

Inspection of a good school: St Patrick's Catholic Primary School

Holmes Road, London NW5 3AH

Inspection dates:

19–20 November 2019

Outcome

St Patrick's Catholic Primary School continues to be a good school.

What is it like to attend this school?

This is a welcoming and happy school. Pupils look forward to coming to school every day because it is a safe and friendly place to be. They learn a wide variety of knowledge. Pupils spoke about how they particularly enjoyed their learning in art and music. Pupils were eager to show the high-quality artwork they have made. This work is celebrated on displays around the school and in the art studio.

Staff have high expectations of all pupils. Pupils achieve well, including in reading, writing and mathematics. The school ensures that pupils develop a love of reading from an early age.

Pupils behave well in lessons and at playtimes. Mutual respect is evident between pupils and adults. Pupils are polite and keen to talk about their learning. Parents and carers and pupils told me that bullying is rare. When it does occur, pupils know an adult that they can share their concerns with. Staff sort out any issues quickly and provide excellent pastoral care. Leaders ensure that pupils know what to do to keep safe, including online.

The school's Catholic ethos is at the heart of school life. Every day begins with a daily act of worship and music in the playground. Pupils and their families enjoy this time together as a community.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils. They plan subjects carefully to make sure that pupils learn and remember important knowledge. This includes in reading, writing and mathematics. Pupils' achievement in the national tests at the end of Year 6 has improved considerably. Most pupils develop the knowledge and understanding they need for secondary school.

Reading has a high priority here. Leaders foster a love of reading among the pupils. Leaders make sure that pupils read books that are well matched to their abilities. As soon

as children start school, teachers help them to become good readers. Staff have strong subject knowledge and teach phonics systematically. Pupils achieve well in the phonics check at the end of Year 1. Pupils who struggle to learn to read receive effective extra support. This support enables pupils to catch up and become fluent readers.

Reception children are well prepared for Year 1. Staff are skilled in planning activities to support children's learning and personal development. They help children to understand and use new words as they play and explore with their friends. However, the provision in the Nursery class is not as strong. Opportunities for children to deepen their early mathematical knowledge and their understanding of the world are underdeveloped.

Leaders are improving the way subjects such as history and science are taught. They have made sure that pupils study a broad and ambitious range of concepts. Pupils also benefit from appropriate opportunities to apply their knowledge. In science, for instance, pupils conduct experiments regularly to develop and deepen their thinking. Sometimes, though, teachers do not help pupils to connect new concepts with what they already know. For example, pupils know about different historical events. However, they are unable to explain the order in which these events took place or how they might link with each other. Leaders have begun to address these issues. For instance, they are strengthening teachers' subject knowledge so that they can use and adapt planning effectively. Nevertheless, more work is needed to ensure that pupils study topics in a logical order, and in turn deepen their understanding.

Specialist teaching in art, music and physical education (PE) enriches the quality of pupils' learning. Art is particularly well planned and taught. This means pupils develop skills and knowledge to a very high standard. Pupils spoke about their enthusiasm for the subject. Sketchbooks are neat and well presented. They show the clear progression in pupils' painting and drawing skills. Displays around the school show the wide range of skills and materials that pupils use.

Pupils with special educational needs and/or disabilities (SEND) achieve well. This is because staff have high expectations and understand pupils' individual needs. Staff provide work that meets pupils' needs and interests. Teaching assistants provide strong support for all pupils, including those with SEND.

Pupils pay attention in lessons. They show respect to adults and to one another. Pupils take part in a wide range of visits and after-school clubs. These support pupils' learning and wider development effectively. Pupils are proud of their school community and are prepared well for life in modern Britain and beyond.

Leaders are dedicated to the development of the school. Staff feel valued and their well-being is a priority for leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that concerns about pupils' well-being are taken seriously. Leaders have

made sure a culture of safeguarding exists to keep pupils safe from harm. They are knowledgeable about the local risks faced by pupils. Staff are well trained in safeguarding. They report concerns about pupils' welfare promptly.

Leaders seek advice from other professionals to keep pupils safe. Staff ensure that vulnerable pupils are monitored and well supported.

Pupils learn how to stay safe online and are aware of risks to their own personal safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils achieve well, particularly in reading, writing and mathematics. However, pupils are capable of more in subjects such as science and history. Leaders should improve subject planning so that teachers understand when pupils should learn key knowledge and how this knowledge builds on what pupils have already been taught. Leaders should ensure that staff have the necessary subject knowledge to use and adapt curriculum planning. Leaders have plans in place to ensure that these issues are addressed in the year ahead. These plans are suitable and realistic.
- Children get off to a strong start in early years. However, some aspects of children's learning could be even better in the Nursery class. Leaders should review the planning of early years so that all areas of learning are catered for equally well. Leaders should focus particularly on strengthening children's early mathematical knowledge and understanding of the world.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100045
Local authority	Camden
Inspection number	10110470
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Hamish Johnson-Stewart
Headteacher	Sean Cranitch
Website	www.stpatricks.camden.sch.uk/
Date of previous inspection	3 March 2016

Information about this school

- St Patrick's Catholic Primary School is a voluntary-aided primary school with a Catholic ethos. The school admits one class in each year group.
- The school's previous inspection was in March 2016, when the school was judged to be good.
- The school caters for a wide range of pupils with SEND.

Information about this inspection

- During this inspection, I met with the headteacher, members of the senior leadership team, subject leaders and three governors (including the chair of the governing body). I also spoke to a range of pupils and staff. I held discussions with representatives from the local authority and the Diocese of Westminster.
- I looked at the following subjects in depth: English (particularly early reading), science, art and history. I held discussions with subject leaders about how the curriculum was designed and how it is being implemented. I also looked at early mathematics in Nursery, in Reception Year and in key stage 1.
- I spoke with pupils in classrooms, in structured settings and informally. I also spoke

with parents. I observed pupils' behaviour in classrooms, in the playgrounds, at lunchtimes and as they moved around the school. I spoke with a range of support staff in all areas of the school. I talked with pupils about their work in a wide range of subjects and we looked at their work together. I heard pupils read from across the school, particularly in Years 1, 2 and 6. I spoke with pupils of all ages about the books they are reading. I also made visits to all classes, including the Nursery and Reception classes, alongside senior leaders.

- I spoke with teachers and discussed how leaders consider their well-being and how they are helped to manage their workload.
- I scrutinised a wide range of records and documentation concerning safeguarding and pupils' welfare. I looked in detail at the school's single central record of staff checks. I considered the 27 responses of parents to Ofsted's survey (Parent View).
- I also considered opportunities for pupils' wider development.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

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