

# St Patrick's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	116390
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338808
<b>Inspection dates</b>	2–3 December 2009
<b>Reporting inspector</b>	Ann Henderson

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynne O'Neill
<b>Headteacher</b>	Paula Dix
<b>Date of previous school inspection</b>	4 December 2006
<b>School address</b>	Whitefriars Avenue Road Farnborough GU14 7BW
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<b>Age group</b>	4–11
<b>Inspection dates</b>	2–3 December 2009
<b>Inspection number</b>	338808

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at data the school had collected to monitor pupils' progress, pupils' work, minutes of meetings, strategic planning and school policies including safeguarding procedures. In addition, 90 parent and carer questionnaires, 19 staff questionnaires and 122 pupil questionnaires were scrutinised by the inspection team.

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

- the impact of efforts to raise achievement
- how well assessment information is used to improve pupils' progress
- the extent to which the school promotes community cohesion between different socio-economic, racial and religious groups
- the impact of provision in the Early Years Foundation Stage on children's progress.

## Information about the school

St Patrick's is an average-sized school serving a mainly Catholic community. Most pupils come from White British families and the proportions of pupils who are eligible for free school meals and those speaking English as an additional language are significantly below the national averages. The percentage of pupils from minority ethnic groups is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is well below the national average. These include moderate learning and specific learning difficulties, speech and language difficulties, behavioural, emotional and social difficulties and autistic spectrum disorder. The headteacher took up her post in September 2007. The on-site childcare provision is not managed by the governing body, and is subject to a separate inspection.

The school has achieved the Financial Management Standard in Schools.

**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?**

**3**

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

**2**

## Main findings

St Patrick's provides a satisfactory education for its pupils. It has a number of good features, including pupils' personal development. They behave well in lessons and at playtimes, and feel safe and able to talk to any adult if they have a problem. As one pupil commented, 'Teachers take good care of us and listen to us.' Pupils have a good understanding of how to live a healthy lifestyle and have many opportunities to share their thoughts and ideas for improving the school through the school council. A recently introduced thematic approach to the curriculum provides good opportunities for pupils to develop their skills through effectively linking subjects to interest them.

During their time in school, pupils make satisfactory progress to reach standards at the end of Year 6 that are above average. While the impact of teaching on pupils' progress is currently satisfactory, much good teaching was observed and some was outstanding. This reflects recent improvements and the commitment of leaders to improve the progress and achievement of pupils. However, not all teachers provide appropriately challenging tasks for all levels of ability. During the past two years, improvements to assessment procedures and pupil tracking have provided teachers with a good understanding of pupils' attainment. Marking, while improving, remains inconsistent and does not always provide pupils with a clear understanding of what they need to do to improve their work. The school has rightly identified that many of the more able pupils are not attaining as well as they should, particularly in writing and mathematics. Their skills are insufficiently challenged in a range of contexts. However, effective and well-targeted support by teaching assistants for pupils with special educational needs and/or disabilities enables them to make good progress.

In the Reception class children are well behaved and have an eagerness to learn. They have a good level of skills when they start school. However, expectations are insufficiently high, particularly in the teaching of phonics, and some more able children are not stretched. As a result, their progress is no better than satisfactory. Staff work hard to promote their learning but not all are familiar with current practice to promote independence. The opportunities for learning outdoors are limited.

Leadership by the headteacher and the newly formed senior leadership team is good, with a clear focus on improving pupils' learning and achievement. The school has an accurate view of its own performance and is working with energy and enthusiasm to improve outcomes for pupils, particularly through the 'cohort reporting' procedures which hold teachers more accountable for the progress of their pupils. This, together with a stable staff and new initiatives in assessment, provides the school with a good capacity to improve in the future.

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

- Ensure the quality of teaching is consistently good or better by:
  - focusing teachers' attention on ensuring pupils of all levels of ability make good progress in lessons
  - improving the quality and consistency of marking and feedback to pupils to enable them to understand how to improve their learning.
- Accelerate progress in writing and mathematics, particularly for more able pupils, by:
  - ensuring sufficient challenge is provided through well-planned extension activities
  - providing opportunities for more able pupils to apply their skills in a wider range of contexts.
- Improve outcomes and provision in the Early Years Foundation Stage by ensuring that:
  - all staff have a good understanding of recommended approaches to early years education
  - opportunities for learning outdoors are provided across all areas of learning
  - the teaching of phonic sessions is better planned to ensure all children have appropriate levels of challenge.

## Outcomes for individuals and groups of pupils

**3**

Pupils' learning and progress are satisfactory. The school's tracking systems show that progress is uneven across the school. The reason for this became clear in some lessons, where inspectors found that pupils were not always given opportunities to show their understanding. In some classes the middle- and higher-ability pupils make less progress because the work set for them is the same as for other members of the class. Where pupils make good progress in lessons, teachers enthuse and excite them through interesting and relevant activities. In one outstanding lesson, pupils used technology to vote, stimulating discussion. Effective use of talking partners and excellent questioning extended pupils' thinking and, as a result, progress was outstanding.

Pupils have good attitudes to learning and their good attendance reflects their enjoyment in school. They say things like, 'We enjoy school, if we want something done, we just put our ideas in the box', and, 'My school is fun, with loads of activities!' Pupils contribute well to the school community and are keen to take on responsibility. The school has a strong ethos and pupils' spiritual, moral and social development is good. They have a good knowledge of their own religion and a basic understanding of several others. Opportunities to develop their understanding of other cultures are less frequent. By the time pupils leave the school they have good basic skills, and are able to cooperate in pairs and groups and express their point of view. Although fewer opportunities to develop enterprise skills have been provided, they have been introduced

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to the world of work through talks and discussion with visitors.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</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: 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?

Relationships between adults and pupils are good, encouraging pupils to work together in pairs and groups. Teaching assistants are generally well deployed and make a valuable contribution to pupils' learning. Provision for supporting pupils with special educational needs and/or disabilities is well organised and support for these pupils is good. Planning is generally well organised and learning objectives are shared with pupils. Teachers use good questioning skills in lessons, and there is an appropriate balance between contributions made by teachers and those made by the pupils. They involve pupils in self-assessment to good effect. However, teaching is not consistently effective. In some lessons, higher-ability pupils are insufficiently challenged and the pace of some lessons is not sufficiently brisk, resulting in pupils losing interest and concentration. Assessment strategies to support learning are developing satisfactorily. Targets to improve learning are used to good effect in English, but are less evident in mathematics.

<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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The curriculum provides a good level of interest for pupils through linking subjects effectively. For example, in developing the Advent theme, pupils were using ICT to create stained glass windows, and in the Egyptology theme, myths and legends were brought to life in paintings, clay models and collage.

The good care, guidance and support staff provide for pupils are clearly evident in all aspects of the school. A nurture group provides good support for vulnerable pupils, taking account of their emotional and behavioural needs well, and is having a positive impact on their concentration and learning. Good transition arrangements for pupils ensure they are prepared well for the next stage in their learning.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

The headteacher provides a clear vision and drive for improving the school. She makes accurate judgements when monitoring teaching and some improvements are already apparent. The headteacher is supported well by other leaders, some of whom are new to their role; together they are determined to raise achievement. The staff work effectively as a team and share common values and there is a strong ethos of care throughout the school. Governors know the strengths and weaknesses of the school and are involved in setting priorities. Good partnerships between parents and providers make a strong contribution to improving outcomes for pupils, particularly through additional activities within school and with other local schools. However, there is a variation in achievement of different groups. Safeguarding arrangements are sound. The school has carefully considered the needs of its community and has plans in place to develop links with different faiths and cultures in Britain and across the world.

*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: 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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>3</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>3</b>

## Early Years Foundation Stage

Children make satisfactory progress in the Early Years Foundation Stage. They enjoy school and behave well, but do not learn all they could from some activities because they are not sufficiently challenged and activities are not suitably tailored to their individual learning needs. Resources are plentiful and there is a strong emphasis on child-initiated activities, but opportunities to develop children's knowledge and skills are missed because adults do not always encourage a particular aspect of learning. The outdoor learning area is underused, limiting children's experiences. Partnerships with parents are good, children are well cared for, and safeguarding procedures are in place. Leadership and management of the Early Years Foundation Stage are satisfactory.

*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

In their responses to the questionnaires, most parents and carers were positive about the school and its impact on their children's learning and well-being. An overwhelming majority thought that their children enjoyed school and were confident that children were kept safe. A very large majority agreed that the school was led and managed effectively and most expressed the view that the school took account of parents' concerns. A few parents have reservations about the way the school deals with unacceptable behaviour. Inspectors found, however, that the school manages behaviour well.



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

Ofsted invited all the registered parents and carers of pupils registered at St Patrick's 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	58	36	40	1	1	0	0
The school keeps my child safe	45	50	42	47	3	3	0	0
The school informs me about my child's progress	34	38	53	59	3	3	0	0
My child is making enough progress at this school	37	41	44	49	6	7	1	1
The teaching is good at this school	43	48	41	46	0	0	0	0
The school helps me to support my child's learning	33	37	49	54	5	6	0	0
The school helps my child to have a healthy lifestyle	43	48	40	44	3	3	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)	32	36	51	57	2	2	1	1
The school meets my child's particular needs	32	36	51	57	4	4	0	0
The school deals effectively with unacceptable behaviour	23	26	48	53	13	14	2	2
The school takes account of my suggestions and concerns	25	28	51	57	8	9	1	1
The school is led and managed effectively	41	46	43	48	1	1	0	0
Overall, I am happy with my child's experience at this school	45	50	42	47	2	2	1	1

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.**



Dear Children

Inspection of St Patrick's Catholic Primary School, Farnborough GU14 7BW

Thank you for welcoming us, and special thanks to those of you who took the time to talk to us about your school. You were very polite and friendly and helped us to find out a lot about your school. We were very interested to hear your views.

We found the following things, which we would like to share with you.

- You enjoy your learning and particularly the themes each term. You are making satisfactory progress.
- You know how to live healthy, safe lives and behave well in lessons and around the school; you do much for the community and your attendance is good.
- You trust the adults in school and care about one another, helping younger children in the school.

To make sure that your school improves, we have asked the headteacher, governors and staff to do the following important things.

- Help you to do as well as possible. We would also like teachers to help you understand how well you are learning and what you need to do for your learning to be even better.
- Make sure that your teachers help you all to move on more quickly with your learning, particularly those of you who are gifted and talented in writing and mathematics.
- Help children in the Reception class to make good progress by stretching their learning and providing them with lots of opportunities to play outside.

For your part, you can help by continuing to try hard, to give of your best in lessons and help all adults who work with you make your school even better.

Thank you once again, and best wishes for the future.

Yours sincerely

Ann Henderson

Lead inspector

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