

Inspection of St Patrick's Catholic Primary School

Cashmore Avenue, Leamington Spa, Warwickshire CV31 3EU

Inspection dates: 25 and 26 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?

Staff and pupils are proud to belong to the St Patrick's Catholic Primary School community. Staff greet families as they arrive. Bagels and a friendly welcome await pupils each morning. Pupils behave well and look after one another. In lessons, they discuss their learning sensibly. At break and lunchtimes, they share equipment and enjoy team games together. If bullying does happen, pupils are confident that staff will address issues quickly. Because leaders take effective action, pupils are kept safe, and feel safe, in school.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). These expectations are shared by staff, so pupils who need additional support in lessons receive it. Leaders have put reading at the heart of the curriculum. They have made sure that staff know how to teach phonics and the early stages of reading. This helps pupils learn in all subjects. In their comments to Ofsted, parents praised the teachers.

Pupils willingly take part in school life. They can become librarians, join the school council or become the head boy or girl in Year 6. Pupils speak proudly of their responsibilities.

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

Leaders have designed an ambitious and well-sequenced curriculum for all pupils, including those with SEND. In most subjects, leaders have designed a curriculum that identifies the most important knowledge they want pupils to learn. This also helps to inform teachers' assessments of how well pupils are doing. In a few subjects, new leaders have recently introduced changes. These leaders have not yet fully developed the leadership skills they need so that all subjects are led to the same high standard.

Leaders have planned effective ways to help pupils to learn. For example, pupils with English as an additional language benefit from helpful visual aids. Pupils with SEND are identified accurately and learn the same curriculum as their peers. Their work is presented in smaller chunks so that they can build their understanding gradually and securely.

Leaders have prioritised reading. Staff in all year groups have the necessary knowledge and expertise to teach pupils to learn to read. A well-structured phonics programme begins in Reception. Staff make regular checks on children's knowledge, so they know when they are ready to move on. This also helps staff spot when children need extra help to keep up or catch up. Children also learn spelling patterns alongside the letter sounds, which helps them to become confident writers.

When any older pupils with low reading skills, or those who are new to the English language, join the school they receive additional support so that they catch up quickly.

Pupils' behaviour and positive attitudes help them to learn well. Children in Reception learn to take turns and share. They listen well and concentrate on their tasks. Classrooms are calm spaces where pupils listen to their teachers and do their best. This means that pupils are able to achieve well. However, some pupils do not attend school often enough. This means that they do not benefit from the full curriculum and do not learn all that they could.

Pupils take part in a variety of activities that help them to gain independence, develop social skills and contribute to their school community. Pupils speak with enthusiasm of the after-school clubs that are available to them. They also enjoy taking responsibility in roles such as sports or mental health well-being leaders.

Leaders have created a friendly and inclusive culture where all are welcome. Pupils understand the school's Catholic values. These help pupils to understand their own emotions and be aware of the needs of others. However, leaders have not ensured that enough information about other cultures and religions is taught. Pupils do not show an informed awareness of the fundamental British values that influence daily life in this country. This means that pupils are not fully prepared for life in modern Britain.

School leaders work closely with the governing body. Together they have made many changes, but leaders always consider the effect on staff and their workload. Staff share the leaders' vision to provide the best education for their pupils. Parents appreciate all that staff do. As one parent said, 'We are incredibly lucky to have this great team.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding across the school. They provide regular training for all staff and governors. This means that adults are aware of signs that indicate a pupil may be at risk. Staff report concerns promptly. Leaders follow up any concerns and work with external agencies to make sure pupils and families get the help they need.

Leaders have planned a curriculum that helps pupils to recognise dangers, both online and face to face. This gives pupils the information they need to help them stay safe. For instance, pupils know the importance of not sharing passwords or personal information online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all subject leaders have a detailed oversight of how well pupils are learning the intended curriculum. This means that some leaders, especially those new to their roles, do not have a detailed understanding of what is working well or what needs to improve. Senior leaders should continue to support subject leaders to help them fully develop their leadership skills. They should do this so that all teachers clearly understand what should be taught.
- Leaders have not ensured that pupils learn enough about fundamental British values and the views and beliefs of others in society. This means that pupils are not as well prepared for life in modern Britain as they should be. Leaders should ensure that all pupils have a better understanding of British values and a greater awareness of other cultures and religions.
- Some pupils do not attend school regularly enough. This means that they miss too much learning and do not make the progress that they should. Leaders should continue to work with families to help them understand the importance of regular school attendance.

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	125715
Local authority	Warwickshire
Inspection number	10256907
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	Local authority
Chair of governing body	Anne Scott
Headteacher	Yvonne Clarke
Website	www.stpatricks-lspa.com
Date of previous inspection	14 and 15 November 2017, under section 5 of the Education Act 2005

Information about this school

- There have been significant changes in leadership and staffing since the previous inspection.
- St Patrick's is a Catholic Primary School.
- The school does not make use of alternative provision.
- The school was judged good in all areas in its most recent section 48 inspection in March 2018. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.

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 the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and other leaders. They also met with representatives from the governing body and the local authority.
- Inspectors carried out deep dives in reading, geography, science and physical education. In these subjects, inspectors discussed the curriculum with subject leaders and undertook joint visits to lessons. They also talked to pupils and teachers and looked at samples of pupils' work.
- Inspectors examined a wide range of documents, including those relating to safeguarding arrangements, behaviour, attendance, leaders' evaluation of the school's performance and school development plans.
- Inspectors spoke to staff about their role in keeping pupils safe. They talked to pupils about how they learn about keeping themselves safe.
- Inspectors held informal and formal discussions with pupils and observed lunchtime and playtime activities.
- Inspectors reviewed responses to Ofsted's online survey, Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff and pupil questionnaires.

Inspection team

Anne Potter, lead inspector

Ofsted Inspector

Susan Hughes

Ofsted Inspector

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