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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
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Mrs Susan Kneeshaw
Headteacher
St Patrick Catholic Primary School
Torre Road
Leeds
West Yorkshire
LS9 7QL

Dear Mrs Kneeshaw

Short inspection of St Patrick Catholic Primary School

Following my visit to the school on 8 November 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You have continued to lead your school with purpose and determination. You ensure that you provide the very best opportunities for pupils. You have clear vision and ambition and are very well supported by your staff team. Staff share your ambition and they work hard to ensure that the vision is successful. Consequently, you have created a school where pupils are happy, caring and respectful. Pupils have positive attitudes to learning and a common resolve to be as successful as they can be.

Most staff teach exciting and engaging lessons. They use assessment well to provide high-quality learning which they adapt to meet the learning needs of all pupils. Very experienced support staff encourage and positively enhance learning for all pupils. Due to this, all pupils are actively engaged throughout lessons. Staff encourage pupils to be independent. Pupils work closely together. They are happy to share their knowledge and skills to support each other. Pupils are confident and know different ways of seeking help should they need it.

Governors are highly supportive of the school. Many have historic connections to the school and are very familiar with the local area. They have a deep understanding about the obstacles the school and the pupils face. Governors acknowledge your high expectations and are very optimistic about the future. They have a clear understanding of the position of the school. This is due to the accurate

and highly comprehensive reports that you provide and their active roles in the life of the school.

Parents and carers are extremely positive about the school. They are grateful for the way you and your staff care for their children. They appreciate how you encourage their children to be successful learners. One parent states: 'My children like their teachers. They feel valued and their strengths are recognised and appreciated. They are eager to learn, and their interests are supported.' Parents hold you in high regard. They are pleased about the access they have to you and the timely way you resolve any issues they may have. Parents particularly like the emphasis that you place on the spiritual and moral development of their children. They understand that you do this without 'ever compromising on academic achievement'.

Leaders have addressed the areas for improvement identified in the last inspection report effectively. This includes, for example, modifying the curriculum to increase the interest of boys and increasing opportunities for high-quality verbal feedback to pupils. You acknowledge that you still have work to do. This includes improving the quality of teaching of reading so that pupils' progress is further accelerated. As a result, you are now introducing new systems and further initiatives that you are confident will enhance and improve the school further.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. There is a very strong culture of safeguarding which permeates through every aspect of school life. Underpinning this is the strong spiritual and moral ethos of the school. All staff and governors are up to date with current legislation. They all understand it is their responsibility to keep children safe. Leaders make sure that regular and effective training is available. Staff are clear and confident in the procedures they must follow if they have a concern. Leaders for safeguarding understand the need to take quick and effective action should the need arise.

Pupils understand how to stay safe in and out of school and online. They reflect carefully on the content of their lessons and the input from the external visitors that extend their understanding of staying safe. Pupils are clear that they all have someone at school they can talk to if they have a concern. They trust the adults at school completely. Pupils are sure that in circumstances such as a fire or fire alarm, staff 'would never leave without making sure everyone was safe'.

Attendance at the school is consistently above the national average. This is a result of exciting and engaging lessons and the caring and nurturing ethos of the school. Pupils report that: 'we want to come to school' and 'teachers are really nice, and they explain things very well and make sure you know what you have to do. They explain the reasons why you do things.'

Pupils have a thorough understanding about what bullying behaviour is. They report that there is no bullying at the school: 'we don't bully people here.' They do

acknowledge that occasionally friends can fall out, which can sometimes be wrongly identified as bullying.

Behaviour in classes and around the school is exemplary. Pupils understand the need to follow the school rules and that positive behaviour in class helps them to learn.

Inspection findings

- Pupils are kind, considerate and respectful of those around them. They work well together in a supportive and, at times, very sensitive way. Pupils show understanding and tolerance of other beliefs, religions and cultural differences. They are welcoming and extremely proud of their school.
- Pupils in Reception receive good-quality education. This enables them to make strong and sustained progress from their starting points. Highly effective teaching and support enable all children to make progress. Staff sensitively assess children and identify skills to develop. This allows effective teaching to take place. For example, children often have underdeveloped fine motor skills. Staff target children with activities and experiences that develop this skill, resulting in them being able to hold and use a pencil correctly.
- Phonics teaching is of a high standard and has well-practised routines. Pupils really enjoy these sessions and react with delight when they have been able to recognise and respond correctly. Pupils remain engaged and focused throughout. No pupil is left behind. Support staff play a vital role to ensure that all pupils fully participate.
- Most teachers carefully plan and prepare engaging and exciting lessons. Activities enhance learning and enable pupils to develop a deeper understanding of some topics. For example, pupils studying earthquakes experienced and reacted to a simulated earthquake in the classroom. This allowed them to put into practice methods used by those in regions affected by earthquakes to keep themselves safe.
- Mathematics is taught to a very high standard throughout the school. Basic skills and strategies are thoroughly embedded. Pupils use these strategies well to make strong and sustained progress. Pupils show a deep understanding of mathematical processes in their ability to give clear and detailed explanations using mathematical vocabulary. Teachers use assessment information well to ensure that they plan lessons which focus on the learning needs of each pupil.
- Pupils who have more complex special educational needs and/or disabilities receive a highly personalised learning programme. Staff have high expectations. They work hard to ensure that pupils make strong progress towards their targets. Pupils are happy and enjoy spending time both in their dedicated learning environment and with their peers in specific lessons and social times. Pupils' reading, writing and social skills are developing well.
- The curriculum is broad and well planned for all pupils. A comprehensive range of subjects is on offer. Consequently, pupils can take part in a wide variety of new experiences and activities. Pupils can practise their skills in a variety of subjects.

For example, pupils have frequent opportunities to write at length in history and geography. This reinforces and consolidates learning and supports pupil progress.

- Governors understand that you have high expectations and ambitions for your school. Leaders collect and analyse data thoroughly and regularly. They are proactive in recognising when changes should be made. These changes are made in a timely manner to meet the needs of pupils and the wider community. Governors provide high levels of challenge and support for school leaders.
- You work closely with your local community. You understand the issues people face and work hard to support those that need it. For example, governors and leaders have implemented the running of weekly 'Family Catechesis' sessions. These allow families to engage and support their child in an important stage of their life. Parents appreciate the work the school does to support them.
- The teaching and planning of subjects other than English and mathematics are not yet consistent throughout school. Some high-quality teaching is in place but this is not always the case.
- You are aware that there is still some work to do to improve the quality of the teaching of reading. You have already put some plans in place, and these now need time to become embedded. You have also identified other strategies that you are going to put in place to improve the progress further of pupils in their reading.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the teaching of subjects other than English and mathematics is consistently of a high standard
- strategies to improve the teaching of reading are embedded further to accelerate pupils' progress.

I am copying this letter to the chair of the governing body, the director of education for the diocese of Leeds (RC), the regional schools commissioner and the director of children's services for Leeds. This letter will be published on the Ofsted website.

Yours sincerely

Sara Roe
Ofsted Inspector

Information about the inspection

During the inspection, I discussed the work of the school with you, the deputy headteacher, the designated lead for safeguarding and staff. I also talked to three members of the governing body, including the chair. I examined information about pupils' progress and looked at pupils' workbooks carefully. I checked a range of documentation, including leaders' evaluation of the school's effectiveness, external

evaluations of aspects of the school's work and minutes of meetings of the management committee. I considered six written responses to Ofsted's online questionnaire for parents. You and I visited all classes to observe teaching, learning and assessment. A formal discussion was held with eight pupils. I spoke more informally to pupils in lessons and around the school.