

Inspection of St. Patrick's Roman Catholic Primary School, A Voluntary Catholic Academy

Westbury Street, Thornaby, Stockton-on-Tees TS17 6NE

Inspection dates: 13 and 14 March 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected St. Patrick's Roman Catholic Primary School, A Voluntary Catholic Academy under section 5 of the Education Act 2005. However, Ofsted previously judged St Patrick's Catholic Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Leaders fulfil their ambition to develop pupils as 'caring young people, sensitive to the needs of others and proud of the responsibilities they take'. The rich curriculum develops pupils both socially and academically. Pupils enjoy learning and are appreciative of the high-quality teaching.

Pupils' behaviour is exemplary. From the early years, pupils learn a strong moral code and take responsibility for their actions. Pupils are kind and considerate to one another. They feel safe and happy in school. Bullying is rare. Relationships between staff, pupils and parents are very positive. Pupils know that adults listen to their concerns and will help them.

Leaders provide a wealth of enrichment activities. There are many after-school clubs, such as 'Rock Steady', a music club, and 'Maths in Motion', linked to Formula 1 racing. Pupils love the overseas visits to Italy and Holland, where they actively learn about life in a different culture.

Pupils learn to serve their school and local community through their many leadership roles. The eco-warriors encourage others to care for the environment. Class chaplains lead aspects of worship. 'Mini Vinnies' organise charitable fundraising events throughout the year.

Pupils flourish in this inspirational school.

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

Leaders have created an extremely ambitious curriculum for all pupils, starting from early years. Personal development and spiritual, moral, social and cultural education thread through the curriculum. There is also an emphasis on celebrating the heritage of the local community. Pupils study artists such as Lucy Pittaway and James Brunt, who work in the area. The history curriculum gives pupils an insight into how their town developed. Pupils undertake field trips to find out more about the effects of World War Two on Thornaby. In geography, they learn about the River Tees. Through the curriculum, pupils develop a strong sense of belonging to their community.

Leaders make sure that pupils gain an understanding of their place in the wider world. From Nursery, pupils learn a modern foreign language (MFL). Pupils in Year 6 can speak, read and write in French with confidence. The MFL curriculum contributes to pupils' understanding of different cultures. This is further developed through whole-school projects such as supporting children in Ukraine. Pupils sent resources to those in need, enclosing prayers they translated into Ukrainian.

Teachers recap on subject knowledge at the beginning of lessons. They regularly check what pupils know. Pupils readily recall subject knowledge using technical vocabulary. They have an excellent understanding of what they are learning and

why they are learning it. Pupils make connections with their prior learning, which helps them remember even more.

Leaders foster a love of reading. Enticing reading areas around school are well stocked with high-quality books. Pupils visit the local library and enter reading competitions. Staff are well trained in teaching phonics. They are confident in delivery and there is consistent phonics practice throughout school. Pupils focus well on their learning, making rapid progress from their starting points. Pupils are very well prepared for the next phase of their education.

Leaders have highly effective systems to identify pupils who may have special educational needs and/or disabilities (SEND). Teachers adapt lessons so that pupils with SEND can access the same learning as their peers. Extra support, such as additional phonics teaching, is in place to address specific individual needs. Pupils with SEND are fully included in the wider life of the school.

Pupils have high expectations of their own behaviour. They are caring, courteous and polite. Pupils enjoy coming to school and attendance rates are high. Pupil 'well-being champions' promote positive mental health. Pupils have an excellent understanding about their own mental health needs and those of others. Many pupils benefit from the therapeutic services provided in school.

There is an impressive personal development programme. Pupils have an excellent understanding of protected characteristics and fundamental British values. Pupils learn about the major world religions. They often learn from one another, as pupils from a variety of backgrounds make up the school community. Leaders ensure that after-school clubs build on pupils' unique talents.

Children in the early years blossom. They are visibly happy. The learning areas are inviting and well designed to support children in their development. Adults model communication and language skills very well. Children develop highly positive attitudes to learning which continue throughout school.

Leaders at all levels are relentless in their drive and determination. The governing body and trust offer strong support and challenge. They know the school well. Staff appreciate the opportunities to work with colleagues across the trust.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are taught how to keep themselves safe in various situations. Pupils learn about road safety and how to ride a bicycle safely. Online safety is frequently discussed. The use of electronic devices is further highlighted during the 'Disconnecting and Reconnecting' Week.

Staff know their pupils well. They are quick to identify any changes in behaviour which may indicate a safeguarding concern. Leaders work with external agencies to meet the safeguarding needs of pupils.

Leaders undertake all the required pre-employment checks for staff. Governors and staff receive regular training from the trust. This includes training on the 'Prevent' duty.

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 information from Ofsted Parent View 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.

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	142282
Local authority	Stockton-on-Tees
Inspection number	10242449
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	Board of trustees
Chair of trust	Joseph Hughes
Headteacher	Mark Ryan
Website	https://stpatrickscp.npcat.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a member of the Catholic Diocese of Middlesbrough and has a Christian character.
- The school is part of the Nicholas Postgate Catholic Academy Trust.
- A section 48 inspection was carried out by the diocese in April 2019. The school was graded outstanding.
- The school uses one alternative education provider.
- The executive headteacher leads two other schools, Christ The King Roman Catholic Academy and St Thérèse of Lisieux Catholic Primary School, as well as St. Patrick's.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, other senior leaders and the special educational needs coordinator. Meetings were also held with the early years leader, subject leaders, class teachers and pupils. Further meetings were held with early career teachers and some support staff.
- The lead inspector also met with representatives of Nicholas Postgate Catholic Academy Trust and members of the local governing board.
- Inspectors carried out deep dives into English, reading, mathematics, geography, history and MFL. For each deep dive, inspectors looked at curriculum planning, conducted joint lesson visits with leaders, spoke to pupils about their work and looked at books and samples of work.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- To inspect safeguarding, inspectors spoke to staff, parents and governors. A range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and adults. The lead inspector also met with the designated safeguarding lead.
- Inspectors spoke to pupils about their views of the school. As well as speaking to parents at the school gate, inspectors considered responses to Ofsted's online survey, Ofsted Parent View. Staff's views were taken into account through a number of meetings as well as their responses to Ofsted's staff survey.

Inspection team

Mary Cook, lead inspector	His Majesty's Inspector
Lynn Chambers	Ofsted Inspector
Claire Leech	Ofsted Inspector
Lee Wilson	Ofsted Inspector

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