

# St Patrick's Catholic Primary School, Wednesfield

Graiseley Lane, Wednesfield, Wolverhampton, WV11 1PG

**Inspection dates** 19–20 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Decisive leadership, management and governance are ensuring good outcomes for all groups of pupils.
- Teaching is good and is improving due to focused training, monitoring and coaching.
- Pupils of all abilities make good progress and are well prepared for secondary school.
- From a low baseline on entry to the Early Years Foundation Stage, children make a good start to learning.
- Pupils' spiritual, moral, social and cultural development is promoted well through exciting learning opportunities, which contribute to their good behaviour and positive attitudes to learning.
- Pupils love coming to school as demonstrated by their improved attendance. They work in a safe environment where they are valued for their uniqueness.
- Parents and carers are very supportive of the school and are delighted with the academic progress that their children make.

### It is not yet an outstanding school because

- Standards in mathematics, while rising, are not improving as quickly as those in reading and writing due to too much emphasis given to number at the expense of shape and space, data handling and problem solving.
- Too few opportunities are provided for children in the Early Years Foundation Stage and Year 1 to form their letters and numbers correctly.
- Support staff are not always effectively deployed at the start of lessons and spend too long listening to teachers' introductions.
- Teachers' marking, while regular, does not always precisely identify pupils' next steps in learning, and insufficient opportunities are provided for pupils to correct their work.

## Information about this inspection

- The inspectors observed 15 lessons taught by nine teachers.
- Documentation was analysed, including that related to teachers' planning, safeguarding, behaviour, attendance, the school's systems for improving teaching and learning, and how the money allocated for pupil premium and sports funding is spent.
- The inspectors took account of 11 responses to the online Parent View survey and emails from parents. Responses to an inspection questionnaire from 18 members of staff were analysed.
- Discussions were held with the headteacher, staff, a representative from the local authority, the Chair of the Governing Body, pupils and parents.

## Inspection team

Bogusia Matusiak-Varley, Lead inspector	Additional Inspector
Stuart Pearson	Additional Inspector

## Full report

### Information about this school

- St Patrick's Catholic Primary School is smaller than the average-sized primary school.
- The proportions of pupils from minority ethnic groups and of pupils who speak English as an additional language are well above average.
- An above-average proportion of pupils are supported by the pupil premium (additional government funding for pupils who are known to be eligible for free school meals or looked after by the local authority).
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.

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

- Accelerate pupils' progress in mathematics by ensuring that, in every year group, more opportunities are provided for pupils to deepen their knowledge of shape, space, data handling and problem solving.
- Ensure that children in the Early Years Foundation Stage and Year 1 have more opportunities to learn how to form their letters and numbers correctly.
- Ensure that time is used effectively by support staff during the introduction of lessons where they can target individual pupils who might need extra help with accessing learning.
- Improve teaching further by ensuring that marking identifies next steps in learning and that pupils are given opportunities to do their corrections.

## Inspection judgements

### The achievement of pupils is good

- All groups of pupils make good progress in relation to their prior attainment. Although children enter the school with skills that are well below those typical for their age, standards at the end of Key Stage 2 have been broadly average since the previous inspection.
- By the end of Key Stage 1, all groups of pupils have made consistently good gains in learning, especially in their understanding of letters and sounds. Standards in reading, writing and mathematics are broadly average by the end of Year 2.
- Pupils currently in Year 6 are on track to attain average standards in English and mathematics. In 2013, standards dipped in mathematics and fell just below the national average. This, nevertheless, represented good progress in relation to their prior attainment and given the facts that the school had an influx of low-attaining pupils joining the group in Years 4 and 5 and that a third of the pupils in the cohort had special educational needs. Two out of five pupils made more than expected progress from Year 4 to Year 6.
- Pupils achieve well in reading because the systematic teaching of phonics (linking letters to sounds) ensures that pupils can decipher unfamiliar words. Results of the phonics check at the end of Year 1 in 2013 were above those found nationally.
- Pupils achieve well in writing because of well-targeted support and intervention groups. Pupils' attainment in English grammar, punctuation and spelling is above that seen nationally, and all groups of pupils achieve well. In Year 6, pupils use a wide range of openers and well-structured sentences in their narrative writing.
- Achievement in mathematics is good overall, but not always consistent. Pupils' books in both key stages demonstrate that there has been an over-reliance on learning about number at the expense of shape and space, data handling and problem solving.
- The most able pupils achieve well across the school, and their writing demonstrates secure use of tenses, paragraphs and punctuation. They exceed the nationally expected rate of progress in reading, writing and mathematics due to well-targeted work in lessons and small-group support.
- In the Early Years Foundation Stage, all children make consistently good gains in personal, social, emotional and physical development, but not enough time is spent modelling writing and correct number formation both in the Early Years Foundation Stage and in Year 1 resulting in books looking untidy, pupils making spelling mistakes and not forming their letters and numbers correctly.
- Disabled pupils and those who have special educational needs make consistently good progress because their needs are well known and they receive good support from teachers, support staff and the special educational needs coordinator who ensures that all the agencies involved are fully aware of the needs of these pupils.
- The school is successfully closing the gap between pupils for whom it receives the pupil premium and others. Over a third of these pupils also have disabilities or special educational needs. Additional funding is used well to support them but, because of their very low starting points, they were still three terms behind in their reading and mathematics attainment and four terms behind in their writing at the end of Year 6 in 2013.

## **The quality of teaching** is good

- The teaching is consistently good due to rigorous monitoring, regular appraisal and well-focused training. Any inconsistency in teaching is quickly identified and appropriate training is provided which has proved successful, demonstrating the school's capacity to improve.
- Teachers plan work well, and it is at the right level for pupils with different abilities. They use a variety of methods to ensure that pupils apply what they have learnt to a range of situations. In a numeracy lesson in Year 5, for example, pupils made rapid progress in learning their times tables through the use of a wide variety of games.
- Pupils learn well because of the clear explanations given by teachers. They understand what they have to do and quickly get on with their work. Nevertheless, there are some missed opportunities for learning at the start of lessons as support staff are over-reliant on teachers and do not use their initiative to push pupils on in their learning.
- A high emphasis is placed on learning through talking. Pupils have opportunities to talk to their peers before they write anything, ensuring that they feel secure in learning. This helps to promote their social development as well as their speaking and listening skills.
- The teaching of reading, writing and mathematics is effective, and pupils generally make good gains in acquiring basic skills which ensure that they are well prepared for secondary school.
- Good improvements have been made since the last inspection in the frequency of teachers' marking. All books are marked regularly, but the marking does not always precisely identify what the pupils can do to improve, and insufficient opportunities are provided for pupils to act on the advice given. This results in some of the same mistakes being repeated over time.
- On occasions, pupils are asked to write without sufficient input from the teaching assistants in modelling writing. This is particularly the case in Early Years Foundation Stage and Year 1 where there are too few opportunities provided for pupils to form their letters and numbers correctly. Teaching assistants are not always deployed effectively at the start of lessons and spend too long listening to teachers' introductions rather than engaging with pupils.
- Since the last inspection, teachers make far more use of computers in lessons. This is helping them apply their writing skills in other areas of the curriculum. For example, in Key Stage 1, all groups of pupils made rapid progress in devising an e-book on their tablets.

## **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils behave well in and around the school and are tolerant of one another's differences. They demonstrate good attitudes to learning and behave well in lessons and around the school. Parents, carers and staff agree that behaviour is good. Pupils have good attitudes to learning and enjoy school.
- The school has had many successes with pupils who demonstrate challenging behaviour as a result of the secure routines that all pupils are expected to follow. These pupils know that they are cared for and valued and that staff will help them feel secure in their learning.
- Attendance is average and there has been a marked reduction in persistent absenteeism. There have been a small number of fixed-term exclusions, but systematic procedures were followed

and pupils were quickly reintegrated back into the school. There have been no permanent exclusions.

- Pupils understand different types of bullying including cyber-bullying. Name calling is rare and pupils are confident that should any issues arise they will be dealt with.
- Pupils respond well to opportunities to take on responsibility. They collect monies for many charities. Through their roles in taking part in the liturgy and as school councillors, they develop self-confidence and make a positive contribution to all aspects of parish and school life.
- The school's work to keep pupils safe and secure is good. This is accomplished by consistent application of routines, rigorous health and safety checks including risk assessments and a clear understanding and application by all staff of child protection policies and procedures.

### **The leadership and management are good**

- The headteacher and senior staff, together with the local authority advisor, have put secure checks in place to ensure that the school is moving in the right direction of continuous improvement. All staff, including subject leaders, are clear as to the part that they play in raising standards and the early years coordinator has shared elements of best practice with other schools.
- Robust systems are in place for evaluating the impact of the school's work through regular self-evaluation which is both thorough and accurate.
- Careful checking of pupils' progress enables resources to be targeted effectively. The recent employment of a specialist teacher of mathematics is already paying dividends and is improving the progress of the most able pupils in Years 5 and 6.
- Teachers' performance is managed well. Teachers are given clear targets for improvement as a result of very detailed analysis of teaching. These are linked to accelerating the progress of particular groups of pupils.
- The good leadership of special educational needs, minority ethnic pupils and children in the Early Years Foundation Stage is ensuring these pupils are well supported and continue to make good progress because of regular tracking of achievement.
- The curriculum is tailor-made to meet the needs and interest levels of pupils and contributes well to their spiritual, moral, social and cultural development. The curriculum is enriched by a wide range of clubs and visits which assist learning and personal development. Residential experiences help to broaden pupils' outlook, raise aspirations and develop their self-esteem.
- The additional primary sports funding is being used well to employ specialist staff and develop pupils' interest in competitive games. It is having a good impact on pupils' participation in sports and it is developing staff's subject knowledge.
- Parents are very supportive of school life and know that they are valued members of the school community.
- In spite of the reduced number of advisors, the local authority has provided good support and challenge to the school. Information about the school has been shared and the communication between advisors has been constructive.

■ Both the governors and senior leaders have been challenged about their evaluations of the school, and they have found professional dialogue both insightful and supportive, resulting in a much tighter action plan which is now focused on clearly defined success criteria. The work of the local authority in promoting the use of computers across the curriculum, training teachers in the teaching of phonics, supporting subject leaders and governors, and providing visits from the educational psychologists to help pupils with emotional and behavioural issues have contributed to improved outcomes in the school .

■ **The governance of the school:**

– Governors are hardworking and dedicated. They attend training events which results in them being up to date with recent developments. They evaluate their skills and the work that they do to ensure that all pupils get equal access to the curriculum. They reward teachers by looking at the progress that pupils have made and tackle any aspects of underperformance highlighted in the headteacher’s robust monitoring of teaching and learning. Governors know how pupils’ attainment and progress compare with all schools and hold leaders to account for the spending of additional funding. They set and review the headteacher’s performance management targets ensuring that data are analysed so that appropriate targets might be set. Financial management is secure. Governors ensure that all national requirements are met, including those related to child protection, safeguarding and equality of opportunity.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	104381
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	444099

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mora O'Sullivan
<b>Headteacher</b>	Wanda Wozmirska
<b>Date of previous school inspection</b>	19 May 2011
<b>Telephone number</b>	01902 556451
<b>Email address</b>	stpatricksprimaryschool@wolverhampton.gov.uk

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