

# St Patrick's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	125715
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340826
<b>Inspection dates</b>	1–2 December 2009
<b>Reporting inspector</b>	Susie Wallis-Maclean

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>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Grant
<b>Headteacher</b>	Karen Ferguson
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	Cashmore Ave Leamington Spa Warwickshire
<b>Telephone number</b>	01926 425958
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## Introduction

This inspection was carried out by three additional inspectors, one of whom examined the school's safeguarding procedures. The inspectors visited 12 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school development plan, governors' minutes, monitoring files, assessment information and numerous policies. In addition, 24 parent questionnaires were received and analysed.

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

- how teaching is influencing pupils' learning and promoting achievement, particularly in writing
- how governors and leaders at the school influence improvement.

## Information about the school

The school is of average size. The number of pupils eligible for free school meals is higher than the national average. The percentage of pupils with special educational needs and/or disabilities is above the national average, but fewer have statements of educational needs than nationally. The Early Years Foundation Stage consists of a Nursery and one Reception class. The school provides a breakfast and after-school club. The percentage of pupils who use English as an additional language is higher than the national average. A new headteacher took up her post in September of this year. The school has a number of awards, including the Basic Skills Quality Mark and Healthy Schools status.

**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**

**3**

## Main findings

St Patrick's is a satisfactory school that is improving. The new headteacher is inspirational and capitalises on the school's strengths, for example, in the good teaching of new teachers. She has rapidly assessed where there are weaknesses to be tackled. There are other strengths, for example, the good behaviour of pupils. Parents recognise the improvements in the school and are supportive of the new headteacher.

During their time in school, pupils of all ages make satisfactory progress. From a starting point that is just below average, standards are in line with the national average in English, mathematics and science by the end of Year 6. Work to tackle underachievement in writing, particularly for boys, is being addressed in Key Stages 1 and 2 but is yet to have an impact on raising standards. This work now awaits extension to the Early Years Foundation Stage, where teachers' planning does not take sufficient account of what children have already learnt. Skilled, externally provided support ensures that pupils who use English as an additional language can access the full curriculum. They receive well-targeted support that helps them make satisfactory progress and participate fully in school life. Those considered to be vulnerable are well catered for and their individual needs are met.

Pupils' attendance remains broadly average despite the many initiatives and hard work put in by the school to improve it further. While parents are very supportive of the school, there are still too many who take their children on holidays during term time.

Although there is some good teaching, there is much that is no better than satisfactory. Teachers plan the content of their lessons in detail, but too often do not make it clear what they expect pupils of different levels of ability to attain. There has been a recent improvement in the use of assessment data, but there is some way to go. Practice is not fully effective in charting and checking pupils' progress with the necessary precision to set targets that are sufficiently high and guide pupils to their next steps in learning. Middle managers are motivated to seek further improvement and are beginning to ensure that all class teachers use assessment data appropriately to support and guide pupils' learning effectively.

Leadership and management are satisfactory. The new headteacher has, in a short time, made a very good start to lay sound foundations on which the school can build and flourish. For example, the satisfactory curriculum is being improved to ensure that pupils develop their basic skills in literacy, numeracy, and information and communication technology in all subjects as they move up through the school. Systems have been established to monitor and evaluate the work of the school regularly and rigorously. In making these significant changes, the headteacher has maintained high morale among

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staff, while developing their confidence and ambition. It is too early to see the full impact of all this work, but the evidence confirms that the school has satisfactory capacity to improve because self-evaluation is accurate, standards are rising and the school has focused on addressing the right areas of weakness.

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

- Improve the Early Years Foundation Stage by:
  - providing focused opportunities for children to develop language and communication skills
  - ensuring planning and assessment centre on children's learning and development
  - developing the strategic role of the Early Years Foundation Stage Leader.
  - Raise the proportion of good teaching by:
    - focusing teachers' attention on ensuring pupils of all levels of ability make good progress in lessons
    - developing the roles of middle managers so that they are better equipped to monitor teaching and learning and judge the impact this has on raising standards
    - ensuring that teachers are clear in their lesson planning about what they expect pupils of all abilities to achieve
    - ensuring that teachers use assessment more precisely so that pupils are clear about the next steps they need to take to improve their work.
  - Improve standards in writing by:
    - ensuring that new strategies are consistently applied across the whole school
    - developing a creative curriculum which encourages writing in all subjects
    - ensuring writing is rigorously monitored and evaluated across the whole school.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy coming to school. Achievement is satisfactory for all pupils, including those with special educational needs and/or disabilities. They enjoy learning and work hard when lessons are interesting and stimulating. Occasionally, learning lacks pace when pupils are not actively involved in it enough or are given insufficient guidance, and there is a lack of challenge for individual pupils. Pupils make satisfactory progress so that by the end of Year 2, they reach broadly average standards. Progress in Years 3 to 6 is also satisfactory so that by the end of Year 6 pupils reach average standards.

Pupils usually feel safe at school, their words supported by parents and carers. A few

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expressed concern that very occasional incidents of bullying, particularly at lunchtimes, are not addressed. The school has implemented a new behaviour and anti-bullying policy which provides all staff with clear guidance on how to deal with inappropriate behaviour. Pupils demonstrate a good understanding of how to cross the road safely, and how to be safe when they are near water. They know what to do if they hear the fire alarm at school and the importance of not talking to strangers. They know why they have to be careful when using the internet. Pupils are encouraged to eat healthily and take regular exercise. However, many do not follow what they are taught and there is too much unhealthy eating during breaks and at lunchtime. Pupils' good behaviour and attitudes to learning foster a positive learning environment and mutual respect between them and members of staff. Pupils take on responsibilities, for example, serving on the school council. Their spiritual, moral, social and cultural development is satisfactory. They are able to reflect on their experiences and show an awareness of others. They know the difference between right and wrong, and demonstrate kindness and consideration to each other. Their understanding of other cultures is mainly confined to what is introduced in lessons and not as a result of being actively engaged with pupils from different backgrounds. They apply their basic skills appropriately to enhance their learning.

*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>	3
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	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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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## How effective is the provision?

Overall, teaching is satisfactory in helping pupils to achieve. Relationships in lessons between adults and pupils are good. This helps to ensure that pupils work well on their own and in groups. The consistency with which staff manage pupils' behaviour is a common strength of lessons. Teachers demonstrate that they have adequate knowledge of subjects and have a good understanding of how to help pupils to develop basic skills in literacy, numeracy, science and information and communication technology. Where teaching is good, lessons are planned to ensure that pupils and staff are clear about what learners of all different ability levels are expected to achieve. For example, in a Year 2 mathematics lesson, the teacher checked pupils' understanding and progress at regular intervals to make sure that all were working at a good pace and were being appropriately challenged. This is not consistently the case across the school and senior and middle managers recognise it as an area for improvement. The use of assessment and setting targets for pupils to achieve remain inconsistent, and, consequently, pupils' progress is not always as fast as it could be.

The curriculum is broad and balanced and is being developed to create greater links between subjects in order to provide an increased range of learning opportunities for all pupils. The leadership team is aware that whole school creative cross-curricular links to improve writing are not yet in place. The school provides an adequate range of extra-curricular clubs. The breakfast and after-school clubs are well managed and provide a range of appropriate and fun activities for pupils. These, along with the visits to places of interest and visitors to the school make a satisfactory contribution to enriching the curriculum.

Pastoral day-to-day care is good. Staff are caring and supportive, although at times pupils' concerns are not addressed, such as minor issues that may develop at lunchtime. Safeguarding procedures are satisfactory. There are sound links between the school and outside specialists to ensure satisfactory levels of pastoral care, guidance and support, and some effective help for the most vulnerable pupils. The school is working in close partnership with external agencies to improve attendance, which is now average.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The new headteacher's drive and vision are welcomed by governors and teacher

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colleagues and there is a common purpose to improve. Staff and governors are well motivated and united in their commitment to helping the school move forward. Governors support the school well, and did so especially during a period of instability. However, their success in effecting improvement is variable. They are aware of the need to re-focus and provide challenge particularly in raising standards. The weaknesses in the senior leadership team have been clearly identified by the headteacher and governors and are being addressed with honesty and rigour. The work of middle managers is not focused sharply enough on the progress made by different groups of learners and on raising standards. Weaknesses, such as pupils' writing, are recognised by all concerned and currently serve as a spur to embed ambition and ensure further improvements. New systems are now in place to monitor and evaluate the quality of teaching and learning. It is too soon for their impact to be apparent, but they are adding rigour to the judgements the school makes about its performance. Some middle managers have helped to improve the quality of teaching in targeted areas, such as writing and aspects of mathematics. However, managers are not yet well enough equipped to make the most of observing colleagues in the classroom, or to judge the impact of the changes they make. The school has a comprehensive range of policies in place that are reviewed at regular intervals. High among the priorities is a continued emphasis on ensuring safeguarding procedures are effective. With the support of the governing body, the school's leaders ensure that all arrangements and policies relating to keeping children safe are in place. The school is rigorous in tackling any form of discrimination. There are satisfactory procedures to ensure pupils experience equal opportunities in all aspects of their school life and the school is determined to ensure that any inequality in pupils' progress is swiftly eliminated. The provision for community cohesion is satisfactory and supports the way in which pupils of different backgrounds get along well together in school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</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>



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>
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## Early Years Foundation Stage

All areas of provision for the Early Years Foundation Stage are satisfactory. Children's skills on entry are close to expectations for their age, except for their development in language skills. There are good links with parents and staff are welcoming and enable children to feel happy and safe. The well resourced outdoor learning area is used effectively to support children's development, but the provision for children's learning in some key aspects, such as the planning of what they are to do, lacks detail and rigour. Teaching and learning are satisfactory, but opportunities are missed to advance learning and to develop clear structures to promote writing. Assessment is at an early stage of development and is beginning to be used to develop children's individual 'learning journeys'. This is yet to be extended to inform planning and learning in greater detail. Leadership and management are satisfactory. There is now an awareness of the need to develop more rigorous monitoring and evaluation procedures.

*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

The low return of parents' questionnaires may have been affected by the same version going out just prior to the inspection. The returns were considered and the findings supported those received at the time of the inspection. Parents are very supportive of the school. Many welcomed the positive impact the new head has already made on it. They find teachers to be open and approachable and the majority of parents feel that they are involved in school life. Parents appreciate the safe and secure environment of the school. The inspection confirmed that the school works hard to engage parents and has good systems in place, both formally and informally for them to meet staff. Individual concerns were raised about how information was received about their child's progress. The inspection confirmed that the school provided a range of information regarding pupils' progress throughout the year.

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

Ofsted invited all the registered parents and carers of pupils registered at St Patrick's 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	54	10	42	1	4	0	0
The school keeps my child safe	12	50	12	50	0	0	0	0
The school informs me about my child's progress	7	29	14	58	2	8	1	4
My child is making enough progress at this school	8	33	14	58	2	8	0	0
The teaching is good at this school	11	46	13	54	0	0	0	0
The school helps me to support my child's learning	9	38	12	50	3	13	0	0
The school helps my child to have a healthy lifestyle	10	42	13	54	1	4	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)	7	29	15	63	0	0	0	0
The school meets my child's particular needs	8	33	13	54	3	13	0	0
The school deals effectively with unacceptable behaviour	10	42	11	46	2	8	0	0
The school takes account of my suggestions and concerns	7	29	14	58	2	8	0	0
The school is led and managed effectively	10	42	13	54	0	0	0	0
Overall, I am happy with my child's experience at this school	11	46	11	46	2	8	0	0

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

## Glossary

### What inspection judgements mean

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

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

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

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

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

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

## Common terminology used by inspectors

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

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



3 December 2009

Dear Pupils

Inspection of St Patrick's Catholic Primary School, Warwick, CV31 3EU

Thank you for your welcome when we visited your school recently. You showed how well behaved, sensible and responsible you are and you were really helpful. We were able to find out a lot about your school because you were confident in sharing your ideas and opinions.

This letter tells you how well the school is helping you to learn. It is giving you a satisfactory and improving education because your headteacher knows what is needed to make it better. You make satisfactory progress in your work and reach standards at the end of Year 6 which are broadly average.

I have identified three things for your leaders and teachers to work on so that your school continues to improve. I have asked them to:

- provide more opportunities for the children in the Nursery and Reception class to develop their language and writing skills
- make sure your teachers plan work for all of you at the right level and help you to be clear about the next steps you need to make
- improve standards in writing by making it interesting and exciting in all your subjects.

Yours sincerely

Susie Wallis-Maclean

Lead Inspector

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