

St Patrick's Roman Catholic Voluntary Aided Primary School

North Road, Dipton, Flint Hill, Stanley, County Durham, DH9 9BB

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well in a wide range of subjects. National test results in English and mathematics in Year 6 have compared very favourably with national figures for several years.
- Throughout the school the atmosphere for learning is outstanding.
- The school provides an effective reading recovery programme for the small numbers of pupils who do not initially make expected progress.
- Good quality teaching enables all groups of pupils to make good progress, especially in English and mathematics.
- Pupils really enjoy school and say that their teachers go out of their way to help them and ensure that they learn quickly. They behave exceptionally well and display excellent attitudes to learning.
- Attendance is above average.
- Leadership and management are good at all levels. The governing body, headteacher, deputy headteacher and all members of staff work very effectively together to ensure that the quality of teaching and pupils' achievement is consistently good.

It is not yet an outstanding school because

- The overall quality of teaching is good rather than outstanding. This means that pupils generally make good rather than exceptional progress.
- Although there is some outstanding teaching, the amount is not large enough to lift pupils' achievement to the highest levels.

Information about this inspection

- In this inspection, inspectors observed parts of 15 lessons, including two joint observations with the headteacher.
- They held meetings with the headteacher, representatives of the governing body, members of staff, groups of pupils, and conducted a telephone discussion with a representative of the local authority.
- They looked at many documents, including governing body minutes, school-self-evaluation, development planning, records of pupils' progress and safeguarding procedures.
- They took account of 22 responses to the on-line questionnaire (Parent View) and responses to the staff questionnaire.

Inspection team

John Paddick, Lead inspector

Additional Inspector

Anne Vernon

Additional Inspector

Full report

Information about this school

- St Patrick's RC Primary School is smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils supported through school action is below average.
- Proportions of pupils supported through school action plus or with a statement of special educational needs are broadly average.
- The proportion of pupils known to be eligible for pupil premium is below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the overall quality of teaching from good to outstanding by:
 - using the existing outstanding classroom practice as a model of excellence
 - planning to increase the pace of learning in many lessons from good to outstanding
 - setting measurable and challenging targets in the school development plan for further raising the quality of teaching and pupil achievement.

Inspection judgements

The achievement of pupils is good

- Since the previous inspection, national test results in English and mathematics have generally been securely above average. These results always reflect pupils' good achievement. In 2012, they clearly showed that the proportions of pupils making expected progress and more, exceeded national average figures.
- The school's excellent tracking system shows that current pupils are doing equally well. However, rates of progress vary between year groups and although good overall, this is the reason why pupils' progress is not yet outstanding. The scrutiny of pupils' written work carried out by inspectors during the inspection confirms that the school's record of pupils' progress and attainment is accurate.
- Pupils join Reception with below and sometimes well-below average levels of attainment. They make good progress, particularly in reading, writing and numeracy so by the end of Year 2 their attainment has risen to at least average and often just above that. This is better than at the time of the previous inspection. Pupils continue to make good progress in Years 3 to 6 and usually reach substantially above average levels of attainment in English and mathematics by the time they transfer to secondary school.
- By Year 6, more pupils than normal can write accurately and at length, confidently apply decimals, fractions and percentages to the solution of problems, and know how to plan, carry out and write up a scientific experiment.
- The school uses its allocation of pupil premium exceptionally well so there are no differences between the rates of progress for pupils known to be eligible for free school meals and those of other pupils. The levels of attainment that they reach by Year 6 are the same as those of other pupils.
- Pupils with special educational needs make at least good progress because the school provides well for them. They often benefit from individual and small group attention which enables them to progress very favourably compared to similar pupils nationally.
- Lesson observations during the inspection invariably confirmed that pupils of all abilities were making at least good progress in their learning. Sometimes it was better than that when aspects of lessons were of exceptional quality. Evidence from pupils' books shows that they have been making good progress over time in a large range of subjects, including science and working with computers.
- The levels of attainment that pupils reach by Year 6, coupled with their exceptionally good attitudes to study, prepare them very well for the requirements of secondary education.

The quality of teaching is good

- Since the previous inspection the school has maintained good quality teaching. This is evident from the fact that pupils have made good progress and have done well in the national tests in Year 6 for several consecutive years.
- The school's own observations indicate very strongly that teaching is consistently good and sometimes outstanding. This closely matches the range of teaching observed during the inspection. Evidence from the two joint lesson observations with the headteacher confirms that the school's observations are robust and accurate.
- Teachers demonstrate fully the qualities outlined in the national Teachers' Standards. They use their expertise well to provide pupils with interesting lessons which they enjoy. They quickly build excellent rapport with their pupils and invariably promote an excellent learning atmosphere. This enables pupils to listen carefully, work in groups and pairs productively and concentrate hard when required.
- A strong feature of all lessons is the way that teachers plan appropriate work and experiences

for pupils of all abilities. They insist that pupils set their written work out well.

- Where teaching is outstanding, teachers plan with great care and precision to get the very most out of the time available. In these lessons, where teachers sequence very challenging learning experiences, and invariably provide exceptionally good resources, pupils make rapid rather than the good progress that they make in other lessons.
- Teachers normally maintain a good pace throughout lessons, ensuring that pupils move seamlessly from one activity to another. However, there are occasions when teachers take too long when questioning pupils to check their understanding. As a consequence, the pace of learning falters and then picks up again when the teacher introduces another activity.
- The marking of pupils' work has improved since the previous inspection and is now good. It praises pupils for good work and clearly identifies ways in which improvements can be made.

The behaviour and safety of pupils are outstanding

- Attitudes and behaviour are outstanding in lessons, in the dining room, when pupils are moving around school and when they are playing outside. The older pupils look after the younger ones and ensure that they have no worries. Evidence strongly suggests that pupils' behaviour observed during the inspection is typical of the day-to-day running of the school. Racist incidents or bullying virtually never occur because pupils are taught very effectively to live and learn in accordance with Gospel values.
- The staff questionnaire and the responses from Parent View all confirm that pupils' behaviour and attitudes are consistently excellent.
- Pupils are eager to learn and enjoy the variety of educational experiences that the school provides for them. They recognise that their teachers and classroom assistants will go the extra mile to ensure they are happy in school and that they are making good progress.
- Attendance is above average because the school has very effective monitoring systems in place and challenges absences rigorously.
- An excellent range of internal systems supports pupils' welfare and safety. For example, if the school detects that there are any barriers preventing pupils being content in school and making at least good progress then they are investigated fully and demolished as soon as practicable.
- Pupils say that they feel perfectly safe in school and that members of staff look after them in ways that mirror their caring family settings. They fully understand how to keep safe and say that they have learnt about the potential risks posed by some adults, alcohol, road and railways.
- The school council is very effective in alerting members of staff to pupils' thoughts and concerns. Pupils are proud of the way that they raise money for charity and link with schools in other countries.

The leadership and management are good

- The school is very well led by the headteacher and deputy headteacher. They share their vision about good quality education very effectively with all members of staff. Staff morale is excellent and there is a shared desire for everyone to do their very best for the pupils.
- Since the previous inspection, attainment in reading, writing and numeracy in Years 1 and 2 has risen sharply and the quality of teachers' marking of pupils' work is now good. These improvements coupled with the maintenance of above average attainment by Year 6 show that the school has good capacity for further improvement towards outstanding overall effectiveness.
- The school's procedures for gaining an accurate view of its performance are effective. All managers and members of the governing body have a clear idea of where the school has been successful and where there is still room for improvement. The school development plan clearly identifies a number of key areas where improvements are planned but it does not provide a blueprint for moving the quality of education from good to outstanding by setting highly challenging targets for the quality of teaching and pupils' attainment which can easily be

measured.

- The management of teaching is good and promotes consistently good practice. The school provides members of staff with effective training to improve their teaching. This consolidates good practice and develops some which is outstanding. However, use of outstanding teaching as a model for others is not yet developed to the extent that it raises the overall quality of teaching to outstanding.
- Performance management arrangements are effective and any loss of momentum in pupils' progress rates is challenged very quickly. The school has a clear and very effective system for rewarding the most successful classroom practitioners.
- Equality of opportunity has an exceptionally high profile. Members of staff do an excellent job in ensuring that all groups of pupils learn equally quickly. The success of this work is reflected in the good progress that individual groups of pupils make.
- Safeguarding procedures meet all requirements very securely.
- Teachers and their assistants have designed a good curriculum which enables all pupils to progress well from Reception to Year 6. It promotes their spiritual, moral, social and cultural development exceptionally well. The success of this aspect of the school's provision is reflected in the excellent displays in the corridor and classrooms. The programme provides the pupils with many extra-curricular activities and visits, and enables them to communicate with children in other countries.
- The school values the good support provided by the local authority, especially in terms of an independent analysis of pupils' progress and the quality of education provided.
- The school communicates well with parents. They feel that they are well informed about activities and their children's progress. The website is informative and helpful.
- **The governance of the school:**
 - Governors are effective. They have an accurate view of the school's strong features, particularly in relation to data regarding pupils' attainment and progress, and provide effective challenge and support. They also have an accurate picture of the quality of teaching and know where it is outstanding. They ensure that teachers' salary progression and promotions are merited. They also ensure that performance management arrangements are rigorous and productive.

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

Unique reference number	114246
Local authority	Durham
Inspection number	403232

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Karen Adamson
Headteacher	Jill Burgess
Date of previous school inspection	16 October 2007
Telephone number	01207 570316
Fax number	01207 570316
Email address	diptonstpatricks@durhamlearning.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

