

Inspection of St Patrick's Catholic Primary School

Whitehouse Road, Bircotes, Doncaster, South Yorkshire DN11 8EF

Inspection dates: 18 and 19 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders have made Catholic values and broadening horizons central to pupils' experience of school. Pupils helped to develop the school's mission statement of 'loving, learning and laughing'. They embrace these ideas and talk about respecting other people, whatever their backgrounds.

Pupils and staff have established positive relationships. One pupil, typical of many, said, 'teachers are kind to us and help us'. Pupils feel safe. They know that they can turn to trusted adults if they have a worry or a concern. Pupils are confident teachers would deal with bullying, should it happen.

Leaders have high expectations of pupils' behaviour. Pupils behave well. During social times, pupils are respectful to one another. Staff deal promptly with the occasional issues that arise.

Leaders have ensured that there is a range of wider opportunities available for pupils. Some pupils take part in clubs that develop their interests in football, French, and craft, for example. Pupils enjoy visits to locations connected with their studies, such as Beth Shalom, Lincoln Castle and Yorkshire Wildlife Park. Pupils benefit from cultural days during which they learn about aspects of Indian and Eastern European culture.

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

Leaders have established an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have identified the important knowledge that they want pupils to learn. Pupils encounter increasingly complex ideas as they learn the school's curriculum. They recall their learning in most subjects. Pupils can make connections between current and previous learning. Leaders have ensured that the early years curriculum helps to prepare children for key stage 1.

Teachers have secure knowledge of the subjects they teach. They share information with pupils clearly. Teachers ensure that they break learning down into accessible parts. They check pupils' understanding during lessons. Staff know exactly how successfully pupils are learning to read and develop their mathematical knowledge. In a small number of subjects, some pupils are not developing detailed subject knowledge. Some pupils are not able to recall their knowledge in these subjects confidently. In some lessons, the activities that teachers use do not always help pupils to develop their understanding and prevent misconceptions arising.

Leaders have prioritised reading. They want all pupils to be able to read accurately and with understanding, so that they can become independent learners. Children in the early years get off to a good start when learning to read. Staff use consistent

and effective strategies when helping pupils learn to read. Pupils read books which are precisely matched to the sounds they have learned. Leaders in the early years use a range of texts to help children learn about different topics. Pupils quickly learn to read fluently and with expression.

Leaders identify the additional needs pupils with SEND may have and the support that they may require. Teachers ensure that they adapt their teaching, so that pupils can learn the curriculum. In mathematics, for instance, staff provide extra models and images that relate to the work pupils are completing. Staff complete training to ensure that they have the knowledge and skills necessary to support pupils with SEND well.

Pupils are mostly calm and attentive in their lessons. Pupils value the behaviour systems. They enjoy receiving rewards. Pupils can become the 'citizen of the week' by following the school's 'golden rules'. Staff help children in the early years begin to learn how to manage their behaviour.

Leaders have adopted a personal development curriculum, which aligns with the school's catholic values. Pupils learn about topics including identity and safety. They study different faiths and beliefs. Pupils develop their social skills by talking about their emotions. They take part in fundraising events. Pupils are respectful of difference. However, they do not have a secure understanding of the relevance to society of British values and protected characteristics. Pupils in the early years learn about healthy lifestyles, including dental health. They grow vegetables and learn about how to make healthy food.

Governors know the school well. They support and challenge leaders to improve pupils' experiences of school. Some parents and carers hold the school in high regard, sharing that their children make 'massive progress' and that there are 'dedicated staff'. Leaders in the early years have engaged well with parents. They hold parent phonics sessions and transition picnics. A small proportion of parents hold less positive views about how leaders manage pupils' behaviour. Leaders plan to communicate with parents to share their work in this area of the school's provision.

Leaders are proactive in identifying areas for development. They have significantly developed the curriculum and are continuing to do so. Staff are proud to work at this school. They say leaders are considerate of workload and care about staff's well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established clear systems for reporting and recording safeguarding concerns. Staff are familiar with these systems and use them appropriately. All staff complete safeguarding training. They have up-to-date knowledge about how to keep pupils safe.

Leaders work effectively with wider agencies to ensure that pupils receive support when necessary.

Pupils learn about how to keep themselves safe, including online. They talk about the strategies they have learned to protect themselves from potential risks.

Governors know and act on their statutory safeguarding duties and fulfil them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers have not ensured that they carefully design and teach activities in a manner that enables pupils to achieve the intended aims of the curriculum. As a result, misconceptions can arise on pupils' behalf. Leaders should ensure that teachers know how best to design activities and resources that help pupils learn the intended curriculum.
- Pupils are respectful of one another and celebrate difference. However, they do not have a secure understanding of British values and protected characteristics, particularly in relation to the relevance and application of these ideas to society. As a result, pupils are not as well prepared as they could be for life in modern Britain. Leaders should ensure that pupils understand the relevance of British values and protected characteristics to society, and how they can apply this understanding to their lives beyond school.

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	122816
Local authority	Nottinghamshire County Council
Inspection number	10268837
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	113
Appropriate authority	The governing body
Chair of governing body	Catherine Hennis
Headteacher	Ann-Marie McGough
Website	http://www.stpatrickscatholicps.co.uk/
Date of previous inspection	17 and 18 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005, most recently in March 2018.
- The school is scheduled to join St Francis Catholic Multi Academy Trust in June 2023.

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 has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- The inspection team undertook deep dives in reading, mathematics, science and computing. For each deep dive, inspectors met with subject leaders, looked at

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- Inspectors also spoke with the curriculum leader for history and geography and scrutinised samples of pupils' work in these subjects.
- To evaluate the provision for children in the early years, inspectors met with the leaders and visited the early years setting on multiple occasions.
- Inspectors held meetings with those responsible for behaviour, attendance, pupils' personal development and the provision for pupils with SEND.
- To evaluate the school's safeguarding arrangements, inspectors viewed the single central record, held meetings with leaders, spoke with staff about safeguarding arrangements and reviewed the school's safeguarding records.
- Inspectors met with governors, including the chair of governors.
- Inspectors took account of the views of pupils and staff through formal and informal meetings. They also considered the responses to the pupil and staff survey, and to Parent View, including free-text responses.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
Steve Tague	Ofsted Inspector

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