

# St Patrick's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	107557
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	336910
<b>Inspection dates</b>	8–9 July 2010
<b>Reporting inspector</b>	Carmen Markham

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>	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Molly Lyne
<b>Headteacher</b>	Miss Caroline Wood
<b>Date of previous school inspection</b>	27 September 2006
<b>School address</b>	Hullenedge Road Elland West Yorkshire HX5 0QY
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<b>Email address</b>	admin@st-patricks.calderdale.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed the school's four teachers. They held meetings with governors, staff and groups of pupils. Inspectors looked at learning in lessons and in pupils' books. They observed the school's work, and looked at the school improvement plan, school policies and details of the progress made by pupils. The responses to 42 questionnaires from parents and carers, together with responses to pupils' and staff questionnaires, were also scrutinised.

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

- the progress it has made since the previous inspection in the light of the school's evaluation
- the reasons for the apparent underperformance of pupils
- factors surrounding pupils' current performance and progress
- the arrangements for the leadership of the Early Years Foundation Stage and how the school ensures that the needs of children in this setting are met.

## Information about the school

This small school draws most of its pupils from a wide area. The percentage of pupils known to be eligible for free school meals is below the national average. Almost all are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is a little below the national average but a higher than average proportion of pupils have statements for special educational needs. The school has a provision for hearing impaired pupils. The Early Years Foundation Stage was opened in 2008. All children are organised into mixed-age classes. Currently, the headteacher is not in school and an acting headteacher has been appointed to cover her absence. The school holds a number of awards, including the Healthy Schools status and Level 2 of the International Award.

**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. By the end of Year 6, pupils have attained just below the national average in English and mathematics and their achievement is satisfactory. This represents a similar picture of the school to that described in the previous inspection report. However, there have been some significant improvements, particularly in relation to pupils with special educational needs and/or disabilities who make good progress as provision for them is good. Pupils' behaviour is outstanding. They are highly considerate of others and this creates a very cohesive community. They also make an excellent contribution to the community beyond the school, including the international community and have won awards for their outstanding efforts. The Early Years Foundation Stage has developed well and is good. It provides children with a strong foundation for future learning. The care, guidance and support of pupils and their spiritual, moral, social and cultural development are also good.

The acting headteacher has been very effective in supporting staff, parents, carers and pupils and all recognise his excellent contribution to the school. Therefore, morale is good. Effective evaluation of the school has produced a clear vision to steer the school forward. A good school development plan addresses the priorities for the school. This, linked to the earlier development of a data base to enable pupils' progress to be tracked, is enabling progress to be made. However, it is too early to see the impact of this work on attainment. The quality of the development plan, staff commitment and recent progress made in other areas of the school indicates that the school has satisfactory capacity to improve.

Although some good teaching was seen during the inspection, teaching is satisfactory overall. Data on pupils' progress in Key Stage 2 are not used rigorously or regularly enough to ensure that underachievers are identified quickly. The current system of target-setting in school is too complex to be used effectively by pupils or staff. Pupils do not know how well they are doing and the marking in pupils' books does not adequately support this process. Overall expectations are not high enough.

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

- Raise attainment and improve progress in English and mathematics across Key Stage 2 by:
  - - using the school's own data to regularly and systematically analyse pupils' progress
  - - involving class teachers in this analysis to ensure they understand the progress each pupil is making

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- - providing time and opportunity for class teachers and senior leaders to review progress information and identify specific support for pupils who are not making sufficient progress
- - ensuring pupils know how well they are achieving, what they need to do to improve and what their targets are.
- Improve teaching by:
  - - rigorously monitoring teachers' planning to ensure that they have provided well for pace, expectation and challenge
  - - developing the independent learning of pupils through enquiry
  - - monitoring the progress seen in pupils' books and the impact of marking and target-setting on raising standards.
- 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**

Most pupils enjoy school and have positive attitudes to their learning in lessons. In better lessons, where the pace is good and there are high expectations, pupils make good progress but in lessons where teachers do the majority of the work and tasks are too complex, progress is satisfactory. In some effective lessons pupils take care over their work and its presentation but frequently progress seen in their books is not as good as their work in class. Discussions with pupils reveal that pupils do not understand how they learn or how they can improve their work.

Pupils in Key Stage 1 have not had the benefit of the present good Early Years Foundation Stage. However, they have been able to consolidate on their learning in the Reception class and by the end of Year 2, pupils are a little above average in English but slightly below in mathematics. In Key Stage 2, progress continues at a similar rate for most pupils in English, mathematics and science and attainment is a little below the national average by the end of Year 6. This represents satisfactory progress in relation to attainment on entry to the school. Pupils with special educational needs and/or disabilities make good progress and so do most of the more able pupils as these groups have their needs fully met in support groups or extension classes.

Pupils make a very positive contribution to a cohesive community where all feel safe and are prepared to undertake many responsibilities including befrienders and young leaders. The school council gives pupils a real voice in school. They are currently looking at what makes a good lesson. Pupils make a strong contribution to the community through a range of activities, including singing at special events and fund-raising for many charities and projects. They have been so successful that they have been awarded the Rotary Club Certificate of Appreciation Award for fund-raising and services to the community. However, despite participating in a full range of enterprise activities, pupils' development of workplace skills is limited by the slower development of basic skills in mathematics and English. Their attendance is average.

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*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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</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>1</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>2</b>

## How effective is the provision?

Teachers have good relationships with pupils and manage their classroom environments well so that there is a good climate for learning. They also make good use of resources, including information and communication technology. Their planning takes account of the different needs of pupils but these are not always sharp enough to ensure that pupils' needs are met. Pupils' learning remains satisfactory because not enough is expected from them. In some lessons the pace is slow. Pupils are not developing as independent learners as their activities are not sufficiently practical and real enquiry methods are not promoted. Marking does not always support learning and pupils are not sure how to improve their work.

The curriculum is broad, balanced and well planned to ensure the development of basic skills in an interesting and inspiring context. However, with the exception of the Early Years Foundation Stage, it is not raising attainment as it is not taught in a way that consistently motivates and engages pupils. The school makes very good use of local partnerships to support the curriculum. Sports, French and German are provided through these partnerships and contribute well to the enriched curriculum. Parents,

<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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carers and visitors work well with the school to provide opportunities for pupils to learn about different cultures. The Every Child Matters outcomes are delivered effectively by the curriculum with good quality circle time and visitors who explore health and safety topics with pupils. After-school clubs provide some very good sporting and choral opportunities but there are few alternative choices for pupils. All pupils are provided with the support they need to access the curriculum.

Transition arrangements to the next school or class are thorough and very effective so pupils settle quickly at the start of each year. The learning environment is welcoming and parents and carers are confident that there are staff available to talk to, should the need arise. The majority believe that they are well informed about their children's progress through school reports and homework diaries in Key Stage 2. Case studies of pupils whose circumstances have made them vulnerable demonstrate that they are very well supported and fully involved in all aspects of school life. Teachers use signing well for the hearing impaired pupils. Intervention groups support pupils identified as having special educational needs and/or disabilities and this enables them to make good progress.

*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>2</b>

**How effective are leadership and management?**

The acting headteacher, the leadership team and governors are ambitious for the success of the school. They are very proud of the school which is well respected in the community. They have successfully evaluated the school and their judgements are accurate. Together, they have tackled their concerns and are using the good, but new, school development plan to drive through improvements that will ensure the future success of the school. However, it is too early for this to have an impact on the attainment of pupils and more needs to be done to manage the improvement of teaching and learning. Therefore, ambition and drive are judged to be satisfactory.

The school is effective in promoting equality of opportunity. The school is closing the gap in the rate of progress made by all pupils. Pupils with special educational needs and/or disabilities, in particular those with hearing impairments have their needs met and more able pupils are also able to succeed. Gender differences are evened out by Year 6 and the small numbers of minority ethnic pupils are successful in school. Diversity is valued in the curriculum and the development of community cohesion is good. Activities to promote it are effectively planned and relate well to global links as

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well as local community and national interests. The governors ensure that statutory requirements are met and safeguarding is good. Staff and governors have all received appropriate training in order to ensure pupils are safe. Governors monitor the provision and have ensured that pupils are able to apply their knowledge of safety beyond the 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>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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children start Nursery with skills below age-related expectations, particularly in social and emotional development, reading, writing and calculating. By the end of the Reception Year almost all children, including those with special educational needs and/or disabilities, have made good progress in all areas of learning. They are securely in line with national expectations and some exceed the expected levels, particularly girls. Physical development and knowledge and understanding of the world are particularly strong. Teaching is good and children have many opportunities to work closely with adults who have good questioning skills to develop understanding and speaking and listening. The teaching of sounds and letters is also good. Children are confident in their relationships with adults, have good attitudes to learning and behave well. Both the indoor and outdoor environments are rich in resources and the opportunities they provide for child-initiated activities. Children are independent learners who enjoy initiating role play and their own investigations. They collaborate very well in these activities. Children are very well cared for and flourish because of the praise and encouragement they receive.

Leadership and management are good. Adults work as a strong team under the clear



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direction of the provision's teacher. Good records are kept of the children's progress, although they are not easy for parents and carers to use and understand. The curriculum is developing well to provide children with a full range of experiences and planning is good. There are good links with parents and carers who are encouraged to be partners in their child's learning. Transition arrangements are very good.

*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

There was a good response to the questionnaire for parents and carers. The overwhelming majority are positive about the school. They explain that their children enjoy school and are safe. Typically parents write that; 'St Patrick's is a good school that has many strengths. In particular it is very parent-friendly as staff are approachable and teachers and support staff work hard to ensure pupils have a good education. Children are encouraged to take an active part in all aspects of school life.' Parents and carers appreciate the good work of the acting headteacher in leading and managing the school, although a number are concerned that they have not been informed about the arrangements to lead the school in the future.

Other concerns relate to aspects of managing behaviour, in particular the very rare occurrence of bullying and the way some sanctions involve the whole class in a punishment. There are also some parents and carers who would like a greater variety of school clubs as most are related to music and sport. The inspectors found no evidence to support concerns about behaviour management. The behaviour policy is very clear and pupils' behaviour is outstanding. However, they do agree that there is some lack of variety in the activities represented in after-school clubs. They also agree that parents and carers do need to be informed about arrangements to lead the school next term. This is now in hand and parents will be informed about this by the end of term.

### 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	69	12	29	1	2	0	0
The school keeps my child safe	27	64	15	36	0	0	0	0
The school informs me about my child's progress	19	45	16	38	7	17	0	0
My child is making enough progress at this school	20	48	18	43	3	7	0	0
The teaching is good at this school	27	64	15	36	0	0	0	0
The school helps me to support my child's learning	20	48	12	29	8	19	0	0
The school helps my child to have a healthy lifestyle	25	60	14	33	2	5	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)	21	50	13	31	2	5	0	0
The school meets my child's particular needs	19	45	21	50	0	0	0	0
The school deals effectively with unacceptable behaviour	18	43	15	36	5	12	1	2
The school takes account of my suggestions and concerns	16	38	18	43	1	2	1	2
The school is led and managed effectively	18	43	15	36	4	10	4	10
Overall, I am happy with my child's experience at this school	25	60	13	31	1	2	2	5

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.**



12 July 2010

Dear Pupils

Inspection of St Patrick's Catholic Primary School, West Yorkshire, HX5 0QY

I would like to thank you for making my colleague and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work and activities. You attend a satisfactory school where the acting headteacher and all the staff ensure that you are well cared for. We were very impressed by your outstanding behaviour and all the fund-raising you organise for groups around the world.

Children in the Nursery and Reception classes make good progress and have a really good start in school. By the end of Year 6 most pupils have made at least satisfactory progress, while some have made good progress. You know how to stay safe and healthy. There are a lot of activities that you really enjoy like the residential visits to Llanberis and Robin Wood. You also look forward to your drama productions like, 'The Grimm Tale'; that sounds very exciting. We can understand why you told us that you attend 'a really good school'.

We know that you are working hard and improving yet we would like you all to do even better. One of the reasons for our visit was to see how your school can improve. We have asked your school leaders to:

- work closely with teachers to make sure that those of you in Years 3,4,5 and 6 have ambitious targets and have the help you need to make the best progress that you can possibly make
- make sure that teachers plan work for you that is not too difficult or too easy and involve you in planning your own projects and experiments a lot more because you learn from doing things, as well as by listening to the teacher.

You can help to improve your school by making sure that you know your targets and how you can achieve them.

Yours sincerely

Mrs Carmen Markham

Lead inspector

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