well at all times. They particularly relish opportunities to be actively involved in their learning. They delight in explaining their thinking to their peers and work in genuine collaboration when doing practical tasks in groups. This enhances their learning by deepening their understanding and developing their skills well. In the minority of lessons where tasks are less interesting or practical, pupils work hard but they do not learn at as fast a pace. Overall, pupils are making good progress. There is no significant or consistent difference in the rates of progress of different groups of pupils, including those with special education needs and/or disabilities; those from different minority ethnic groups or who speak English as an additional language, although there are some variations across individuals and in different year groups. In particular, more able pupils do not always reach high enough standards at Key Stage 1. Although some good progress is made across the school, it is most consistently strong with the older pupils in Key Stage 2, where more able pupils usually are appropriately stretched.

Pupils feel very secure because of the strongly inclusive culture of the school and because they know that staff care about them. Pupils from all groups get on extremely

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well with each other. They are respectful of adults and their peers and have a clear sense of their obligations towards others. Their capacity to reflect on their own and others' lives is very well developed. They can readily suggest ways in which they can be even kinder and more helpful in school and at home. Their behaviour is impeccable in lessons and around the school. Older pupils carry out their extra responsibilities, such as acting as buddies, maturely, but opportunities for younger pupils to take on responsibility are more limited. They have a good knowledge about how to keep healthy through diet and exercise and older pupils have a well developed understanding about the dangers of smoking and drugs. Attendance is broadly average. Pupils enjoy school very much. Year 6 pupils report that they 'will be sad to leave.'

*These are the grades for pupils' outcomes*

|                                                                                                                               |          |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>                                                  | <b>2</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>                                                                       | 3        |
| The quality of pupils' learning and their progress                                                                            | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>                                                                                   | <b>1</b> |
| <b>Pupils' behaviour</b>                                                                                                      | <b>1</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>                                                                    | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>                                                | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>                                                                       | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>                                                | <b>1</b> |

### How effective is the provision?

A positive feature of lessons is the supportive climate for learning created by teachers through their good relationships and support for pupils. They encourage pupils to be confident and not to worry if they do not understand anything. They explain what they want pupils to do and usually make work interesting through practical approaches or

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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stimulating resources. In the good lessons, teachers think carefully about the range of needs of pupils. They ensure that they challenge more able pupils through harder tasks or additional instructions and provide extra support for pupils who need it, by modifying tasks or through targeting adults' attention. In these lessons questioning is very effective. It is used to check pupils' understanding, trigger additional explanations which deepen it further and encourage pupils to explain their reasoning. In the minority of lessons where teaching is satisfactory, a range of factors contribute. What teachers want pupils to learn is not always defined precisely enough, how they can do it well is not explained, work is sometimes less interesting or practical, and misunderstandings are not always identified or corrected.

Pupils are regularly assessed to check on their progress. Action to promote accuracy of the information is making it more reliable than previously. It is now accurate in the main, but is not in all cases. Some good use is made to advance pupils' learning, both at a strategic level and in the better lessons. It is not yet used to maximum effect by all teachers, such as to ensure work is pitched correctly for all pupils and to set helpful targets for them. The quality of marking is variable. Some gives precise guidance to pupils on how to improve their work, but sometimes it is too general to help pupils understand how the work could be better.

Good attention is paid to ensuring that pupils have relevant opportunities to develop their literacy, numeracy and information and communication technology skills. The curriculum for older pupils in Key Stage 1 does not always ensure that more able pupils can develop their understanding and skills at a sufficiently high level, with some over-reliance on worksheets. The school has recently adopted a cross-curricular approach for other subjects, aimed at developing pupils' learning skills, such as their ability to investigate and solve problems. This is in its early stages, but initial signs in terms of the enthusiasm it is generating amongst pupils and teachers are positive. A very good range of visits and visitors enhance the curriculum and are used as an effective trigger for classroom work. A wide variety of extra-curricular activities are popular and are well attended by pupils in Key Stage 2, but opportunities are more limited for younger pupils.

The high quality of relationships, the effective targeting of extra support, the appropriate involvement of external agencies and the excellent partnership with parents and carers, all contribute to the outstanding quality of care guidance and support for all pupils, including those who are vulnerable. The school goes the extra mile for families who need specific support. Pupils themselves play a part in looking after each other too, with un-prompted acts of kindness and offers of help towards others. Induction into school and at key points of transition throughout is well handled.

*These are the grades for the quality of provision*

|                                                                                                     |          |
|-----------------------------------------------------------------------------------------------------|----------|
| <b>The quality of teaching</b><br>Taking into account:<br>The use of assessment to support learning | <b>2</b> |
|                                                                                                     | <b>3</b> |

|                                                                                                                                                                                   |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms |          |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>                                                                    | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>                                                                                                                            | <b>1</b> |

## How effective are leadership and management?

The headteacher provides sensitive, determined and effective leadership. Issues that need to be tackled are done so in a way that harnesses staff's enthusiasm and keeps morale high. The skills of other leaders are being systematically developed, with, for example, many involved in appropriate professional development and in monitoring and evaluation activities. There is some effective leadership at other levels, but the quality is variable. The improved data about pupils' progress is being used well to hold teachers more accountable for their pupils' progress. The governing body brings a range of expertise to the school which is used to positive effect in helping the school to improve aspects of its provision, such as practical steps to keep pupils safe and ensuring that arrangements for keeping pupils safe meet current requirements. The governing body holds the school to account and asks challenging questions of it. The school's extremely inclusive ethos, which values all members of the school community, means that equal opportunities are promoted well and the promotion of cohesion with the school community is very strong. The progress of different groups of pupils is carefully checked so that action can be taken to reduce any gaps. Partnerships with parents are excellent. Virtually all who made their views known to inspectors were glowing in their praise of it. Indeed, all groups connected with the school – pupils, parents and carers, staff and governors – are extremely positive about it.

*These are the grades for leadership and management*

|                                                                                                                                                                      |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>                                                                  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning                                                                                       | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>                                                                                          | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>                                                                                        | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>                                                           | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>                                                                                                                  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>                                                                                           | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>                                                                          | <b>2</b> |



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## Early Years Foundation Stage

The Early Years Foundation Stage is in a state of transition with a new teacher in post, a move to a more child-centred approach to learning and the headteacher having taken on the leadership on a temporary basis. Provision is being reviewed and action taken to ensure that it meets the needs of the children appropriately for their age and individual needs. Currently, the effectiveness is satisfactory. Routines have been established that help children feel safe and secure and relationships between them and adults are warm and positive. All areas of learning are planned for, with a balance of teacher-directed and child-initiated activities. This enables children to develop their interests and for adults to build on these when developing key concepts with them. Children are growing into confident learners, able to share and take turns and behaving thoughtfully towards each other. The 'daily question,' such as 'did you make Mother's Day nice for your mum?' encourages even these very young children to explore their responses to others and to develop a sense of responsibility. This sows the seeds of their spiritual and moral awareness, which is developed to a high level further up the school. Work is underway to ensure the accuracy of assessments made about children to rectify past insecurity of the data. Children enter from 14 different pre-school settings with a wide range of experiences. Some have had no pre-school experience. While some children are working at levels expected for their age on entry, a significant number are below this, especially in aspects of language and mathematics. They are currently making satisfactory progress in their learning. Some are on target to reach expected levels by the end of the Reception Year, but not all. The facilities, both indoor and outside, pose constraints for the effective management of learning. Steps are being taken to minimise the negative impact, but this has not yet been fully resolved. The leadership and management arrangements, although temporary, are satisfactory. They are leading to some improvements and there is a clear awareness that further developments are necessary.

*These are the grades for the Early Years Foundation Stage*

|                                                                                    |          |
|------------------------------------------------------------------------------------|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| Taking into account:                                                               |          |
| Outcomes for children in the Early Years Foundation Stage                          | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3        |

## Views of parents and carers

Over half of parents and carers returned questionnaires giving their views of the school. Some of these had accompanying comments. A discussion was also held with a group of parents and carers. The responses are overwhelmingly and strongly supportive of the school. Inspectors agree that there are many positive aspects to the school's work,

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including that pastoral care and aspects of pupils' personal development are outstanding and that the school is well-led and managed. They judge academic provision and outcomes as good, but also found that aspects of these could be stronger, as could the effectiveness of the Early Years Foundation Stage.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Patrick Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

| Statements                                                                                                                                                                                                                      | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
|                                                                                                                                                                                                                                 | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school                                                                                                                                                                                                          | 84             | 79 | 23    | 21 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe                                                                                                                                                                                                  | 86             | 80 | 21    | 20 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress                                                                                                                                                                                 | 72             | 67 | 35    | 33 | 0        | 0 | 0                 | 0 |
| My child is making enough progress at this school                                                                                                                                                                               | 74             | 69 | 33    | 31 | 0        | 0 | 0                 | 0 |
| The teaching is good at this school                                                                                                                                                                                             | 82             | 77 | 25    | 23 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning                                                                                                                                                                              | 72             | 67 | 35    | 33 | 0        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle                                                                                                                                                                           | 63             | 59 | 43    | 40 | 0        | 0 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 51             | 48 | 48    | 45 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs                                                                                                                                                                                    | 64             | 60 | 41    | 38 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour                                                                                                                                                                        | 56             | 52 | 43    | 40 | 5        | 5 | 0                 | 0 |
| The school takes account of my suggestions and concerns                                                                                                                                                                         | 48             | 45 | 53    | 50 | 2        | 2 | 0                 | 0 |
| The school is led and managed effectively                                                                                                                                                                                       | 72             | 67 | 31    | 29 | 3        | 3 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school                                                                                                                                                                   | 86             | 80 | 21    | 20 | 0        | 0 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description                                                                                                                                                                                                          |
|---------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.                                                                                                        |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.                                                                                                                      |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.                                                                                                              |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---------------------------------------------------------|------|--------------|------------|
|                      | Outstanding                                             | Good | Satisfactory | Inadequate |
| Nursery schools      | 39                                                      | 58   | 3            | 0          |
| Primary schools      | 13                                                      | 50   | 33           | 4          |
| Secondary schools    | 17                                                      | 40   | 34           | 9          |
| Sixth forms          | 18                                                      | 43   | 37           | 2          |
| Special schools      | 26                                                      | 54   | 18           | 2          |
| Pupil referral units | 7                                                       | 55   | 30           | 7          |
| All schools          | 15                                                      | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement:               | the progress and success of a pupil in their learning, development or training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.                                                                                                                                                                                                                                                                                                                                                                                                            |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 March 2010

Dear Pupils,

Inspection of St Patrick Catholic Primary School, Leeds, LS9 7QL

Thank you for being so welcoming and friendly when my colleagues and I visited your school this week and for talking with us, answering our questions and showing us your work. I am writing to tell you about our judgements.

I am delighted to be able to tell you that St Patrick's is a good school. Almost all areas of its work are good. Some aspects are outstanding. There are extremely effective arrangements in place for caring and supporting you and the relationships with your parents and carers are very strong too. As a result, you feel very safe. There are outstanding things about you too. The relationships you have with each other, how well those of you from different groups get on together, your behaviour, how kind you are and the extent to which you think about others are all excellent. You told us that you like your school very much and we can see why you do.

The curriculum and teaching are good and you achieve well. Most lessons enable you to learn well because you get good explanations from your teachers and they give you interesting tasks that you can get actively involved in. A few lessons are less effective, partly because work is not matched closely to your needs. Occasionally, some of you in Key Stage 1 could do harder work than you are given. We have asked the school to make sure all lessons are good and help you all learn well. We have also asked the school to make sure that you are all given more detailed targets to help you make even more progress and to make sure that you know what to do to reach them and to improve your work. Finally, there is a lot of work going on in the Early Years Foundation Stage to improve it so that the children can play and learn better and we have asked the school to continue with this work.

Your headteacher is working hard and successfully to improve your school and she is being helped well by other leaders. You can also help by continuing to work hard and being so good and by attending regularly. I send you and your teachers very best wishes for the future.

Yours sincerely

Ms Joan McKenna

Lead inspector

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