

Inspection of St Patrick's Catholic Primary School

Hardybutts, Wigan, Lancashire WN1 3RZ

Inspection dates:	7 and 8 January 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are incredibly proud to be a part of this nurturing and caring school. They are confident, kind and articulate individuals. Older pupils, in particular, can speak with maturity and clarity about a range of different topics.

Pupils' conduct around school is impeccable. They rise to meet the school's high expectations for their behaviour and learning. Pupils are highly respectful of staff and each other. This allows everyone to learn without distraction. In the early years, children settle quickly into school routines and get along well together.

Pupils are enthusiastic to learn. They work hard and enjoy school. Pupils speak confidently about their learning and they are keen to learn more every day. Pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. They talk inspirationally about school. They said that it teaches them the 'rules for life', it is 'life-changing' and it is a 'privilege to come to school here'.

Pupils enjoy being with their friends. They care deeply for each other and the wider world. They enjoy their time together on the many school trips to museums, art galleries and residential centres. Pupils can choose to take part in an extensive array of extra-curricular opportunities. Staff provide tailor-made activities to fire pupils' interests.

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

The school has developed a broad and ambitious curriculum. It has clearly identified the key knowledge that pupils should learn from the beginning of early years to the end of Year 6. Learning builds in a logical way and this ensures that pupils have strong foundations for future learning.

In the main, the curriculum is delivered well. Teachers have strong knowledge of the subjects that they teach, and they present information to pupils clearly. However, from time to time, staff do not choose the most effective activities to support pupils in learning all that they can. This means that some pupils do not learn to the depth that they could.

The school's English curriculum is designed around carefully chosen books. Pupils read a wide range of literature and enjoy class texts that support their learning in other subjects. In early years, staff share stories and rhymes with children to develop their language skills. This continues as children move into Year 1. Nevertheless, a small number of pupils who find learning to read difficult do not access books that match their phonics knowledge. On occasion, some staff do not use the most appropriate strategies to support these pupils. Older pupils are highly articulate about books and authors. Reading ambassadors have visited the local bookshop to choose new and exciting stories for their classmates to read. Pupils use expression and detail to recall and retell stories that they have read previously. Most older pupils read with accuracy and independence.

The school uses a range of information to identify and address any gaps in pupils' learning. Most pupils with SEND access the same ambitious curriculum as their peers and

they typically achieve well. The school liaises effectively with professional agencies as well as parents and carers. This ensures that pupils with SEND receive the support that they need. Similarly, the school works well with parents, carers and external agencies when needed to ensure that pupils attend school as often as possible.

Pupils' attitudes to learning are exceptional. They work hard in lessons. They follow adults' instructions promptly and effectively. Their positive attitudes contribute greatly to their successful learning. Pupils collaborate well with one another. This starts in early years, where children learn about the importance of sharing, working together and supporting each other.

The school's offer to enrich pupils' personal development is noteworthy. Pupils embrace their various leadership responsibilities, for example as subject ambassadors or as part of one of the school's faith groups. Pupils can also elect each other as school councillors. The school council holds open surgeries when other pupils can come along to share their ideas. Pupils in this school have an active voice in what happens next for them. Pupils in key stage 2 enjoy their daily well-being walks in the local community. During these, they get to greet local residents. Pupils' vision for sustainability and their plan to improve this in their grounds is impressive. They show a deep understanding of why looking after the world is important to them. Pupils make a valuable impact on the life of the school and the wider community.

Staff are positive about their own development, workload and well-being. They are proud to be part of a successful team. Governors understand their role and their statutory duties. They provide effective support and challenge in equal measure.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils who find reading difficult do not receive effective support to address gaps in their phonics knowledge. This is because, on occasion, pupils' books do not match their phonics knowledge. In addition, from time to time, some staff lack expertise in providing targeted support. The school should ensure that staff receive the support that they need to help pupils to catch up quickly in reading.
- In some subjects, staff do not choose the most appropriate activities to help pupils learn the intended curriculum. This prevents some pupils from developing a deep body of subject knowledge. The school should ensure that teachers make the most appropriate pedagogical choices to teach new curriculum content.

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	106460
Local authority	Wigan
Inspection number	10348033
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	352
Appropriate authority	The governing body
Chair of governing body	David Wall
Headteacher	Lisa Hobden
Website	www.saintpatricks.wigan.sch.uk
Dates of previous inspection	3 and 4 December 2014, under section 5 of the Education Act 2005

Information about this school

- This Roman Catholic school is part of the Archdiocese of Liverpool. The last section 48 inspection, for schools of a religious character, took place in September 2023. The school's next section 48 inspection is due before September 2028.
- Since the last inspection, the school has appointed a new headteacher and deputy headteacher.
- The school runs a before- and after-school club for pupils.
- The school does not currently make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. They met with subject leaders and with teachers. Inspectors visited lessons, looked at examples of pupils’ work and talked with groups of pupils about their learning.
- The lead inspector observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils’ work in these subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 lead inspector spoke with members of the governing body. They also spoke with a representative of the local authority and the diocese.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted’s online survey for staff.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils’ personal development.
- Inspectors looked at a range of policies and documentation relating to pupils’ welfare and education. They observed pupils’ behaviour during lessons and around school.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of pupils about their experiences at school. They took account of the responses to Ofsted’s online pupil survey, including the free-text comments.

Inspection team

Helen Friend, lead inspector

His Majesty’s Inspector

Sue Bowman

Ofsted Inspector

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Ofsted Inspector

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