

# St Patrick's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	116398
<b>Local Authority</b>	Southampton
<b>Inspection number</b>	338809
<b>Inspection dates</b>	1–2 March 2010
<b>Reporting inspector</b>	Christine Pollitt

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Angela Walsh
<b>Headteacher</b>	Ms Elizabeth Kenny
<b>Date of previous school inspection</b>	2 March 2010
<b>School address</b>	Fort Road Southampton SO19 2JE
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 teachers in 26 lessons, and held meetings with the Chair and Vice Chair of the Governing Body, staff and groups of pupils. They observed the school's work and looked at documents including the school development plan, safeguarding and welfare arrangements, and records of pupils' progress. Inspectors also analysed questionnaires from 112 pupils, 21 from staff and 60 from parents.

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

- how far the curriculum provides for the needs and interests of all pupils
- the degree to which pupils are involved in and understand how to improve their work
- the success of measures taken by senior staff and the governors to raise achievement, especially in mathematics and writing, since the last inspection.

## Information about the school

This is a larger than average primary school where the large majority of pupils are from White British backgrounds, with a small minority of pupils from other ethnic groups. There is a lower than average number of pupils with special educational needs and/or disabilities. The school has several awards, including Activemark and Healthy Schools Status. The Early Years Foundation Stage consists of two Reception classes. The school shares the site with the Young Men's Christian Association (YMCA) 'Shamrocks' before- and after-school club. This is run by a private contractor and so is not part of this inspection.

**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

The school is an extension of our family, not just a place to learn', and 'It has a wonderful welcoming, approachable atmosphere; I have always felt involved', are comments from parents which accurately describe the school. This is a good school where pupils make good progress in their academic work and personal development, so that they are well prepared for their future lives. The exciting curriculum thoroughly engages pupils and promotes their creativity and thinking skills. Good relationships between adults and pupils support pupils' very positive attitudes to learning. 'Celebrating each person for their individual gifts and talents' is a school aim and, indeed, the school community is one where respect and enjoyment of what others have to offer, regardless of their differences, is clearly upheld by the pupils. This is apparent in the way pupils and adults work so effectively together in lessons. Boys, who previously underperformed when compared with the girls, are equally keen to learn because of a range of successful initiatives to capture their interest. Consequently, the gap between boys' and girls' attainment has closed. All groups are achieving well, including those with special educational needs and/or disabilities and those who come from different ethnic backgrounds.

Teachers have a detailed and accurate understanding of pupils' attainment and mostly plan lessons with appropriate challenge. However, in a few lessons challenge is limited, especially for higher-attainers, and these pupils say their work is sometimes too easy. The school recognises, rightly, that pupils are not sufficiently involved in assessing their work, so are unclear about what they need to do to move on more rapidly. Pupils would like to be more involved in knowing how their targets link to their levels of attainment, so that they can see how well they are doing overall. As one explained: 'I wish we had targets in everything like we have in reading then we could get better.'

Although children start school generally with the skills typically expected of four-year-olds, they have weaker language and number skills. They progress well through the school so that, by the time they leave in Year 6, attainment is average. Regular assessments and current work in English and mathematics show that the present Year 6 has progressed especially well, and their attainment is above average. Children in the Early Years Foundation Stage are keen to learn, although opportunities for them to initiate activities independently are sometimes constrained by too much adult direction, and by limited provision for outdoor learning.

Pupils love coming to school and feel very safe in its caring Catholic environment. Attendance is average, despite the best efforts of the school, as a small minority of parents take holidays during school terms. The school offers a vast array of opportunities, and pupils are eager to contribute to everything that happens. Pupils take

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great pride in their school, and take on many roles, which include playtime buddies and representatives on the school council.

The school's success is a reflection of the hard work and inspirational leadership of the headteacher and her senior management team. They have the full support and involvement of staff, governors and pupils in striving to improve the school. Accurate self-evaluation and the identification of actions to improve teaching and learning have increased the pace of learning across the school. Weaknesses in mathematics and writing, identified in the last inspection, have been addressed successfully. Consequently the school has a good capacity to improve further and build on current strengths.

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

- Raise attainment in English and mathematics, particularly for higher-attainers, by:
  - planning challenging activities carefully matched to individual pupils' needs
  - ensuring pupils are aware of their targets and how these can be used to improve their work.
- Extend and further enrich the opportunities for children in the Early Years Foundation Stage by:
  - creating an exciting outdoor learning environment
  - involving children in planning their activities so that they have more opportunities to make purposeful choices.

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

Pupils say lessons are exciting, they have lots to do and their work is interesting. They were enjoying one mathematics lesson so much that they asked to stay in at break time. Their improving progress owes much to their growing confidence and self-esteem. This is partly a result of having opportunities in all lessons for discussions with partners and in groups. Consequently, pupils make good progress in developing speaking and listening skills, which has resulted in increasingly good progress in their writing and improved skills in problem-solving. Pupils enjoy activities such as role play, and engage effectively with each other to develop their ideas for writing. In one lesson boys had great fun dressing as 'Ugly Sisters' to persuade 'Prince Charming' to marry them. This resulted in very imaginative persuasive letter-writing. A parallel class spoke with enthusiasm regarding their use of computer technology, and were eager to show their PowerPoint presentations, complete with sound effects, to illustrate the life of Henry VIII.

The quality of presentation in pupils' written work is high. Pupils are confident in talking about their work and how it has improved. Year 6 pupils having 'booster' lessons in English and mathematics say they understand their work much better, and work in their books shows the accelerated progress they have made.

Pupils have a good understanding of how to keep themselves safe and are confident in how to be safe when using new technologies. Incidents of unkind behaviour are rare

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and pupils respond well to the individual support they are given to deal with their feelings. They are enthusiastic about the rich cultural experiences delivered through the curriculum, such as learning to play the violin, cello and flute. The school council has a voice in school developments, such as designing the programme of after-school activities.

*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:	
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>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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching and learning have improved since the last inspection and are now good. A robust tracking system identifies those pupils not making enough progress and allows timely interventions to improve their learning. The best lessons are interactive and filled with lively discussion. This is a result of a good variety in teaching and learning activities. Teachers make effective use of interactive whiteboards to provide a visual stimulus for learning. Teachers' good questioning, together with the use of discussion, helps pupils clarify their thinking and consider responses. Teaching assistants make a valuable contribution to pupils' learning. In one lesson pupils were enthusiastically collecting facts and ideas about spiders to support their writing. They were eager to

<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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share their findings and discuss how they would construct their sentences.

Teachers give pupils valuable and supportive oral comments in lessons. These, together with teachers' regular and developmental marking of work in books, and pupils increasing involvement in evaluating their work, enables them to better understand how to improve. Procedures to support pupils as they move from one year to the next and especially on to the next school are thorough and help them progress confidently. Pupils with speech and language or emotional difficulties, together with those considered to be vulnerable, receive particularly good support at this time.

Ongoing curriculum review that takes into account the views and interests of learners, ensures provision that supports the development of pupils' knowledge and skills in each subject. A good range of visits and visitors, and themed events such as 'French Day' and 'Anti-Bullying Week', enhances learning. Pupils benefit from a wide range of clubs including chess and hand bells. A notable feature of the provision is peripatetic instrumental tuition for over a third of pupils.

A comprehensive programme for personal, social and health education supported by residential trips and work leading to Healthy School Status and Activemark for sport, gives a good understanding of how to lead safe and healthy lives. Good links with the Shamrocks club support pupils who receive out-of-school care on the school site.

*These are the grades for the quality of provision*

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

Effective links with other schools, specialists and agencies ensure that all pupils receive appropriate support to make good progress in all aspects of school life. There are particularly close links with St Patrick's Catholic Church and the YMCA who provide before- and after-school care. The success of the school's commitment to promoting equal opportunities and eradicating discrimination is evident in the closing of the gap between girls' and boys' attainment and the parity in achievement of all groups of pupils.

The headteacher is well supported by the deputy headteacher and the newly extended senior management team. Staff morale is high and there is a shared commitment to high expectations for pupils' achievement and personal development. All staff and governors are involved in self-evaluation and consequently have a shared understanding of the strengths on which to build, and the priorities for development. Greater rigour in monitoring, focused staff development and better use of assessment to track pupils'

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progress and set targets for learning has resulted in accelerated progress in English and mathematics.

Governors have been key players in the improvements made since the previous inspection, are actively involved in the day-to-day life of the school, and are well informed and able to hold the school to account. The school's robust safeguarding arrangements fully meet legal requirements and include very careful checks on staff and regular scrutiny of the site. Staff are well trained in safeguarding and follow the school's established procedures to ensure pupils' welfare is secured to a high level.

Leaders do a great deal to promote community cohesion in school and with the neighbourhood locally. They work in close partnership with other local schools. They have a clear view of the religious, ethnic and social aspects of the school and its locality, and successfully create a haven where pupils get on well with each other. Links with people of different cultures elsewhere in the United Kingdom are secured through the diocese. The school has identified the need to extend the range of visits from members of other faiths and to forge national and international links with diverse types of schools.

*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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children from all backgrounds make good progress, especially in their language and numeracy skills, because teaching is good. Teachers use their ongoing observations and assessments to pitch activities at an appropriate level of challenge. Good links with parents and carers allow children to settle quickly and well. Relationships with adults are good, and children play in harmony together. They are keen to learn, especially when



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they have the opportunity to choose activities. They show their good awareness of safety as they use scissors carefully to cut out teddies for their 'Bear Hunt'. The balance of activities, however, does not always allow children enough time to initiate their own investigations. The well-qualified and experienced staff successfully promote personal, physical and social learning and well-being. For this reason, children quickly understand how to behave very well, take an active role in keeping healthy and begin to do more things for themselves.

Good leadership ensures strong care and guidance and parents and carers appreciate the opportunity for regular information about their child's progress. The school knows that the provision for outdoor learning is limited, and is in the process of redesigning the Early Years Foundation Stage area.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Although there was a low response, the majority of returns were positive in all aspects and indicated a high level of support and confidence in the school. All parents and carers felt their children enjoyed school. A number of parents and carers made additional comments about the good support provided by the teachers and their assistants. Inspectors agree with these positive comments, which are supported by the inspection evidence. A small minority of parents and carers have concerns about how behaviour is managed and the progress their children are making. The inspection found behaviour in and around the school was good. However, the inspectors agree that although children generally make good progress, they could do even better and have agreed actions with the school to address this issue.

### 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	52	28	47	0	0	0	0
The school keeps my child safe	37	62	21	35	1	2	1	2
The school informs me about my child's progress	21	35	32	53	7	12	0	0
My child is making enough progress at this school	21	35	33	55	4	7	1	2
The teaching is good at this school	30	50	27	45	1	2	0	0
The school helps me to support my child's learning	16	27	34	57	4	7	1	2
The school helps my child to have a healthy lifestyle	25	42	32	53	1	2	1	2
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)	19	32	33	55	2	3	0	0
The school meets my child's particular needs	16	27	36	60	5	8	1	2
The school deals effectively with unacceptable behaviour	18	27	36	60	5	8	1	2
The school takes account of my suggestions and concerns	18	30	30	50	7	12	2	3
The school is led and managed effectively	29	48	25	42	3	5	1	2
Overall, I am happy with my child's experience at this school	32	53	24	40	1	2	2	3

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.**



3 March 2010

Dear Pupils

Inspection of St Patrick's Catholic Primary School, Southampton, SO19 2JE

Thank you for making us so welcome when we inspected your school recently. We enjoyed your lessons, talking to you, reading your questionnaires and hearing you play your instruments. You say you very much enjoy lessons and, as a result, you make good progress in your learning.

This is a good school with many good features. Some of these are listed below.

- You behave well, work hard, and are keen to do well.
- You know very well how to keep yourselves safe, active and healthy.
- All the adults in the school care about you and make sure that you are safe.
- They work hard to make sure you have good opportunities to achieve well.

We have asked the school to do to these things to make it even better.

- Share your targets with you and show you how you can use these to improve your work.
- Plan challenging activities particularly for those of you who find the work is sometimes too easy.
- Give those of you in the Reception classes an exciting outdoor area and more opportunities to plan and choose your activities.

I wish you all the best for the future.

Yours sincerely

Christine Pollitt

Lead inspector

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