

# St Patrick's Roman Catholic Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	108845
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	356437
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Ann Wallis

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	117
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Hendy
<b>Headteacher</b>	Mr Gerry Kelly
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Smith Street Ryhope, Sunderland Tyne and Wear SR2 0RQ
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## Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons and observed six teachers teach. Inspectors held meetings with the Chair of Governors, staff and pupils and spoke with parents. They observed the school's work and looked at pupils' books, safeguarding information, pupils' progress data and other documentation. They analysed 30 questionnaires from parents and carers and also those from pupils and staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas:

- whether teaching is consistently good enough to ensure all pupils are making the progress of which they are capable, particularly at Key Stage 1
- whether self-evaluation is sufficiently rigorous to enable the new leadership and management team to bring about and sustain school improvement
- whether aspects of pupils' personal development, particularly their understanding of healthy lifestyles, are strengths of the school.

## Information about the school

This is a much smaller than average primary school. An average proportion of pupils are known to be eligible for free school meals. Most pupils are of White British heritage and very few speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is average. The school provides breakfast and after-school clubs which are managed by the governing body. The school has gained Healthy School status and has Activemark, Basic Skills, Sportsmark and Eco School awards. The headteacher has been in post since September 2010.

**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?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the progress of pupils and the quality of teaching and learning at Key Stage 1.

Although, the school is currently failing to provide an acceptable standard of education it is demonstrating satisfactory capacity to improve. This is because the leadership and management of the school are satisfactory and school self-evaluation is accurate. Teaching and learning are being monitored more rigorously, and robust action is being taken to improve weaknesses. The roles of senior leaders have been redefined, appropriate priorities for further improvement have been identified, and a clear action plan is already being implemented; as a result, the impact of these actions is now beginning to be felt.

St Patrick's has a real strength in the good start children get to their education in the Reception class, where they settle in quickly and make good progress. However, the progress of pupils of all abilities slows markedly in Key Stage 1 and is inadequate. This is because, in Years 1 and 2, teaching and learning are inadequate. The pace of lessons is too slow, behaviour is not well managed and tasks are not well matched to pupils' needs. In Key Stage 2, pupils' progress accelerates and some of the lost ground is made up. When pupils leave Year 6 their attainment is broadly average. Progress in Key Stage 2 is satisfactory because pupils' behaviour and their learning are better managed, learning is checked more regularly, activities are varied and lessons are conducted at a faster pace. However, teaching is judged to be inadequate overall because too many lessons in Key Stage 1 are inadequate. As a result of this inadequate teaching, pupils do not make the progress they should and their achievement is inadequate overall. The use of assessment to support learning is inadequate. Marking does not give pupils clear pointers for improvement. New systems to ensure consistent and regular assessment of pupils' work are enabling their progress to be tracked more closely. However, this work is at an early stage and has not had an impact on accelerating progress at Key Stage 1.

Most pupils enjoy coming to school, attend regularly and have a good understanding of how to stay safe and healthy. Relationships between staff and pupils are good. Pupils treat each other, staff and visitors with kindness and respect. Pupils behave well around the school and in most lessons, but behaviour is less strong when classes are not well managed.

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

- Eliminate inadequate teaching and learning at Key Stage 1 and improve the quality of teaching across Years 1 to 6 by:
  - - matching work more closely to pupils' learning needs
  - - using a wider variety of resources and activities, particularly at Key Stage 1, to ensure that pupils are more actively engaged in their learning
  - - ensuring that the pace of learning is quick enough in all lessons
  - - ensuring that teachers' expectations of work and behaviour are equally high and that behaviour, particularly at Key Stage 1, is managed consistently well in all lessons
- - increasing the use of information and communication technology (ICT) to engage pupils' interest and support their learning
- - spreading the best practice in teaching across the school.
- Ensure that the achievement and progress of pupils in Key Stage 1 are at least satisfactory, and rates of progress for all pupils in Years 1 to 6 accelerate by:
  - - embedding and monitoring the effectiveness of new systems to regularly and consistently assess the quality of pupils' work and track their progress
  - - ensuring marking gives pupils clear pointers on how to improve their work.

## Outcomes for individuals and groups of pupils

<b>4</b>
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In too many lessons at Key Stage 1 pupils' progress is inadequate. Work in pupils' books in Years 1 and 2 confirms that achievement at this key stage is inadequate. Results of assessments and the school's own recent data analysis confirm a declining trend in attainment, particularly for higher-attaining pupils, at Key Stage 1. Pupils enter the Reception class with skills which are broadly in line with those expected for their age and reach broadly average levels of attainment when they leave Year 6. Pupils' satisfactory progress at Key Stage 2 helps to compensate for some of the lost ground at Key Stage 1. Pupils with special educational needs and/or disabilities and the small number who speak English as an additional language make similar progress to their peers at each key stage. In lessons where pupils' learning and behaviour are well managed they enjoy learning, concentrate on the task in hand, answer questions readily and make satisfactory progress.

Older pupils enjoy helping to look after younger children and were observed to be happily introducing their young 'buddies' to pupils and parents and carers in an assembly. Pupils have a good understanding of how to stay fit and healthy and how to keep themselves safe as a result of interesting work in personal, social and health education lessons. Pupils develop satisfactory basic skills and have a growing awareness of how to work independently and in teams. Consequently, they have a sound preparation for the next stage of their education. Pupils clearly understand the difference between right and wrong and are encouraged to discuss and reflect on their actions in lessons and assemblies.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</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>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

## How effective is the provision?

Overall teaching and the use of assessment are inadequate. Teaching at Key Stage 2 is satisfactory with elements of lessons that are sometimes good, too much inadequate teaching occurs at Key Stage 1. Where teaching is effective, pupils enjoy learning and make at least satisfactory progress because the pace of work is brisk, activities are varied and interesting, and work is well planned to build on previous learning. For example, in a literacy lesson, Year 3 pupils really enjoyed using expressive voices, actions and musical instruments to recite a poem. In other lessons at Key Stage 1, progress is inadequate because the pace is too slow, tasks are repetitive so pupils lose interest and fail to engage sufficiently in learning, and expectations of behaviour are not high enough. ICT is used satisfactorily in some lessons but its use across the school is not yet fully developed to engage pupils' interest and support learning. Pupils' books are marked regularly but pupils are not always given clear pointers on how to improve their work. New systems to ensure work is assessed consistently and regularly are beginning to improve the quality of assessment and tracking across the school. However, this work is at an early stage of development.

The curriculum meets pupils' needs satisfactorily. It is being reviewed and adapted to meet these needs more fully. The introduction of themed days such as an 'international day' have proved popular and supported learning well. A range of extra-curricular

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activities, trips and visits add to pupils' enjoyment of learning. They speak warmly of a residential visit, soccer coaching, cookery and computer clubs.

Pupils are well known to school staff and relationships are good. Satisfactory links with other schools ensure pupils transfer smoothly from one stage of their education to the next. Links with outside agencies allow pupils, particularly those whose circumstances make them vulnerable, access to any specialist help they need. The breakfast and after-school clubs contribute significantly to the care the school provides and are appreciated by parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<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 has recognised areas of weakness in teaching and learning and is now taking robust action to address these. His clear vision for improvement is shared by staff. The roles of senior leaders and managers are now being developed very well and they are beginning to make a significant contribution to the school's growing capacity for improvement. Accurate self-evaluation, closer monitoring of teaching and learning, better tracking of pupils' progress and greater involvement of members of the governing body in the work of the school are all beginning to bring about school improvement. However, good practice in teaching has yet to be shared across the school in order to eliminate the inadequate progress being made by pupils at Key Stage 1. Governance is satisfactory. The governing body knows the school well but is not yet fully involved in determining the school's strategic direction. The breakfast and after-school clubs run by the governing body are led and managed satisfactorily.

Safeguarding policies and procedures have been much improved this term and support from the local authority and from members of the governing body has ensured that they meet requirements. Equal opportunities are promoted satisfactorily and the senior leaders ensure that all pupils are involved in school activities. The school's leadership is taking steps to close the gap in pupils' achievement between Key Stage 1 and other key stages. Community cohesion is promoted satisfactorily through links within the parish and with schools overseas. Links have yet to be established with communities within the UK which differ from the school's own.

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*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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children enter the Reception class with skills which are broadly in line with those expected for their age. They settle quickly into new routines in a calm and supportive classroom atmosphere. They make good progress and most have reached the expected levels for their age and some have exceeded these when they start Year 1. Children enjoy learning. They listen carefully during teacher-led activities and are confident when choosing their own activities and learning independently.

Provision for learning both in the classroom and outdoor is good. During the inspection deep snow cloaked much of the outdoor learning area but children were still given good opportunities to learn in the covered area adjacent to the classroom. This area provided an appropriate setting in which children enjoyed dressing as Mary, Joseph and the three kings to perform a nativity play.

The Early Years Foundation Stage is well led and managed. An experienced and skilled leader deploys staff well and ensures work is well planned and matched to children's needs. Children's progress is carefully tracked and recorded in their learning journals. Good links with parents and carers support children's learning well. Safeguarding and welfare arrangements are good.



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*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**

Most parents and carers are pleased with the education the school provides. They comment positively on how well children settle into the Reception class. A few parents and carers expressed concerns about the quality of teaching and the lack of progress their children were making in Key Stage 1. Inspection evidence confirmed these views.

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

Ofsted invited all the registered parents and carers of pupils registered at St Patrick's Roman Catholic Voluntary Aided 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 117 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	50	15	50	0	0	0	0
The school keeps my child safe	17	57	13	43	0	0	0	0
My school informs me about my child's progress	14	47	13	43	2	7	0	0
My child is making enough progress at this school	17	57	11	37	0	0	2	7
The teaching is good at this school	17	57	11	37	2	7	0	0
The school helps me to support my child's learning	14	47	15	50	0	0	1	3
The school helps my child to have a healthy lifestyle	15	50	13	43	0	0	1	3
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)	12	40	14	47	0	0	1	3
The school meets my child's particular needs	14	47	14	47	1	3	1	3
The school deals effectively with unacceptable behaviour	14	47	14	47	2	7	0	0
The school takes account of my suggestions and concerns	13	43	12	40	4	13	1	3
The school is led and managed effectively	13	43	15	50	1	3	1	3
Overall, I am happy with my child's experience at this school	17	57	10	33	1	3	1	3

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



10 December 2010

Dear Pupils

**Inspection of St Patrick's Roman Catholic Voluntary Aided Primary School, Sunderland, SR2 0RQ**

Thank you for the warm welcome you gave us when we inspected your school. A particular 'thank you' to those of you who spent time with us, telling us about your work in class and the things you enjoy doing at school. Please thank your parents and carers for speaking with us and for filling in our questionnaire.

Although your school has strengths we think it is not as successful as it should be in some important ways and we have therefore given it a 'notice to improve'. This means an inspector will visit your school again to see how well it is improving.

This is what we have said about your school in our report:

- you attend school regularly, your behaviour is satisfactory and you have a good understanding of how to stay safe and healthy
- pupils in Key Stage 1 are not making enough progress because the pace of their learning in lessons is too slow
- the headteacher and senior leaders are bringing about improvements to your school and working with all staff to make it successful.

So that you make faster progress, we have asked the headteacher and staff to:

- make lessons, particularly for Years 1 and 2, more interesting, faster paced and better suited to the pupils' needs
- make sure that you know how to improve your work
- assess your work and track your progress carefully to make sure you are achieving your very best.

You can all help your school to improve by continuing to attend regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Mrs Ann Wallis

Lead Inspector

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