

Inspection of a good school: St Patrick Catholic Primary School

Torre Road, Leeds, West Yorkshire LS9 7QL

Inspection dates:

26 and 27 March 2024

Outcome

St Patrick's Catholic Primary School continues to be a good school.

What is it like to attend this school?

St Patrick's Catholic Primary School is a welcoming and friendly school. Pupils thrive and feel safe in this happy school. They are eager to learn and ensure they live up to the high expectations of their teachers. Pupils behave well in and around school, showing kindness and respect to others. In lessons, pupils follow well-established, clear routines. They focus on their learning, without any disruption. As a result, pupils remain on task and make strong progress.

Pupils enjoy coming to school and learning with their friends. They have a good sense of fairness and believe that people should treat others equally. Relationships are harmonious. Pupils report that bullying is rare. They trust adults will help them if they have a concern. Pupils learn how to stay safe in the community and when online. They understand the possible risks and how to respond.

Pupils relish the opportunity to take on responsibility. They enjoy the varied leadership roles, such as school council, reading ambassadors and 'mini-Vinnies'. They carry out important duties in the school and local community. Pupils speak with pride about their school.

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

The school has developed a broad and balanced curriculum. It is well organised and carefully sequenced. This includes the key knowledge that pupils will learn. Teachers have strong subject knowledge. They present information clearly. Teachers identify any gaps in learning and pick up on misconceptions as they arise. Pupils use appropriate subject-specific vocabulary. In several subjects, such as mathematics, pupils enjoy their learning and recall what they have been taught with confidence. However, in some foundation subjects, such as history, pupils have not developed the same depth of knowledge as they have in other subjects. This is because some aspects of the curriculum are less well developed.

The school has developed strong practice for the early identification of pupils with special educational needs and/or disabilities (SEND). This includes external professionals and a range of staff training. This means pupils with SEND receive the support they need. They access learning alongside their peers. This helps them to make strong progress.

Children in early years follow a well-thought-out curriculum. It prepares them well for the demands of Year 1. For example, during the inspection, children were learning about 2-D and 3-D shapes. Adults reinforced the key vocabulary and checked learning. Children could distinguish between a rectangle and a cuboid. A range of matching, sorting and construction activities helped children use this knowledge. Adults ask children questions as they engage in activities with them. Children talk about their learning, which helps them to develop their language and communication skills.

Children learn phonics when they arrive in Reception. Adults receive training to deliver the scheme well. Pupils who need extra help with the sounds they need to practise catch up quickly. There is a strong culture of reading across the school. Pupils speak enthusiastically about the importance of being able to read well. They enjoy reading for themselves and hearing adults read to them. Pupils talk about the stories they know from a variety of texts. Pupils read widely and often.

Pupils know it is important to be physically and mentally healthy. At social times, they play games or enjoy relaxing with their friends. Older pupils care for younger children and help them to play. Pupils can develop their interests and talents, such as sports, crafts, dance and music. All pupils, including pupils with SEND, take part. Pupils enjoy residential visits and trips to local attractions and museums. This helps to enrich their experiences beyond the school. For example, during the inspection, the school brass band attended a music performance with other schools.

The personal, social and health education programme is well sequenced and responsive to pupils' needs. Pupils recognise the importance of tolerance and respect. They learn about healthy relationships. They embrace diversity and value the opinions of others. Pupils are knowledgeable about different beliefs and faiths. They are able to talk knowledgeably about a recent visit to a Sikh temple. They talk with confidence about the important features of this religion. Pupils learn about fundamental British values. This helps to prepare them well for life in modern Britain.

Leaders, including governors, are mindful of staff workload and well-being. Leaders are approachable. As a result, staff work together as a supportive team. Staff are happy and proud to work in this school. Governors ensure they use the wealth of information they gather about the school to hold leaders to account. Parents are overwhelmingly positive about the school. They appreciate the support their children receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Where changes to the curriculum are more recent, what pupils should know and remember is less well established than in other areas of the curriculum. This has a negative impact on what some pupils can recall about their learning. The school needs to continue to develop the curriculum so that pupils develop the same depth of knowledge.

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 second ungraded inspection since we judged the school to be good in March 2015.

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

Unique reference number	108036
Local authority	Leeds
Inspection number	10297240
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair of governing body	Stephen Sadler
Headteacher	Claire Grady
Website	www.stpatricksleeds.org.uk
Date of previous inspection	8 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Roman Catholic school in the Diocese of Leeds. It received its last section 48 inspection in March 2022.
- Since the last section 8 inspection, there has been a change of headteacher, who took up her post in September 2019.
- The school does not use 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 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 their evaluation of the school.
- During this inspection, the inspector met with the headteacher and senior leaders, teachers, support staff and pupils.

- The inspector met with members of the governing body. She also spoke to a representative from the local authority and the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at samples of pupils' work. The inspector listened to some pupils read to adults they know.
- 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 considered responses to the Ofsted Parent View survey and the submitted free-text comments. She took account of the confidential staff survey and gathered the views of both pupils and staff throughout the inspection.

Inspection team

Louise Greatrex, lead inspector

Ofsted Inspector

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