

# St Patrick's RC Comprehensive School

## Inspection report

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<b>Unique Reference Number</b>	111759
<b>Local Authority</b>	Stockton-on-Tees
<b>Inspection number</b>	337733
<b>Inspection dates</b>	20–21 January 2010
<b>Reporting inspector</b>	Tanya Harber Stuart HMI

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>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	569
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Patricia Ling
<b>Headteacher</b>	Mr Kenneth Dyer
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Baysdale Road Thornaby Stockton-on-Tees TS17 9DE
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors spent the large majority of time looking at teaching and learning and visited 17 lessons observing 17 teachers. They held meetings with governors, the local authority, staff and groups of students. They observed the school's work, looked at the governing body minutes, school improvement planning, documentation from the local authority detailing its support for the school, and safeguarding policies and procedures. The team also considered 165 questionnaires returned from parents and carers, and analysed 128 questionnaires returned from students.

- the achievement of students
- the progress made by current students
- how well teaching and other provision support students to achieve
- the effectiveness of the leadership and management of the school and how well the improvements made have had an impact on outcomes for students
- the extent to which students feel safe and whether they are safe.

## Information about the school

St Patrick's Roman Catholic Comprehensive School is a much smaller than average secondary school which serves Thornaby and Ingleby. The vast majority of students have a White British background and there are very few students who speak English as an additional language. The percentage of students who have special educational needs and/or disabilities is much lower than average, as is the percentage of students with a statement of special educational needs. The school population is stable, with only a small number of students joining after Year 7 or leaving before they take their GCSEs. St Patrick's Roman Catholic Comprehensive School became part of a federation on the 1 January 2010. The school is a mathematics and computing college and holds the Healthy Schools Award.

**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?**

**4**

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

**4**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its students an acceptable standard of education and the persons leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

In 2009 the examination result at the end of Year 11, for the proportion of pupils achieving five or more A\* to C GCSE grades, including English and mathematics, was broadly in line with the national average. However, this represents inadequate progress for students in the school given their starting points. In particular, students' progress in English over the past three years has been inadequate. Students with special educational needs and/or disabilities do not make the progress they should between Year 7 and Year 11 and a significantly smaller proportion of students attain A\* or A grades than nationally. In addition, too many students do not attain basic skills in literacy, and information and communication technology (ICT).

Teaching is inadequate and has declined in effectiveness since the last inspection, when it was highlighted as an area for development. Assessment data are not used efficiently or effectively to plan activities which meet the needs and interests of all students. This inadequate use of assessment data means that the progress students make in lessons, and overall during their time at the school, is too limited. Assessment does not inform students about what they have to do to improve; consequently, they are unaware of their next learning steps. The curriculum is also inadequate. Although it has recently been adapted to meet students' requirements better, cross-curricular provision, in particular for literacy and ICT, is inadequate. The strong Roman Catholic ethos of the school underpins the pastoral care provided for students. However, support for vulnerable students' learning and personal development, including those with special educational needs and/or disabilities, is not an established part of the school. There is a lack of resources committed to the support of these students and they fail to achieve as well as they should.

Students state that they feel safe in the school and they are aware of whom they need to go to if things do go wrong. The vast majority of parents and carers agreed that the school kept their children safe. All safeguarding policies and procedures are in place.

The leaders and managers of the school, and the governors, have not acted with the rapidity needed to ensure that students make at least satisfactory progress. The school improvement plan and action plans lack the focus needed to ensure that the strategies put in place have a positive impact on outcomes for students. There is a lack of

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monitoring, evaluation and review of the school's work and this means that leaders have an inaccurate, and over-generous, view of its success. The school does not provide a satisfactory standard of education and because of this offers inadequate value for money. Capacity to improve is inadequate because of the declining outcomes for students since the last inspection and the inadequate provision in terms of teaching, curriculum, and care, guidance and support.

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

- Ensure that all students, regardless of their academic ability, make at least satisfactory progress by:
  - - improving the teaching: providing all students with work which challenges them by using assessment to inform planning
  - - ensuring that students are aware of what they need to do to improve their work.
- Provide opportunities through the curriculum for students to develop their literacy and ICT skills to at least satisfactory level.
- Ensure that students with special educational needs and/or disabilities thrive in their learning and make at least satisfactory progress by:
  - - developing an effective support system
  - - providing additional physical and human resources to support their learning.
- Increase the effectiveness of the leadership and management at all levels, including the governing body, by:
  - - revising the school improvement plan so that targets are both challenging and realistic, are accompanied by clear action plans and have success criteria that are linked to outcomes for students
  - - establishing a rigorous monitoring, evaluation and review procedure in all areas of the school's work to establish a clear view of where improvements are most needed, rigorously pursue them and ensure that outcomes for students improve
  - - ensuring that the governing body holds the school to account through challenge, support and setting a clear direction for its work.

**Outcomes for individuals and groups of pupils****4**

The proportion of Year 11 students who achieved five A\* to C grades at GCSE including English and mathematics in 2009 was in line with the national average. These students made inadequate progress given their starting points. This has been the position for the past three years. Students' progress in English in 2007, 2008 and 2009 was significantly lower than would be expected. Students with special educational needs and/or disabilities make inadequate progress and, in many subjects, students capable of achieving A\* or A grades do not do so. The school presented convincing evidence that the progress students make in English is improving: the majority of students in Year 11 have already achieved a pass in their GCSE English.

Underachievement in science and English was an issue at the last inspection. The progress made by students at Key Stage 3 in these two subjects in 2009 was

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inadequate, with some students regressing in their learning. Students capable of achieving the higher levels did not always do so. In addition, many students fail to develop the basic skills needed, particularly in literacy and ICT.

Students feel safe in school, their behaviour is satisfactory and they act in a courteous manner. Attendance is above average. Students are aware of the need to adopt healthy lifestyles. They are positive about the new lunch menus and particularly value the wide choice on offer, which is reflected in the uptake in numbers taking school lunches.

Students have opportunities to participate in activities which support the school, such as being a peer mentor or prefect. Students thrive in the strong Roman Catholic ethos and develop high levels of spirituality. Students regularly use the chapel for private prayer. They work well together, respecting others' views, and they are able to negotiate and collaborate in debates on moral issues. They take part in many activities which develop their awareness and understanding of different ethnic, religious and cultural backgrounds.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<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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In many lessons, learning is very much teacher-led. This means that for long periods of time students are too passive. Often students are all asked to complete the same work, regardless of their academic ability, which means that the more-able students are not always challenged. Lessons often lack interesting and demanding activities, which limits the progress students make. In some lessons there are opportunities for students to work independently to develop their thinking skills.

Teachers consistently show good subject knowledge and establish good working relationships with students. Question and answer sessions are used effectively to assess orally students' knowledge and understanding. However, marking is inconsistently carried out: often it does not provide information about the standard of the work or what the student needs to do to improve it. Assessment is not used effectively to develop teaching approaches to ensure that students make at least satisfactory progress.

The school recently adapted the curriculum, as the narrow range of courses and qualifications on offer was contributing to the inadequate progress students make. It now provides students with a wider range of courses which they can study at Key Stage 4. The school recently introduced a 'literacy across the curriculum policy'. However there is little evidence of the impact of this in lessons. In addition there is insufficient provision for ICT.

Students are cared for through a tutor and house system which ensures regular contact with parents and carers. Students have good guidance for choosing subjects for further study at the end of Key Stage 3. However, guidance for choices beyond Year 11 is not as strong and career guidance is only adequate overall. Despite the caring Roman Catholic ethos of the school, care, guidance and support are inadequate because the provision for students with special educational needs and/or disabilities is not sufficient and does not enable them to thrive in their development or to make satisfactory academic progress. This provision does not enable all students, many of whom have relatively high levels of literacy needs, to access the full curriculum.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

Leaders and managers at all levels in the school are not focused enough on ensuring that the actions they take will enhance outcomes for students. Action planning is not monitored, evaluated or reviewed and the success criteria are not measurable in terms

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of outcomes for students. Leaders and managers including governors, are unaware of when the actions have succeeded and when they have failed. Since the last inspection the leadership and management team has not demonstrated the capacity to improve the school and bring about the changes needed. This is because key indicators, including students' achievement and the effectiveness of teaching, the curriculum, and care, guidance and support, have declined. In addition, the progress made in dealing with the areas for improvement since the last inspection, one of which was the strengthening of arrangements for checking on performance, has been slow.

The governing body has begun to challenge the leadership and management of the school more. The training that governors have received, particularly concerning data analysis, means that they have a better understanding of the progress students make. However, given the inadequate progress made by students over the past three years, the effectiveness of the challenge and support given to the leadership and management of the school by the governing body is inadequate.

Although the school works in partnership with other providers and organisations, the effectiveness of this work is inadequate because it does not result in improving students' achievement. In addition, because of the inadequate achievement of some groups of students, the school is not promoting equal opportunities effectively.

Safeguarding policies and procedures are in place and are satisfactory. The school is a cohesive community and works with the local community, particularly so in terms of religion. However, work with the wider community is limited.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>



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## **Views of parents and carers**

Parents and carers who responded to the Ofsted questionnaire were overwhelmingly positive in their views of the school. The vast majority stated that they felt the school kept their children safe, which the inspectors agreed with. Parents and carers also appreciated the engagement they have with the school and, in particular, the way the school keeps them informed about their child's education. Although parents spoke highly of the quality of teaching and the progress children are making at the school, inspectors found these to be inadequate.

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

Ofsted invited all the registered parents and carers of pupils registered at St Patrick's RC Comprehensive 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 165 completed questionnaires by the end of the on-site inspection. In total, there are 569 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	36	93	56	9	5	2	1
The school keeps my child safe	78	47	85	52	2	1	0	0
The school informs me about my child's progress	72	44	79	48	13	8	0	0
My child is making enough progress at this school	62	38	91	55	8	5	1	1
The teaching is good at this school	65	39	93	56	2	1	2	1
The school helps me to support my child's learning	49	30	108	65	6	4	1	1
The school helps my child to have a healthy lifestyle	39	24	108	65	14	8	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)	49	30	102	62	6	4	0	0
The school meets my child's particular needs	53	32	101	61	8	5	0	0
The school deals effectively with unacceptable behaviour	86	52	69	42	10	6	0	0
The school takes account of my suggestions and concerns	47	28	98	59	18	11	0	0
The school is led and managed effectively	66	40	94	57	2	1	1	1
Overall, I am happy with my child's experience at this school	81	49	74	45	5	3	3	2

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.**



22 January 2010

Dear Students

Inspection of St Patrick's RC Comprehensive School, Stockton-on-Tees, TS17 9DE

Thank you for welcoming the inspection team to your school. We are grateful to those of you who contributed to the inspection, and also to your parents and carers who completed the questionnaire, as it was important to have all of your views.

We found St. Patrick's to be a school underpinned by its strong Roman Catholic ethos. You feel safe at school and your parents and carers appreciate the contact they have with the school to enable them to support you. You have opportunities to participate in school life and make a contribution to the running of the school through the house system.

However, the inspection raised a number of concerns. Many of you are not making the progress you should, including those pupils with special educational needs and/or disabilities and those who should be achieving A\* or A grades. You are also not making the progress you should in the development of your ICT and literacy skills. Some of your lessons do not enable you to make the progress you need to and often you do not receive the information you need to enable you to know what you have to do to improve your work.

To make St Patrick's a better school, we have asked the school's leaders to:

- ensure that all of you make at least satisfactory progress by improving your lessons and providing you with the information you need to improve your work
- provide you with opportunities to develop your literacy and ICT skills
- improve the support offered to those of you with special educational needs and/or disabilities
- make sure all leaders and managers in the school, and the governors, focus on improving the progress you make.

You can play your part by continuing to attend school and by contributing to the running of the school.

We have judged that your school requires 'special measures'. This means that you will be regularly visited by inspectors to see how you are getting on and the school will be supported to enable you to make better progress.

I wish you all the best for the future.

Yours sincerely

Tanya Harber Stuart

Her Majesty's Inspector

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