

# Inspection of a good school: St Patrick's Church of England Primary Academy

Salter Street, Earlswood, Solihull, West Midlands B94 6DE

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Inspection dates:

5 and 6 December 2023

## Outcome

St Patrick's Church of England Primary Academy continues to be a good school.

The headteacher of this school is Caroline Glennon. This school is a single academy in the St Patrick's Church of England Primary Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Dr Sarah Winnett.

## What is it like to attend this school?

Pupils at St Patrick's Church of England Primary Academy grow to become self-confident, articulate young people. They enjoy their lessons, especially when they can see how learning in different subjects fits together. The school provides high-quality care. Pupils are well prepared for the next stage in their education.

The school has planned an ambitious curriculum in which learning builds on what pupils already know. Pupils study a good range of subjects and learn well. Learning moves smoothly from one key stage to the next. Teachers are skilled at adapting work for pupils, including for those with special educational needs and/or disabilities (SEND). Children settle well in early years and soon become competent readers. Across the school, there is a lively reading culture.

Pupils behave well in lessons and at social times. There is a calm, purposeful atmosphere in classrooms and corridors. Pupils are noticeably friendly and show respect towards one another and adults. They know that they can always talk to an adult or use a 'worry box' to report a concern. Many pupils take part in a wide range of extra-curricular activities, including singing club and a range of sports. A high proportion of pupils receive instrumental music lessons.

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

Learning to read is a top priority. Pupils follow a structured phonics programme from early years onwards. Teaching ensures that pupils learn about letters and the sounds they represent in a logical order. Teachers check in the classroom on how well pupils have grasped their phonics knowledge, but these strategies identify only some of the pupils'

misconceptions. Adults provide effective support for those pupils who have been identified as being at risk of falling behind in their reading. Books are well matched to pupils' knowledge of phonics. The reading curriculum shows a good understanding of the various skills involved in reading. Across the school, pupils read widely, including non-fiction texts and a good range of poetry. They become confident and enthusiastic readers.

Pupils study all the subjects in the national curriculum. The curriculum gives due weight to the different components of each subject. For example, pupils learn to appreciate art in its cultural context, as well as developing their practical artistic skills. Leaders have carefully planned how learning should build up over time. Teachers have secure subject knowledge. They plan the day-to-day learning for pupils so that they meet the longer term learning aims. Teachers make sure that pupils understand and use the correct vocabulary. Pupils have good opportunities to explain themselves orally.

The school has effective strategies for helping pupils to remember learning over time. For example, Year 2 pupils can accurately recall the names of the solid shapes they have studied in geometry. Pupils say that the 'learning walls' in each classroom are particularly useful in helping them to keep track of their key knowledge. In mathematics, pupils discuss how they would approach questions, which helps them to develop their logical thinking. They use mathematical equipment confidently to support their learning. Prompt feedback enables pupils to identify their mistakes and put them right. Across the school, pupils achieve well, and many attain highly.

Leaders accurately identify the additional needs of pupils with SEND. Staff draw effectively on guidance to ensure that they meet all their needs. As a result, these pupils learn alongside their peers and make good progress through the full curriculum.

Staff have high expectations for pupils' behaviour. From early years, staff establish effective routines. Children learn to share, take turns and collaborate when asked to do so. In lessons, older pupils are keen to learn and concentrate well. Disruption to learning is rare. The rate of pupils' attendance is above the national average.

Pupils in this rural setting learn about social and cultural diversity. Visitors to the school encourage them to discuss their aspirations. Older pupils have good opportunities to learn by adopting leadership roles, for example as school councillors or by serving others. Pupils value the chance to take part in extra-curricular activities.

Adults work well together to meet the needs of pupils. Leaders have provided effective training for all staff, including those new to the profession. They work well with parents and carers, both in the pastoral care of pupils and in showing them how to support their children's learning. Staff believe that leaders are considerate of their workload. Recent appointments have given new energy to the board of trustees, whose members provide effective oversight of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In the teaching of phonics, teachers sometimes do not identify pupils' misconceptions quickly enough as they learn to read and write. As a result, these misconceptions sometimes persist longer than they should. The school should ensure that staff assess pupils' ongoing learning in phonics thoroughly and consistently.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	136320
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10294571
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Winnett
<b>Headteacher</b>	Caroline Glennon
<b>Website</b>	<a href="http://www.st-patricks-ce.solihull.sch.uk">www.st-patricks-ce.solihull.sch.uk</a>
<b>Dates of previous inspection</b>	3 and 4 July 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Birmingham. The most recent section 48 inspection for schools of a religious character took place in January 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 previous section 48 inspection.
- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in the evaluation of the school.
- The inspector met with the headteacher and other leaders. Meetings were also held with the SEND coordinator and curriculum leaders.

- The chair of trustees and four other trustees met with the inspector.
- The inspector spoke with pupils at social times and with groups of pupils more formally.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documents, including evaluations and improvement plans, and minutes of meetings of the trust. He also reviewed the school's attendance and behaviour records.
- The inspector took account of the responses to Ofsted Parent View. He met with parents at the start of the second day of the inspection. The inspector also considered responses to Ofsted's surveys for staff and for pupils.
- The inspector carried out deep dives in: reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work. He also scrutinised their work in some other subjects.
- The inspector listened to a sample of pupils from Years 1, 2 and 3 reading to a familiar adult.

## **Inspection team**

Martin Spoor, lead inspector

Ofsted Inspector

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Piccadilly Gate  
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