

DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Patrick's Catholic Primary School
Coronation Avenue
Wilford
Nottingham
NG11 7AB

13 June 2012

URN: 122780

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	Saint Patrick's Catholic Primary School Coronation Avenue Wilford Nottingham NG11 7AB
Headteacher:	Mr Nick Benzie
Chair of Governors:	Mrs Christine Buck
Date of Inspection:	13 June 2012
Inspection Team:	Mrs Helen White Mrs Mary Hirst
URN:	122780
Overall Grade Awarded:	2

Description of the school

Saint Patrick's Catholic Primary and Nursery School is a medium sized Catholic Primary School with a Foundation Stage 1 class and seven other classes, consisting of separate single year class groups. The school's main catchment area is The Meadows, within the city boundaries. Here, there is an increasingly diverse range of faiths, cultures and languages. Currently, approximately one third of the school's community are Catholic, just over one third are from other Christian denominations, 8% are of world faith traditions and 22% have not committed to a faith. The school has, over recent years, seen an increase in the number of pupils attending who do not have English as their first language. 42% of the whole school population do not speak English as their first language. The number of pupils with an entitlement to Free School Meals continues to increase in size with currently 28% of pupils taking up this entitlement.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness

Saint Patrick's is a good primary school. Both the school's provision for curriculum Religious Education and the Catholic life of the school are good.

Pupils make good progress during their time at Saint Patrick's. This academic year, outcomes in Religious Education have risen dramatically. The school now needs to introduce more formal baseline assessment in Religious Education for pupils as they start in the Reception Class.

All members of staff are committed to the delivering a high standard of Religious Education. They provide a rich broad and balanced curriculum and now have high expectations for what they want pupils to achieve. Staff, pupils and parents have a high regard for the Catholic life of the school.

Overall effectiveness	Grade: 2
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What does the school need to do to improve further?

- Continue the effective subject leadership demonstrated by the current Religious Education coordinator and ensure that there is a smooth transition to the person who will take up this responsibility in September 2012.
- Further develop assessment procedures and become more confident in levelling Religious Education work in order to continue to raise standards.
- To further develop teaching and learning strategies in Religious Education lessons in order to move overall quality of teaching from good to outstanding.
- To ensure that a minimum of 10% teaching time for Religious Education in all classes in order to ensure that this Episcopal requirement is met by all age groups across the school consistently

The school's capacity for sustained improvement

The school has strengths in teaching, this is evident in the English SATs results - the school is therefore well placed to make continued further improvements in Religious Education. During the inspection, the very large majority of the teaching observed was good or better. There is a balance on the staff of new staff, bringing in fresh ideas, and experienced staff. The headteacher has a good understanding of what needs to be done in order to continue with the improvements within the school. Governors are extremely supportive of the headteacher and the development within the school. The Religious Education governor in particular works extremely hard to support the teachers with their work within the school and has developed strong links with the parish.

The school's capacity for sustained improvement	Grade: 2
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PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

Pupils are keen to do well, they show interest and enthusiasm within their lessons and around the school. Pupils apply themselves well to their work and they work at a good pace. Although pupils have a starting point below expected levels as they start in the Foundation Stage, due to good teaching in the Early Years, pupils complete this phase of their learning with average attainment. Progress in Key Stage 1 is satisfactory and 2012 results demonstrate that the pupils leave Key Stage 2 at nationally expected levels in Religious Education.

At the time of the inspection, pupils were following the last topic of the 'Here I Am' scheme of work and are due to begin the new scheme of work 'Come and See' in the next couple of weeks.

Evidence from teachers' assessment folders and evidence in the pupils' books suggests that there is no difference in attainment for pupils in different groups. Teachers have identified various groups explicitly on their assessment sheets in order to track thoroughly the progress all groups make. Teachers also complete APP grids in order to track progress for individual pupils in Religious Education. Realistic curriculum targets are set for the pupils in Religious Education. Pupils can talk about their targets and know what is expected from them.

Religious Education offers good opportunities for cross curricular links. This was evident in the lessons observed in the Foundation Stage classes where the lesson on making a friendship cake, included counting, singing, PHSE and Literacy skills.

Pupils plan and prepare liturgies themselves for the fortnightly House Team assemblies, showing enthusiasm, maturity and confidence. They demonstrate respect and reverence when they pray and sing enthusiastically during whole school acts of worship. They are given time to reflect and join in community prayers showing sincerity and concern for others.

How good outcomes are for pupils, taking account of variations between different groups
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Grade: 2

LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

Overall, leaders and managers are effective in developing the Catholic life of the school to a good standard.

Staff and pupils at Saint Patrick's have a high regard for this central aspect of school life. The school's mission statement directs the vision and future of Saint Patrick's. It states, 'At St Patrick's School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here'. This was evident throughout the inspection in lessons and at other times and was well explained by the 'Pupil Voice' team. The mission statement 'We have kept the Faith' is shared with staff, pupils and parents through the mission board which records pupils' responses for each statement.

Leaders and managers take account of the views of parents through questionnaires. The 'Pupils' Voice' team meet regularly with the headteacher and discuss pupils' suggestions about improvements. Suggestions are made by pupils on the 'Pupils' Voice' display board and minutes of meetings are reported back at the House Team assemblies. The school improvement plan for 2011/12 sets appropriate targets for the development of Religious Education and the Catholic dimension of the school.

Community cohesion at Saint Patrick's is promoted to an outstanding standard. The inclusion of all is a central goal and a shared vision. Within the school there is concern, respect and hospitality towards each other. Parents from all backgrounds are involved in decision making. The 'Pupil Voice' team explained fully that everyone felt welcome at Saint Patrick's and that pupils' friendships cross cultural, faith, social and economic boundaries. Within the school, Black History Month is celebrated and assemblies highlighting other faiths' special celebrations such as Diwali and Chinese New Year are celebrated. Saint Patrick's supports a number of local charities including Emmanuel House, The Arches Project and families from the school who are asylum seekers. Nationally, the NSPCC and Children in Need are supported along with international ones such as CAFOD and supporting an orphan family in Malawi.

Monitoring of the Catholic life of the school involves termly reports to the governors. The Religious Education governor meets regularly with the Religious Education coordinator to discuss pupil progress and areas for development in Religious Education. The Religious Education coordinator has a good knowledge of how the subject is being taught and the areas for development through his monitoring of pupils' work, lesson observations and tracking of attainment and progress. Well targeted support for temporary members of teaching staff and whole school staff training has resulted in an improvement of standards in Religious Education overall.

How effective leaders and managers are in developing the Catholic life of the school

Grade: 2

PROVISION

How effective the provision is in promoting Catholic Education

The quality of teaching in Religious Education is good. Inspectors observed interested pupils who made good progress during their time at Saint Patrick's School. Pupils were well behaved in lessons and teachers were skilled in focussing the pupils' attention. In Year 6, higher attaining pupils used cross curricular links to learning objectives in their Literacy skills in order to stretch themselves further. Children demonstrated self-assessment in their written work. In order to develop assessment for learning further, teachers need to identify the 'next steps' for pupils in the feedback that they give to them regarding their written responses within their work in Religious Education. The support provided by other adults is well deployed in the classrooms. Support staff are well informed, are involved in the planning of lessons and are used to challenge and support pupils throughout lessons.

The Religious Education curriculum meets the pupils' needs to a good standard. Pupils enjoy their work in Religious Education and it is clear that pupils at the end of Key Stage 2 are able to describe the impact that Religious Education has had on them both as individuals and as a school community. The school must ensure that 10% of overall curriculum time is devoted to Religious Education consistently across the school. Behaviour in all lessons and across the school is good.

Pupils are provided with opportunities to help each other. This is evident in their roles as 'Pupil Voice' and other areas of responsibility. Pupils show their respect towards each other both in the classroom and beyond.

Leaders and Managers demonstrate commitment to Church life and provide a rich, broad and balanced curriculum. Saint Patrick's also provides many extra-curricular opportunities such as netball, cricket and visits which are well attended and enjoyed by pupils.

The quality of collective worship provided by the school is good. Throughout the day, there are opportunities for formal and informal prayer. Pupils regularly plan and lead acts of worship for their own class and the whole school. Key Stage 2 pupils have been given responsibility within their classes to plan and lead special celebration liturgies each term by preparing a focus area, selecting readings, music, prayers and hymns to support the liturgy. Many parents, governors and parishioners attend Masses, assemblies and special seasonal liturgies. Monitoring of this area of school life is carried out regularly by the Religious Education governor and leaders and Managers at the school.

How effective the provision is in promoting Catholic education

Grade: 2

Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	2
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	2
How well pupils progress and enjoy their learning in Religious Education.	2
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils respond to and participate in the school's Collective Worship.	2
How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.	2
How effectively leaders and managers promote community cohesion.	1
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How effective the PROVISION is in promoting Catholic education.	2
The quality of teaching and how purposeful learning is in Religious Education.	2
The effectiveness of assessment and academic guidance in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	2