

# Saint Patrick's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	120223
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	339637
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Judith Matharu 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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Hardy
<b>Headteacher</b>	Mirosław Olszewski
<b>Date of previous school inspection</b>	9 January 2007
<b>School address</b>	Harrison Road Leicester LE4 6QN
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 15 lessons from eight different teachers, including two joint observations with the headteacher. Meetings were held with a range of staff, groups of pupils, a parent and two governors. Inspectors observed the school's work and looked at school documentation including information about pupils' progress, improvement plans, school policies, records of teaching, health and safety information and an analysis of 85 parental questionnaires together with 104 questionnaires from Key Stage 2 pupils and 23 from staff.

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

- the progress being made by all groups of pupils at Key Stage 2
- the impact and effectiveness of the school's actions to improve attendance
- the quality of teaching across the school and whether this is suitably challenging for pupils of all abilities
- the effectiveness of leadership and management in driving whole school improvement.

## Information about the school

This is an average size primary school serving a wide catchment area in the Belgrave and Mowmacre Hill areas of Leicester. The school population is very diverse, with almost a quarter of pupils from White British backgrounds and a quarter from Asian or Asian British backgrounds. The rest of the school population is from a wide range of ethnic backgrounds, including a significant number of pupils from other Asian, Black African and Polish backgrounds. The number of pupils with a statement of special educational needs is below the national average, as is the number with special educational needs and/or learning difficulties or disabilities. The school currently holds the Investors in People Gold Award, Healthy Schools status, Emas Award, Activemark, and Young, Gifted and Equal Awards for racial harmony, ethos and involvement.

**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

Saint Patrick's is a good school with some significant strengths. Pupils thrive in the school's safe and happy environment and make consistently good progress. They appreciate their school and display an enthusiasm to do well. Pupils express complete confidence in the adults in school to care for them well and keep them safe. The majority of parents appreciate the good quality education provided by the school, several commenting on the approachability and commitment of teachers and the ready accessibility of the headteacher to both pupils and parents.

The calm, disciplined atmosphere in school, and consistent management of behaviour, prompt good responses from pupils and promote their personal development well. This is a diverse school community where pupils are respectful in their attitudes to adults and tolerant and accepting of each other. During the inspection, the school was undergoing building work, yet pupils readily accepted the inevitable disruption to some routines, the reductions in play space and use of their usual equipment, and behaved consistently well under difficult circumstances, displaying consideration for each other.

Steady improvements in the quality of teaching and a relevant, interesting curriculum have led to improved progress, particularly in English where progress levels are significantly improving for pupils of all abilities. Writing has been an issue for the school to address; efforts made through a range of appropriate strategies to improve writing are beginning to have an impact, with good standards in writing noted in all years during the inspection. However, there is further scope to use information and communication technologies (ICT) more extensively to enhance and enrich pupils' learning and develop their ICT skills more fully.

The tracking of pupils' progress is generally systematic and thorough. Teachers mostly use this information well to identify any underachievement and plan the next steps. However, there are some missed opportunities to use assessment information in the Nursery in order to inform curriculum planning.

The cornerstone of the school's continuing improvement rests on the good quality of leadership and management in the school. The headteacher provides inspirational leadership, fostering a strong collaborative approach amongst the wider staff team. There is a clear commitment to build the skills and expertise of staff through training and development activities. Consequently, there is a united staff team with a shared sense of purpose and direction.

Many of the school's facilities have been improved and developed imaginatively to improve the current spaces for learning, thus making best use of the limited space available. Provision in the Early Years Foundation Stage is good overall, with good gains

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made in pupils' speech and language development but outdoor learning and play opportunities are currently limited.

The school has fostered excellent relationships with the local community. Through a wide range of partnership activities, carefully planned curriculum trips and visits, pupils have an excellent understanding of their own and different cultures and traditions. They consistently demonstrate great respect and tolerance for diversity and difference.

Procedures for safeguarding are good and robustly implemented. This is indicative of the school's commitment to provide outstanding care and guidance for all pupils to enable them to achieve their best. Strong partnership work with external agencies ensures that the support and guidance for all pupils, including those who are vulnerable or with a range of special educational needs, is outstanding, resulting in consistently good outcomes for these children.

The school's self-evaluation is accurate, if a little modest, reflecting the determination evident across the school to improve continually. Detailed monitoring and evaluation of improvement strategies provide clear information about where further actions might be targeted. The strong track record of improvements in outcomes for pupils in recent years indicates the good capacity for further improvement.

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

- Improve provision for ICT so that pupils have increased opportunities to develop their skills through using and applying modern technologies in their learning across the curriculum.
- Improve provision in the Early Years Foundation Stage by:
  - ensuring that assessment opportunities are fully realised in order to inform the next steps to be taken
  - improving the fabric of the outdoor classroom area so that opportunities for physical and creative play are increased.

## Outcomes for individuals and groups of pupils

**2**

Analysis of attainment and progress data, lesson observations and consideration of pupils' work during the inspection show that the progress made by all pupils is consistently good. The standards reached in all subjects by the end of Year 6 are in line with national averages; this represents good progress given pupils' starting points. Progress in English is particularly good. Some pupils with special educational needs make outstanding progress due to the excellent support they receive. In lessons, pupils are attentive and their appetite for learning is evident. They particularly enjoy working together in practical activities. For example, there was much enthusiasm from Year 4 pupils in a practical science lesson as they worked together developing fair tests to measure and analyse the resistance of different objects in water. A Year 3 class demonstrated sound skills and good movement control in their physical education lesson in response to the challenges posed for them. The teacher's clear explanations and

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demonstrations enhanced their understanding and prompted good responses from pupils.

Vigorous efforts have been made in recent years to improve attendance, to good effect. This has been achieved through close liaison with parents. Consequently, current attendance has improved to above the national average.

Pupils adopt healthy lifestyles and told inspectors about the importance of healthy eating. They enjoy physical activities, although opportunities to engage in active play at playtimes are limited at present; the use of the school playground is currently an area for development after the completion of the building work. Pupils have opportunities to take responsibility and support others as members of the school council, as buddies to younger pupils and do so with enthusiasm. They get involved in local community events and try to improve the local urban environment through bulb planting in the local park and other community-spirited activities.

Pupils' outstanding awareness and understanding of social and moral issues are reflected in their respectful attitudes towards adults and one another. Their spiritual development is excellent, reinforced through the faith ethos of the school, in assemblies and through other aspects of school life such as 'the statements to live by'. These provide good opportunities for pupils to think and reflect. Pupils are developing good skills for their future working lives, particularly in literacy and numeracy, although their ICT skills are less well developed at present.

*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>1</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>

<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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>  2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The large majority of teaching is good and some is outstanding. Consistently good teaching is the foundation of the good progress evident across the school. Teachers have high expectations and the vast majority of pupils respond well. Positive attitudes, a willingness to try hard and good behaviour were observed in almost all of the lessons seen. Teachers effectively match work to pupils' varying abilities with good support provided from teaching assistants for those individuals who need additional help. Teachers demonstrate good subject knowledge, are very clear in their instructions and explanations and consistently model language precisely. Consequently, many pupils whose first language is not English demonstrate a sophisticated use of complex vocabulary and read aloud in lessons with confidence and precision. In one highly successful literacy lesson, a Year 2 class were enthralled by a story about the habitat of the grizzly bear and demonstrated a good grasp of language, stimulated by the teacher's effective modelling of language and her skilful use of questioning to prompt their responses. This was typical of many lessons observed. The marking of work is regular, clear and helpful, providing developmental comments and targets. It is evident from the good presentation of work in all years that pupils respond well to encouragement and take considerable pride in their efforts.

The curriculum provides an increasingly broad experience that meets the needs of pupils well. Cross-curricular links are increasingly being developed in order to make learning interesting and relevant for pupils. A range of extra-curricular and enrichment activities, including trips to places of interest and visitors to school, enhance pupils' learning, although residential experiences are limited. Despite lack of facilities, the school encourages a suitable range of sporting activities, which pupils appreciate.

This is an inclusive school where all pupils are valued and extremely well cared for. Great attention is paid to meeting individual needs, ensuring that pupils of all abilities and aptitudes have opportunities to succeed and enjoy school. Those whose circumstances make them most vulnerable are nurtured so that they can participate fully in school life.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>  2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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<b>The effectiveness of care, guidance and support</b>	<b>1</b>
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## How effective are leadership and management?

The headteacher leads the school by example and has a highly visible presence around school. He recognises the importance of good teamwork and has built a strong leadership team with a clear focus on school improvement. There is recognition that solidly good teaching is the key to improving performance and raising achievement. Routine monitoring and careful analysis of data on pupils' progress have enabled the leadership team to have a secure view of the school's strengths and weaknesses. The capacity of curriculum leaders is developing well across the school; the school regards this as a key development in order to strengthen the leadership team.

The governing body support and challenge the school well. They have a clear understanding of their role and responsibilities and are well informed about the school's priorities and targets. They would benefit from increased contact with parents and pupils.

The impact of the school's work to promote community cohesion is considerable. Strong and influential links have been forged with a range of community partners; there are international links with schools abroad and a range of curriculum initiatives to celebrate difference. Consequently, pupils' appreciation and understanding of diversity is exceptional.

There is recognition of the importance of challenging discrimination and closing the achievement gap for individuals and groups of children where progress is threatened. A wide range of imaginative interventions and strategies are employed successfully, using external support and advice as required to support individuals and groups, raise pupils' self-esteem and help them to achieve well despite challenging circumstances.

Safeguarding procedures are thorough and all staff have received appropriate training. The school is managing the risks posed by the current building programme well.

*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>



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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

A large proportion of children enter the Early Years Foundation Stage with skills and knowledge that are below those expected for their age. Many children have English as an additional language, and their understanding of English and English language development are often at a very early stage.

Pupils make good progress towards the Early Learning Goals, particularly in physical and personal development and in their speech and language, skills due to the good range of learning opportunities created, particularly indoors. Teaching is good; adults work well together and are very responsive to pupils' needs. They are welcoming to parents and enjoy good relationships with the children. Staff effectively promote children's personal, social and emotional development and ensure that they settle quickly, establish good routines and feel safe and secure.

Whilst assessment procedures are generally secure, occasionally some opportunities for ongoing observations and assessments are missed when children are working independently in the Nursery.

Work in the outdoor classroom is less well developed than indoor activities. The area is limited in terms of facilities and opportunities for creative play. The school recognises the need to consider ways of developing creative play opportunities in this limited space.

Leadership and management are good. There is good teamwork, enthusiasm and ambition to improve provision and a genuine commitment to give pupils the best possible start.

*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

Just over a third of parents and carers responded to the questionnaire at inspection. The vast majority hold positive views about the school. Several commented about how

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happy their children are and the considerable efforts made by teachers to ensure this. Several commented on the good leadership and management skills of the headteacher and his welcoming approach towards parents. The inspection team agreed with the positive views expressed.

A number of parents felt that the school does not deal effectively with poor behaviour. Inspectors found that behaviour is consistently good and the school has suitable strategies to deal with poor behaviour should it occur.

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

Ofsted invited all the registered parents and carers of pupils registered at Saint Patrick's 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	67	26	31	1	1	0	0
The school keeps my child safe	57	67	28	33	0	0	0	0
The school informs me about my child's progress	48	56	36	42	1	1	0	0
My child is making enough progress at this school	55	65	25	29	1	1	1	1
The teaching is good at this school	58	68	26	31	1	1	0	0
The school helps me to support my child's learning	53	62	31	36	1	1	0	0
The school helps my child to have a healthy lifestyle	44	52	35	41	3	4	1	1
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)	47	55	35	41	2	2	0	0
The school meets my child's particular needs	51	60	28	33	5	6	1	1
The school deals effectively with unacceptable behaviour	43	51	32	38	10	12	0	0
The school takes account of my suggestions and concerns	44	52	36	42	5	6	0	0
The school is led and managed effectively	55	65	28	33	2	2	0	0
Overall, I am happy with my child's experience at this school	59	69	26	31	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



18 June 2010

Dear Pupils

Inspection of Saint Patrick's Catholic Primary School, Leicester LE4 6QN

Thank you for your friendly welcome when we inspected your school recently. We enjoyed visiting your lessons, talking with you and looking at your work. You told us that you enjoy school and described lots of good features. We agree with you! Here are some of the best things we found out about your school.

You are very polite and well behaved and work extremely hard in your lessons. Consequently, you are making good progress in your learning.

Your attitudes to your teachers and towards one another are very good.

Your teachers are doing a good job in teaching interesting lessons, making sure that you understand what you need to do to make good progress throughout the school.

You feel safe in school and told us how much the adults in school care for you, listen to you and try to help you.

Your headteacher leads the school particularly well and is always available for you to talk to about any concerns you may have.

The quality of your work in your books is impressive. Many of you take great pride in the presentation of your work.

Overall, your school is a very happy place where pupils work and play successfully together.

One of the reasons your school is doing well is because your headteacher and his team are determined to keep on improving things. We have asked them to make sure that the progress you make from the Nursery onwards is checked carefully to see if anyone needs any extra help. We also think that some more modern technologies, such as more computers available in lessons and in the library would be helpful. This is so that you can increase your ICT skills and easily find out information when you need to, rather than having to go to the computer room each time.

We wish you every success in the future.

Yours sincerely

Judith Matharu

Her Majesty's Inspector

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