

# St Patrick's Catholic Primary School

Hullenedge Road, Elland, West Yorkshire, HX5 0QY

**Inspection dates** 30–31 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement. Although pupils' attainment is average they do not make sufficient progress between Key Stages 1 and 2, particularly in writing. As a result, many do not reach the levels of which they are capable before they leave at the end of Year 6.
- Teaching requires overall improvement. This is because the majority of teachers in the school do not have high enough expectations for what pupils can achieve. Work is not always set at the right level of difficulty for pupils to develop an ability to think for themselves. Marking of pupils' work does not give pupils sufficient guidance on how to improve.
- Leadership and management require improvement. Since the previous inspection the school leadership has undergone a period of turbulence within the senior leadership team. Many of the recommendations made in the previous inspection report have not been addressed until very recently. Consequently, the full impact of these actions has yet to be seen.
- The school's governing body has undergone much change since the previous inspection. While governors are now more focused on improving pupils' achievement and the quality of teaching, they have yet to ensure that school leadership delivers performance management for all staff.

### The school has the following strengths

- Since the arrival of the new headteacher there is a marked improvement in pupils' progress in lessons but this is not yet reflected in external test results.
- Many of the children who attend the Early Years Foundation Stage make good progress because teaching is good overall.
- Pupils' attendance is above average. Pupils enjoy coming to school and say they feel very safe. The great majority behave well in lessons and show caring and respectful attitudes to staff and each other.

## Information about this inspection

- The inspector observed nine lessons and parts of lessons taught by five teachers. Joint lesson observations were undertaken with the headteacher. The inspector also listened to nine pupils from Years 1, 2 and 6 read and examined the quality of work in the books of pupils from across the school.
- The inspector held meetings and had discussions with eight pupils, senior leaders, members of the school staff, three members of the governing body and a representative from the local authority.
- The inspector took into account the views of 20 parents who made their views known to the inspector through the online questionnaire (Parent View).
- The inspector studied health and safety documentation, teachers' curriculum planning, documents relating to the performance management of staff and the school's system for checking pupils' progress.

## Inspection team

Marian Thomas, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average Catholic primary school.
- Since the previous inspection there have been several changes to the leadership team. The current, permanent headteacher took up post in September 2012.
- The vast majority of pupils are of White British origin with a small number from other ethnic backgrounds.
- A just-above-average number of pupils are eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from forces' families).
- The proportion of pupils identified with special educational needs through school action is close to average levels for similar schools.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also close to the national average.
- By Year 6 the school meets the current floor standards set by the government for pupils' attainment and progress.
- All pupils in the school are organised into mixed-age classes.
- The school has been awarded Healthy Schools accreditation and a level 2 international award.

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

- Improve the quality of teaching to be consistently good or better by:
  - ensuring work is set at the right level for pupils
  - increasing teachers' expectations of how much work pupils can produce and the speed at which pupils can learn in lessons
  - improve the quality of marking so that pupils are given consistently clear feedback on how to improve their work.
- Increase pupils' progress in Key Stage 2, particularly in writing, by
  - ensuring that higher-attaining pupils are given hard enough work to make them think for themselves
  - giving pupils sufficient opportunity to produce longer pieces of writing
  - making writing tasks more exciting and including opportunities to report on visits and activities to raise pupils' enthusiasm for writing and improve their skills.
- Ensure that senior leaders and the governing body put in place effective performance management procedures for all staff.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved

## Inspection judgements

### The achievement of pupils

### requires improvement

- Overall, pupils' achievement requires improvement because the majority do not make sufficiently good progress between Key Stages 1 and 2.
- Attainment at the end of Key Stage 1 for the last three years has been a little above that expected nationally. However, pupils' attainment at the end of Key Stage 2 has remained close to national expectations over the same period.
- Fewer pupils than expected nationally achieve level 5, particularly in writing. This represents less-than-expected progress, particularly for higher-attaining pupils. This is because teachers do not have high enough expectations of what pupils can achieve, particularly in Key Stage 2. Hence, not enough pupils make good progress, particularly in writing.
- School data show that the majority of pupils are now making better progress than previously. This is because the school has very recently introduced a new system for tracking and monitoring pupils' progress. This has enabled staff to set higher targets for pupils and to more quickly identify those who are falling behind. This acceleration in pupils' progress in lessons was confirmed by scrutiny of work, hearing pupils read and in the best lessons.
- Pupils' achievement in reading is better than that in writing. This is because the school has focused on developing reading skills, particularly through effective daily phonics (linking sounds and letters) sessions in the Early Years Foundation Stage. As a result, many pupils last year scored above national expectations in the Year 1 phonics' screening test.
- Key Stage 2 pupils achieve less well in writing because too often too little is expected of them and they are given too few opportunities to undertake longer pieces of writing. By comparison progress is better in mathematics because pupils are divided into mixed-age sets and their curriculum matches their needs more effectively.
- The majority of children start in Nursery and Reception classes with social and language skills in line with or a little below those expected for their age. They benefit from the good teaching as well as a range of activities provided by staff. As a result, many develop early reading, writing, mathematical and social skills close to the expected level and this prepares them well for Key Stage 1.
- Last year the attainment of pupils known to be eligible for free school meals at Key Stage 1 and Key Stage 2 was lower than that of other similar groups nationally. However, overall they made better progress than other groups of pupils within the school. This is because of the targeted support put in place by the school through its use of pupil premium funding. Consequently, the gap in attainment with other groups is narrowing.
- Disabled pupils and those who have special educational needs achieve in line with their peers. Consequently, their achievement requires improvement too.

### The quality of teaching

### requires improvement

- Teaching varies too much in quality and too much requires improvement. Although some good teaching was seen, particularly in the Early Years Foundation Stage, there is not enough for pupils to make consistently good progress.
- Lessons often move along too slowly and fail to hold pupils' interest. Pupils spend too much time listening while teachers talk and teachers have low expectations of what pupils can achieve. Too often questions asked of pupils do not give them sufficient opportunity to think and develop their ideas. As a result, pupils achieve less well and behaviour often dips.
- Teachers do not offer older pupils sufficient opportunity to improve their writing skills, for example through undertaking longer pieces of writing in different formats.
- In the best lessons staff are used effectively to support the needs of the least able pupils. An example of this could clearly be seen in a Key Stage 2 mathematics lesson where pupils were

divided into groups led by skilled teaching assistants who ensured pupils were all able to develop multiplication skills at their own level. As a result, pupils engaged well with the task and made good progress, as they were able to demonstrate at the end of the lesson.

- The majority of teachers mark books diligently, offering pupils positive comments and encouragement. However, they do not always give pupils sufficient guidance on how to improve their work.
- Work set in some lessons does not stretch pupils sufficiently well. Pupils themselves recognise this difference in teaching and commented to the inspector that learning in some lessons was 'too easy' and could be boring at times.
- Teaching in the Early Years Foundation Stage is consistently good and pupils make good progress, particularly in phonics (matching sounds to letters). This gives them a good grounding when they start Year 1. This was demonstrated well by pupils' consistently good results in last years' phonics screening test.

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

- Most pupils behave well in lessons and clearly enjoy learning. They also show polite and caring attitudes towards staff and visitors.
- Parents feel behaviour is good overall and agree with their children that incidents of bullying are rare and always dealt with effectively by staff.
- Pupils clearly enjoy coming to school and are proud of their achievement. Pupils show consideration and support towards each other. For example, Year 6 pupils act as playground monitors, setting up games and activities for younger children.
- Pupils report they feel safe and those new to the school say that they feel settled and that other pupils are welcoming.
- Parents and pupils appreciate the friendly and approachable attitude of staff and the care they offer children and families.
- Attendance overall is good and has remained above national expectations over the last two years. There has been a marked improvement in the number of pupils arriving on time at school. This is because staff have worked in close partnership with parents, pupils and, in some cases, outside agencies to support families in improving pupils' punctuality.

### **The leadership and management require improvement**

- Although overall leadership and management of the school require improvement, the newly appointed headteacher has brought stability to the school after a period of difficulty and turbulence within the senior leadership team. Working with the deputy headteacher and other staff members she has brought about significant change and improvement at a fast pace.
- Staff are now much more skilled at monitoring and checking pupils' rates of progress and ensuring that those who are not on track to succeed are given effective support.
- Previous frequent changes to school leadership have hindered regular monitoring of teaching. As a result, the quality of teaching still varies across the school and several aspects need attention. Nevertheless, school leaders have now linked the quality of teaching to teachers' professional development and have a good focus on identified priorities such as further work to improve teachers' planning and assessment skills.
- While performance management for teaching staff is currently in place, and targets are linked to school development, no such process is in place for other staff members and, as a result, not all staff members' performance makes a direct contribution to school improvement.
- The curriculum is broad but does not offer pupils sufficient opportunity to develop and stimulate their writing through, for example, writing reports on visits and other activities away from the classroom.
- In the Early Years Foundation Stage activities match the needs of children well. Through a good

balance between adult-led activities and ones children choose for themselves children engage with learning well and make good progress in all areas of learning.

- The Catholic ethos of the school, combined with the religious education curriculum, enhances pupils' spiritual, moral, social and cultural development as well as offering them the opportunity to develop an understanding of other religions.
- The small numbers of pupils who are from other ethnic groups are making equal progress because of the school's continuous commitment to equality of opportunity for all pupils.
- The Local authority continues to offer a good level of support to the school.
- **The governance of the school:**
  - Since the previous inspection there have been many changes to the governing body including the appointment of a new Chair. As a result, governors now have an improved range of skills and expertise and offer more effective support and challenge to decisions made by school leaders. Further training recently undertaken by the whole governing body has improved their levels of skills and expertise in understanding the role played by data in improving pupils' achievement. These better levels of understanding have helped them to begin to identify strengths and areas in need of improvement within the school. In partnership with senior leaders they have developed an effective system of performance management for teaching staff which links to pupils' achievement. However, there is more work to be done in order to include other members of staff. Pupil premium funding has enabled governors to give support to pupils whose circumstances may put them at risk and to increase the progress made by this group. The health and safety committee ensures safeguarding procedures meet current requirements.

## 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>	107557
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	400918

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	119
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Palmer
<b>Headteacher</b>	Linda Brown
<b>Date of previous school inspection</b>	8 July 2010
<b>Telephone number</b>	01422 373104
<b>Fax number</b>	01422 373651
<b>Email address</b>	admin@st-patricks.calderdale.sch.uk

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