

Inspection of St Patrick's Catholic Primary School

Longfield Avenue, London E17 7DP

Inspection dates: 14 and 15 June 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?

Pupils enjoy coming to school. Leaders have created a welcoming culture where pupils are kind and caring towards each other. Pupils are proud of their school and enjoy learning. Leaders have high expectations of pupils' behaviour. Pupils behave well both in and out of lessons. They know that although people have different views, it is important to show kindness and respect.

Pupils have opportunities to take on responsibilities, for instance as well-being leaders, sports ambassadors and prayer leaders. Pupils organise games and activities for younger ones.

Leaders make sure that pupils access a wide range of extra-curricular activities, for example through after-school activities including ballet, music, choir and street dance. Pupils take part in local visits that support their learning, including a residential visit to Dorset. They support charities in the local community through fundraising and visiting community centres. These experiences prepare pupils for the next stages of education well.

Pupils know adults will listen if they have worries or concerns. Adults help to keep pupils safe and well looked after.

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

Leaders have taken decisive action to improve the quality of the curriculum. They have thought carefully about the important knowledge that they want pupils to learn and the order in which it will be taught. This helps pupils to remember and build on their previous learning. In some subjects, leaders' curricular thinking is not fully developed. This limits pupils' deeper subject-specific knowledge and understanding. The curriculum for the early years is ambitious. It is well sequenced across all the areas of learning to make sure that the children are ready for Year 1.

Teachers present information to pupils clearly. Typically, they check pupils' understanding and address any misconceptions in a timely way. Teachers have strong subject knowledge. For example, in mathematics, pupils in Year 5 used their prior understanding about parallel lines to apply it to new learning.

Leaders prioritise reading. They have made sure that there is a clear structure and sequence for the teaching of phonics. Pupils read books which match the sounds they have been taught. They segment and blend sounds well. This helps them to read accurately and with growing confidence. The school library is used often and widely. Pupils talk confidently about their favourite authors. Staff identify and support pupils who need extra help in their reading. They provide these pupils with effective help to catch up quickly. In early years, staff provide children with lots of opportunities to read and write.

Leaders have ensured that pupils with SEND receive effective support. They identify the needs of pupils with SEND quickly and provide pupils with appropriate support. However, sometimes teaching does not provide a minority of pupils with complex needs with precise support. This limits their access and learning of key skills.

Behaviour at the school is positive. At breaktimes and lunchtimes, pupils continue to behave well and play with each other positively. Pupils understand the school rules and follow the established routines. This means that that learning in lessons is rarely disrupted. In early years, children receive a high level of care. This helps them to settle quickly and to take turns confidently.

Staff teach pupils about the importance of healthy lifestyles and how to be better citizens. Leaders have prioritised the development of pupils' mental and physical health. Working relationships are strong between adults and pupils. In early years, staff support children to develop their fine motor skills. They help children to learn about nature. For instance, children grow vegetables and herbs in the garden.

Leaders prioritise staff well-being and workload. Staff are proud to work here. The governing body has a clear understanding of their school. Its members play an active part in supporting leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Leaders provide frequent training to ensure that staff are knowledgeable. They know how to identify and follow up on any concerns. Leaders monitor and record all safeguarding concerns thoroughly. Staff work closely with parents and carers to offer help.

Pupils are taught how to keep themselves safe. Pupils know who to talk to should they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders' curricular thinking is not fully developed. This limits pupils' deeper subject-specific knowledge and understanding. Leaders should ensure that curriculum plans in all subjects are fully embedded so that pupils develop their knowledge and skills securely.
- Sometimes, teaching does not support the needs of a minority of pupils with SEND. This limits these pupils' access to the curriculum and their understanding of it. Leaders should support all staff so that they have the expertise to adapt learning for pupils with complex needs effectively.

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	103088
Local authority	London Borough of Waltham Forest
Inspection number	10242113
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	432
Appropriate authority	The governing body
Chair of governing body	Cathryn Gregory and Fr Kevin Conway
Headteacher	Ruslan Protsiv
Website	www.st-patricks.waltham.sch.uk
Date of previous inspection	27 June 2017, under section 8 of the Education Act 2005

Information about this school

- ☑ St Patrick's Catholic Primary School is part of the Diocese of Brentwood.
- ☑ The most recent section 48 inspection under the Education Act 2005 for schools of a religious character took place on 29 March 2017.
- ☑ The school does not use any alternative provision.

Information about this inspection

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

- Inspectors held meetings with the headteacher, the assistant headteacher and members of the governing body, including the co-chair.
- Inspectors reviewed the school's safeguarding procedures, including pre-employment checks.
- Inspectors undertook deep dives in the following subjects: reading, mathematics, physical education, geography and Spanish. Inspectors met with subject leaders,

teachers and groups of pupils. They visited lessons and looked at pupils' work. Inspectors considered the curriculum in other subjects.

- Inspectors considered the views of parents and staff, including through responses to Ofsted's online surveys.
- Inspectors spoke to pupils in lessons and observed behaviour in lessons and at breaktimes.
- Inspectors reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

Inspection team

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