

St Patrick's Catholic Primary School

Inspection report

Unique Reference Number	103088
Local Authority	Waltham Forest
Inspection number	376817
Inspection dates	10–11 November 2011
Reporting inspector	John Anthony

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	The governing body
Chair	Mary Arthur
Headteacher	Ruslan Protsiv
Date of previous school inspection	3 July 2007
School address	Longfield Road Walthamstow London E17 7DP
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons featuring the work of 17 teachers. They held meetings with representatives of the governing body, staff and groups of pupils, and met informally with parents and carers. They observed the school's work, and looked at strategic and curriculum planning, records of pupils' progress, school documentation and monitoring records of teaching and learning. Inspectors analysed 234 parents' and carers' questionnaire returns, as well as 19 from staff and 85 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successfully teachers have raised their expectations of pupils in Key Stage 1, especially the most able, and how closely they match work to pupils' needs.
- The extent to which marking, guidance and target setting ensure that pupils know how to improve their work to enable them to take more responsibility for their own learning.
- How well the school's leadership is equipped to make improvement, and the extent to which a vision for improvement is shared by staff.

Information about the school

St Patrick's Catholic Primary School is larger than the average-sized primary school, based on two-form entry. The headteacher has been in post since September 2011, prior to which the school was led by two assistant headteachers sharing the acting headteacher role. Pupils come from increasingly diverse backgrounds. Four fifths of the pupils are from minority ethnic heritages, the largest group being from Other White backgrounds. Nearly half of the pupils speak English as an additional language. Although the proportion of pupils known to be eligible for free school meals is less than that found in most other schools, the proportion of pupils with special educational needs and/or disabilities is higher than that found nationally. The proportion of pupils with statements of special educational needs is considerably higher. Special educational needs are mainly related to specific learning difficulties based on communication and use of language, and behaviour and emotional issues. The Early Years Foundation Stage comprises two 30-place Reception classes and a Nursery. The school runs a small breakfast club.

The school has National Healthy Schools status and an International School 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is well led by a highly committed management team whose members are dedicated to providing the pupils in their care with the best education possible. Recent turbulence in leadership has been successfully managed to maintain a positive learning experience for pupils. The governing body has shown exceptional leadership in managing the appointment of the new headteacher. Many parents and carers have commented favourably. In the words of one: 'We have a fantastic new headteacher. Thank you.'

Pupils achieve well because they make good progress from below average starting points and reach levels of attainment which are broadly average. Thus the school provides good value for money. Teaching is good, some being outstanding, but it is not consistently good enough to propel pupils to the higher levels of attainment that many of them have the capacity to achieve. This is mainly because good planning based on accurate assessment is not universally applied throughout the school. Resources are managed very well, and pupils are given many opportunities to develop skills outside of the usual curricular framework. This is seen, for example, in the impressive diversity of artwork, in music, and in pupils' competent use of information and communication technology (ICT). However, the curriculum does not address the learning needs of pupils quite so well in some of the core areas, particularly in literacy. Leaders have identified the need to include consultation with pupils in a review of the curriculum.

This is a very safe school. Safeguarding procedures are extremely rigorous, ensuring that pupils' safety is outstanding. Pupils behave well, and they have a good understanding of how to lead healthy lives. They make a good contribution to their local community by looking after the welfare of younger children and in initiatives to look after the environment, such as in a recent litter-picking campaign. The Early Years Foundation Stage provides a warm and friendly setting in which children feel secure and make good progress in their learning and personal development.

Dedicated pastoral care provides the support to help pupils to develop well as mature and reflective individuals. There is an underlying Catholic ethos which permeates the whole of school life and, together with excellent relationships between staff and pupils, the strong spiritual dimension complements good social, moral, and cultural development.

Leadership throughout the school is robust and infused with a lively team spirit and

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common sense of purpose. School self-evaluation accurately accounts for the school's strengths and weaknesses, and the new headteacher has quickly identified a series of initiatives that will help to move the school forward. The school has a good capacity to continue to improve.

What does the school need to do to improve further?

- Update and amend the curriculum, particularly in the core areas, and prepare a programme of regular review which involves pupils, so that consultation leads to provision more closely matching their needs and interests.
- Raise levels of attainment to at least above average overall by ensuring that assessment:
 - establishes pupils' levels and clearly identifies their learning needs
 - informs teachers' planning so that teaching is more strongly directed to improving learning outcomes.

Outcomes for individuals and groups of pupils**2**

Pupils' attainment in both literacy and numeracy fell somewhat in 2011, although the progress made by the majority of pupils in mathematics was significantly above average. A growing proportion of pupils are entering the school with levels of skill and understanding below those normally expected, particularly in literacy. However, measures introduced by the school to provide more support for pupils with language difficulties are having an impact, and all pupils, including those with special educational needs and/or difficulties, are currently making good progress in both key stages.

Pupils are developing good artistic skills, as shown in the artwork displayed around the school. They are also developing sophisticated skills across a range of media, confidently using techniques to incorporate ICT, sculpture and drawing. For example in 'Take one picture', Year 6 pupils compiled a number of mosaics comprising miniature, computer-generated copies of the sample picture. In an outstanding numeracy lesson in Year 5, pupils made excellent progress because the pitch and the pace of the lesson were exactly matched to their needs. Through focusing on the process rather than the end result, pupils fully understood how to calculate realistic distances based on the local geography. This was replicated in one Year 2 lesson, where good questioning developed pupils' problem-solving skills to calculate and compare analogue and digital time. In one excellent Year 6 English lesson on the use of persuasive language, pupils made good progress because planning was clearly directed at their differing levels of understanding.

Pupils' behaviour is good overall, and many examples of exemplary behaviour were seen around the school. Pupils are extremely courteous and welcoming, and they play together very considerately. They volunteer to be anti-bullying ambassadors to

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help look after younger children in the playground. They told inspectors, 'We take care of children who are more vulnerable.' Pupils support many charitable causes, raising money to help victims of disaster, for example those caught in the Haiti earthquake and those helped by the Catholic Overseas Development Agency. They know how to lead healthy lives and put this into practice through their enthusiastic engagement in sport and their choice of healthy diets; this is reflected in St Patrick's Healthy Schools award. They are very sociable, take an active interest in culture, and have a good moral understanding. Their attendance is above average. These qualities, combined with their good personal development and acquired learning skills, leave them well prepared for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils enjoy the benefit of a creative curriculum which gives them access to a range of interesting and exciting activities. The curriculum is enriched by school visits, philosophy, where pupils discuss topics such as idols and inspiration, and a modern foreign language. Visitors to the school bring additional benefits; an outstanding example was an Italian lesson provided through a very productive partnership with the Italian Embassy, reflecting also the school's International award. The Year 4 pupils were so captivated by the entertaining and inclusive teaching, that by the end of the session they had, without exception, mastered the months of the Julian year and the colours of the rainbow. There are also many good opportunities for sport, drama and music, both within and outside the school day.

¹ 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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Although teachers are working hard to improve pupils' language skills, teaching remains better in numeracy than literacy. Also, pupils make the best progress in Key Stage 2, where some teaching is outstanding.

The general standard of care in the school is very high. Effective transition arrangements have been established with local secondary schools, and good links with external agencies provide pupils with special educational needs and/or disabilities with valuable help and support. The employment of an educational welfare officer has helped to boost attendance. The breakfast club provides a warm and welcoming start to the school day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The dedication and resilience of leaders within the wider management team, together with the firm support of governors, have been instrumental in maintaining the stability of the school during a lengthy period of unsettled leadership. The new headteacher has galvanised staff who are enthusiastically embracing change and very quickly adopting strategies that are already leading to improvement in many aspects of provision.

This positive and optimistic outlook is shared by pupils, and also by their parents and carers who are almost unanimous in their high regard for the school. One noted, 'I am particularly inspired by the structure of the new leadership.' Parents and carers are involved in making decisions which help to improve their children's education. Levels of response to consultations, for example about the school travel plan, are high. An active parents/teachers association contributes to an outstanding relationship with parents and carers. Other partnerships, such as the School Sports Partnership, contribute to pupils' general well-being and healthy development. Community cohesion is well established through local links, but not quite so evident in pupils' broader global perspective, or in the school's wider national relationships. The school is organising an audit on which to base an action plan to address this. Safeguarding procedures are outstanding, and there is a clear emphasis on equal treatment for all pupils through the directing of resources to ensure that any discrimination, or possible imbalance of opportunity, is quickly eliminated.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter Nursery with levels of skills below those expected for their age. Well-planned and engaging activities and a focus on celebrating success encourage them to learn well. They make good progress, especially in their personal development, and enter Reception with skills and aptitudes at the expected levels. The leadership and management of the Early Years Foundation Stage are good. There is a clear sense of direction and a vision for improvement which are shared by all the staff. The setting is well equipped with a good variety of activities, and has a very welcoming atmosphere. Parents and carers are encouraged to stay with their children for the first 10 minutes of the school day, helping them to learn better and to develop confidence in their play. This excellent initiative has proved very productive and has met with a very positive response. Transition into the main school is well managed; the Reception and Nursery classes are in close proximity to the rest of the school so the children become familiar with older pupils and their new teachers. Assessment information is meticulously gathered, analysed, and routinely shared to inform individually directed guidance. This has resulted in identifying that some children with English as an additional language might also have special educational needs which otherwise may have been missed. This is now being addressed with the help of two native, Polish-speaking teachers.

By the time children leave the Early Years Foundation Stage to enter Key Stage 1 they are well equipped to continue their education. As well as having made good progress, they have developed confidence and the ability to learn independently. Consequently their achievement is good. Children are happy and relaxed with the staff and are supervised vigilantly, and the provision is well matched to their needs and abilities. The children confidently select their own activities, work well in groups and on their own, and respond positively to guidance. The outside play area is well resourced, safe, and sheltered so that free-flow activities can take place throughout

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the year.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A higher-than-average proportion of parents and carers returned completed questionnaires. Parents and carers were highly positive about the school, praising the teachers, the family atmosphere, and school leadership. Many singled out the impact of the appointment of a new headteacher, seeing 'a much more positive future' for the school as a result. Almost all said they are happy with their children's experience at the school and that their children are safe there. Many of the parents' and carers' views are reflected in the observation that St Patrick's is 'a loving, caring community where children feel cared for and loved'.

There was very little negative comment, and no consensus of negative views. Some parents and carers would like the school to open an after-school club, and several would like their children to be challenged further. Very few expressed concerns about behaviour.

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 234 completed questionnaires by the end of the on-site inspection. In total, there are 447 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	180	77	53	23	1	0	0	0
The school keeps my child safe	167	71	66	28	0	0	0	0
The school informs me about my child's progress	149	64	77	33	6	3	0	0
My child is making enough progress at this school	143	61	81	35	7	3	0	0
The teaching is good at this school	142	61	90	38	1	0	0	0
The school helps me to support my child's learning	140	60	85	36	3	1	0	0
The school helps my child to have a healthy lifestyle	139	59	93	40	2	1	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)	118	50	99	42	4	2	0	0
The school meets my child's particular needs	123	53	99	42	5	2	1	0
The school deals effectively with unacceptable behaviour	118	50	102	44	6	3	4	2
The school takes account of my suggestions and concerns	106	45	110	47	8	3	0	0
The school is led and managed effectively	121	52	108	46	1	0	0	0
Overall, I am happy with my child's experience at this school	154	66	75	32	3	1	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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 November 2011

Dear Pupils

Inspection of St Patrick's Catholic Primary School, London E17 7DP

Thank you very much for welcoming us to your school. On behalf of the inspection team, I would like to thank those of you who met with us to tell us all about the many wonderful things that you do.

I am pleased to be able to tell you that you go to a good school. These are some of the things that really stand out.

- You are well behaved, courteous and friendly.
- You are very creative, try to do your best, and make good progress in your lessons.
- Your headteacher, senior staff and other teachers work hard to give you the best possible education, and look after you very well.

Although yours is a good school we have asked your headteacher, staff and governors to:

- ask you to help them to redesign the curriculum, so that what you are taught and what you do is more in line with your needs and interests
- help you to progress more quickly so that you do even better.

Again, thank you for your kind welcome, and for your friendly and very interesting conversations with us.

With best wishes for the future.

Yours sincerely

John Anthony
Lead Inspector

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