

Our Lady and St Patrick's, Catholic Primary

Inspection report

Unique Reference Number	112337
Local authority	Cumbria
Inspection number	378468
Inspection dates	21–22 March 2012
Lead inspector	Moira Fitzpatrick

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	191
Appropriate authority	The governing body
Chair	Suzanne Penman
Headteacher	Jacqueline Hampson
Date of previous school inspection	22 May 2007
School address	Ennerdale Road Ewanrigg Maryport CA15 8HN
Telephone number	01900 812582
Fax number	01900 810737
Email address	office@st-pat-maryport.cumbria.sch.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.

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 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 Street
Manchester M1 2WD

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



© Crown copyright 2012

Introduction

Inspection team

Moira Fitzpatrick
John Ellwood

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed eight teachers in 18 lessons. They heard pupils read in several classes. They held meetings with senior leaders, staff, groups of pupils and members of the governing body. The inspectors observed the school's work, examined work in pupils' books, and looked at the school's procedures for safeguarding pupils. They examined a variety of documents provided by the school including policies, data on pupils' progress and the school's evaluation of its own work. In total 113 questionnaires returned by parents and carers were analysed and their views taken into account, as well as the views of pupils and staff in questionnaires they returned. Inspectors referred to the online questionnaire (Parent View) when planning the inspection.

Information about the school

The school is smaller than most primary schools. Almost all pupils are of White British heritage, though there has been a recent increase in the proportion of pupils who speak English as an additional language, mainly from Eastern European backgrounds. There has been an increase in the number of pupils who arrive other than at the start of the academic year. The proportion of pupils known to be eligible for free school meals is twice the national average. The proportion of disabled pupils or have special educational needs is above average. The school meets the government's floor standard, which sets the minimum expectations for attainment and progress. The school holds many awards including Healthy Schools status, Artsmark and Activemark. There has been a significant increase in the number of pupils on roll since the previous inspection, especially in the last two years.

There is a breakfast club and wrap around care available on site. This is run by a private management group and is subject to a separate inspection. This report is available on the Ofsted website.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- Our Lady and St Patrick's is an outstanding school. Parents and carers hold extremely positive views about its work. One comment sums up the views of many, 'All staff are dedicated to making sure every child is happy, safe, makes good progress and has fun.' The school's rapid response to the increase in pupils who arrive during the year with a wide range of differing needs demonstrates its vigorous commitment to inclusion. The school rightly has development of provision for these pupils as a key priority in the current improvement plan.
- Pupils' achievement is outstanding. They are very enthusiastic learners. By the end of Year 6, pupils' attainment is significantly above the national average, because all groups make exceptional progress from their starting points. Children make an excellent start in the Early Years Foundation Stage where they quickly become successful learners.
- Teaching is outstanding in all phases of the school. It is based on excellent knowledge of pupils' needs and an outstanding, exciting curriculum that is adapted extremely well to their interests. Teaching and the curriculum make an excellent contribution to pupils' outstanding spiritual, moral, social and cultural development. Teaching assistants make an excellent contribution to pupils' progress and achievement. Lessons buzz with excitement.
- Pupils' excellent behaviour helps lessons move at a brisk rate. Care and support are outstanding, ensuring pupils feel completely safe. Each child is cherished as an individual, and is taught to respect themselves and others for the contribution they all make to the happy, calm school community.
- The quality leadership of teaching and management of performance are outstanding. The headteacher is dynamic and determined in her pursuit of the best for all pupils. She is fully supported by a very able leadership team and the commitment of governors and all staff.

What does the school need to do to improve further?

- Extend and improve further the existing excellent provision for those pupils who arrive at the school during the year, especially those who have barriers to their learning.

Main Report

Achievement of pupils

Pupils make rapid and secure gains in their learning to reach significantly above average standards by the end of Year 6. Disabled pupils or those who have special educational needs are extremely well supported by teachers' planning and by highly skilled teaching assistants, so they make the same progress as their peers. This includes those pupils who have recently joined the school, some of whom have complex barriers to their learning. Very well targeted provision enables pupils who speak English as an additional language to make excellent progress. Pupils known to be eligible for free school meals are also making excellent progress.

Pupils work extremely well together and support each other's learning. This keeps the pace of learning brisk, as in a Year 2 lesson about the Titanic where pupils fired each other's interest by asking questions about the disaster then searching books enthusiastically to find the answers. Learning was rapid and pupils' enjoyment could not have been better. All pupils were rightly very proud of what they had found out for themselves by the end of the lesson. In other lessons, pupils' independence and their ability to apply existing knowledge to new learning adds pace as pupils learn alongside and from each other. An excellent example was seen in a Year 6 lesson, where pupils directed their own learning to discover which passengers aboard the Titanic stood the best chance of survival.

On entry to the Early Years Foundation Stage, children's attainment is usually well below what is typical for their age. They make exceptional progress in their early reading, writing and mathematical skills because the curriculum is driven by real life experiences. Reading is broadly average by the end of Key Stage 1. By the end of Year 6, pupils' reading is well above average, with a large proportion reaching the higher level. Lunchtime reading sessions run by teaching assistants make a strong contribution to achievement in reading. The overwhelming majority of parents and carers agree that their children's achievement is good and they make good progress. Inspection found that achievement and progress are outstanding.

Quality of teaching

Teachers plan lessons so that pupils learn through practical activities. This makes learning interesting and memorable, as well as convincing pupils that they, 'Can do'. Pupils in Year 1 made excellent progress in their understanding of money addition when they used coins and food items to calculate how much a meal would cost. They progressed so quickly that they were able to move on to working out how much change they would get if they used certain coins to pay. Pupils were delighted when their teacher told them they were, 'so amazing that my hat has blown right away!'

Staff have created an outstanding curriculum, well planned to meet pupils' interests and needs, and to develop their basic skills. For example, children in the Reception class thoroughly enjoyed a discussion about their trip to the lifeboat. Supported by photographs to prompt their memories, they were able to bring to mind many details about the boat, uniforms and signals they had seen. This helped them to write without any hesitation because the experience was fresh again in their minds. The enthusiasm of the boys for their writing was particularly notable, because the topic was of great interest. Teachers' high expectations of effort and collaboration help to maximise pupils' learning. For example, an exciting project about Africa, where Year 1 and Year 6 pupils worked together, culminated in a special performance for pupils from a neighbouring school. This was a success, with visiting pupils spellbound by the presentation, which brought to life many aspects of life in Africa. Through experiences like these teaching makes an excellent contribution to pupils' spiritual, moral, social and cultural development.

Teachers make excellent use of assessment information. In lessons, they keep a careful check on how pupils are progressing and promptly intervene when they spot errors or difficulties. Marking is exemplary. It is regular, thorough and gives pupils clear advice on how to improve their work. Teaching assistants make an excellent contribution to pupils' learning. Their dedication to improving pupils' basic skills, confidence and well-being goes well beyond what is usually seen. Parents and carers overwhelmingly agree that their children are well taught. Inspection found that teaching is outstanding overall.

Behaviour and safety of pupils

Pupils' behaviour is outstanding and has been maintained at a high level since the previous inspection. It creates a calm, happy climate for learning, because pupils understand that good behaviour and consideration for others is the foundation of their happy, caring community. Their behaviour is courteous and thoughtful, showing a real awareness of the needs and rights of others. Pupils follow the excellent example set by adults and show high levels of care and respect for each other. They are very welcoming of pupils new to the school, help them to integrate very quickly, and are particularly helpful towards pupils who are at the early stages of learning English. Pupils relish opportunities to take on responsibility and are keen members of the school council, act as playground friends, run the healthy tuck shop and act as monitors for numerous jobs to help classrooms run smoothly.

Pupils know how to stay safe and assess any risks to their well-being because they have been taught from an early age to look after themselves in and out of school. They have a good knowledge of the different forms of bullying, such as verbal or through telephone texting, and are convinced that it seldom happens in their school. When it does pupils say, 'It is usually caused by arguments over football.' and is always quickly sorted out by teachers.

Care, guidance and support are outstanding. They form the foundation of pupils' success by creating a cocoon of safety and security in which they can thrive. Parents and carers are fulsome in their praise of all staff who, 'always make time to listen'. Provision for the pupils with special educational needs or other barriers to their learning, is excellent. The school is prompt and robust in seeking support for these pupils and their families and in tailoring their learning so that they progress as well as their classmates. Parents and carers of pupils whose circumstances might make them vulnerable value the support the school gives to the whole family to overcome difficulties.

Parents and carers overwhelmingly agree that their children are kept safe at school and that behaviour is good. Inspection endorses these views.

Leadership and management

The headteacher drives ambition and improvement through a programme of continuous professional development in the school. Roles and responsibilities are well distributed and all staff contribute to improving the school by constantly challenging themselves to find better ways of working with pupils. The development of teaching is very well promoted in a climate of collegiate support and challenge. Staff fully accept their accountability for improving the outcomes and life chances of all pupils. A passion for learning, driven by the headteacher's vision, is evident across the school.

Regular and robust monitoring of performance identifies accurately where improvements are needed and prompt action is taken to tackle these. Since the previous inspection, this has enabled the school to significantly improve the quality of teaching and the curriculum, raise attainment to significantly above average, reduce the gap in achievement between groups and ensure that pupils' achievement is now outstanding. The school clearly demonstrates its excellent capacity for further improvement.

The outstanding curriculum promotes pupils' excellent spiritual, moral, social and cultural development successfully. It is well planned to ensure that all pupils have equality of opportunity and access to all that the school has to offer, and all make similar progress. Members of the governing body are unstinting in their support for the school. They have an excellent knowledge of its strengths and how it should improve. Safeguarding procedures meet statutory requirements fully. Governors ensure that school policies and systems are rigorously implemented by staff to ensure the safety and well-being of pupils. The school's ethos acknowledges the uniqueness of every pupil and discrimination in any form is not tolerated.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 March 2012

Dear Pupils

Inspection of Our Lady and St Patrick's, Catholic Primary, Maryport, CA15 8HN

Thank you all for the warm welcome you gave us when we visited your school. We were delighted to see how well you are learning and how much you enjoy school. Your behaviour and the care you show for each other are a joy to see. You make everyone who joins your school feel special and important, and you all work hard in lessons, supporting each other to do better. This is one of the reasons your achievement is outstanding and why you reach well above average standards by the end of Year 6. Well done! No wonder your families and teachers are so proud of you.

The other reason you learn so well is that teaching in your school is excellent, because it lets you learn from each other and encourages you to be independent. Teachers make sure they find out what interests you and then plan all sorts of exciting activities that you can learn from in your excellent curriculum. We were very impressed by the wonderful performance about Africa that Year 6 and Year 1 pupils gave for the pupils from a nearby school. Their hard work and teamwork really paid off! You told us that you feel really safe in school and we could see that your teachers and teaching assistants take extremely good care of you. They take the time to get to know you really well so they can spot when you are in difficulty and need that extra bit of support. By the time you are in Year 6, they have helped you to become capable, mature, caring young people who are more than ready for the challenges of secondary school.

After two days we could see that Our Lady and St Patrick's is an outstanding school. Congratulations to you, your headteacher, teachers and governors for working so hard to make your school excellent in every way. We agree with your headteacher that the most important thing for the school to do is to continue to improve the help pupils receive who join the school throughout the year, especially those who sometimes find learning difficult, so that they keep learning as well as the rest of you. Our very best wishes to you all for a successful year.

Yours sincerely

Moira Fitzpatrick
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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.