

# Inspection of St Patrick's Roman Catholic Primary School, Walton-le-Dale

Higher Walton Road, Walton-le-Dale, Preston, Lancashire PR5 4HD

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Inspection dates: 8–9 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are happy and enjoy coming to St Patrick's Roman Catholic Primary School. The school is a warm, welcoming community. Leaders have high expectations for all pupils. Pupils are clear about these expectations and work hard to meet them. Pupils are proud of their achievements. Their behaviour in lessons and around school is of a high standard.

Leaders give pupils lots of memorable experiences, including trips linked to what they are learning. The school provides lots of opportunities for pupils to broaden their experiences beyond the academic curriculum. There are many clubs and activities which take place before and after school. These are well attended.

Pupils' personal development is well promoted within the school. They know why it is important to show respect for others. Pupils learn about a range of cultures, traditions and communities. They have many opportunities to take on positions of responsibility, such as head boy and girl, sports leaders and reading buddies.

Pupils are safe because all staff prioritise this aspect of their work. Pupils I spoke to understand what bullying is and told me that bullying at St Patrick's is rare. During their time at this school, pupils gain the knowledge, skills and confidence they need to make a positive contribution to society.

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

Leaders have designed an interesting curriculum that helps all pupils to achieve well. Planning of the curriculum is logical in most subjects. Clear guidance is given to teachers in most subjects about what they should be teaching and in what order. Pupils are taught the full range of national curriculum subjects. Over time, they gain the knowledge and skills that they need in reading, writing and mathematics to make a good start at secondary school. Pupils are keen to learn, and poor behaviour does not disrupt learning.

Leaders prioritise the teaching of phonics and the development of early reading skills. Pupils read books which focus on the sounds they are learning. As a result, pupils become confident and fluent readers. Pupils who struggle with reading receive support from well-trained staff and catch up quickly. At key stage 2, pupils enjoy well-organised reading sessions and are achieving well. Pupils we spoke to told us that they love reading. They also look forward to adults reading to them. They talked with great enthusiasm about their favourite authors, such as Roald Dahl, David Walliams and JK Rowling.

In mathematics, the curriculum enables pupils to build on what they have already learned. Pupils know their multiplication tables well. They use them to solve difficult problems. Teachers have also improved the quality of pupils' writing.

Pupils show a keen interest in geography and art and design. When teachers explain new ideas in geography, they make useful links with the vocabulary that pupils already know. This helps pupils build on their prior learning. In their art sketchbooks, pupils had learned specific skills such as perspective. Year 4 pupils produced some high-quality cityscapes of New York, inspired by the artist Basquait. However, in computing, music and design and technology, curriculum plans are not as well embedded to ensure that pupils know more and remember more. Pupils are sometimes unable to recall what they have learned in previous years.

Pupils with special educational needs and/or disabilities (SEND) are well supported and encouraged to become independent learners. Assessment of their needs takes place at an early stage. Leaders ensure that, whenever possible, pupils with SEND have their needs met in class. As a result, they achieve well.

Leaders provide pupils with activities to support them in developing as confident, resilient and independent individuals. Leaders and staff give due regard to pupils' physical and mental health. The physical education (PE) curriculum is a strength of the school. Pupils have many opportunities to enjoy physical activity and learn about healthy living.

Children are safe and happy in the early years. There are clear routines which allow children to develop independence. Staff take every opportunity to develop the children's reading, language and number skills. The learning environment indoors is inviting and well resourced. However, the outdoor space lacks inspiration and does not reflect the same high standard of the learning environment indoors.

All staff feel part of the team. Staff who spoke with us all agreed that leaders care about their well-being. Governors are proud of the school. They challenge leaders and give support when needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that the right checks are carried out on adults before they start working in the school. Staff have regular training to keep up to date on current guidance for keeping children safe.

Staff take pupils' safety very seriously. The school keeps detailed and well-organised records relating to safeguarding concerns. All concerns are logged and monitored carefully. Leaders follow up any concerns quickly. Staff have good partnerships with outside support agencies. They make sure that families facing challenging circumstances get the help and support they need. All staff have completed the required safeguarding training.

Pupils know how to keep themselves safe at home, at school and when online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders provide the pupils with a rich and broad curriculum. The curriculum plans for most subjects ensure that pupils build their learning. The detailed curriculum planning procedures have not had sufficient time to become embedded in practice across the school in music, computing and design and technology. This is because some of the unit plans have only just been introduced. Leaders should ensure that the curriculum plans are successfully implemented, drawing on the effective practice that is already in place in other subjects. They should ensure that within this there are assessment procedures that support pupils in retaining the knowledge that they have learned.
- In the early years, the curriculum is broad and provides children with activities that they enjoy. However, the outdoor area is still being developed and does not support children's learning in all areas of learning. Leaders and staff should ensure that the curriculum provision in the outdoor area reflects the high standard of the learning environment indoors.

### 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 the provider and 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

<b>Unique reference number</b>	119640
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10121982
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Elizabeth Grindley
<b>Headteacher</b>	Catherine Maddocks
<b>Website</b>	<a href="http://www.st-patricks.lancs.sch.uk">www.st-patricks.lancs.sch.uk</a>
<b>Date of previous inspection</b>	19–20 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a voluntary aided Catholic primary school.
- The school had a section 48 inspection in June 2019.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During this inspection, we met with the acting headteacher and the senior leaders.
- We held meetings with teachers, support staff and subject leaders. We met with five members of the governing body and held a meeting with two representatives of the local authority.
- We visited lessons in each key stage. We spoke to pupils about behaviour and expectations in the school and observed behaviour around the school and in lessons.
- We observed a teacher support Year 2 pupils with their reading.
- We reviewed the school's self-evaluation and improvement plans, minutes of

governing body meetings and information on the school's website. I examined records in relation to safeguarding.

- We considered the 78 responses to Parent View, Ofsted's online questionnaire, and the 76 free-text responses. Inspectors met several parents and carers at the start of the day to gain their views of the school. We took account of the 31 responses to Ofsted's staff survey and the 72 responses to the Ofsted pupil survey.
- As part of this inspection, we looked carefully at phonics and reading. We also focused closely on mathematics, art and geography. During these activities, we met with subject leaders and visited lessons. We also spoke with teachers and pupils. We also looked at examples of pupils' work in these subjects.

### **Inspection team**

Andrew Morley, lead inspector

Ofsted Inspector

John Shutt

Ofsted Inspector

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