

# Inspection of St Patrick's Catholic Primary and Nursery School

Coronation Avenue, Wilford, Nottingham, Nottinghamshire NG11 7AB

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Inspection dates: 16 and 17 November 2021

**Overall effectiveness** **Good**

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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?**

This is a popular school with a caring ethos. Pupils are proud of their school, saying that staff 'listen to us and understand us'. This helps pupils to feel safe and focus on their learning. Parents and carers spoke warmly about the care and education their children receive. Some especially like that the school celebrates diversity alongside strong Catholic values.

Pupils' behaviour is good, in lessons and in informal situations. Pupils respond well to the 'good to be green' behaviour system. They understand what will happen if their behaviour is unacceptable. They agree that the system of warnings is fair. Pupils like the principle of a 'fresh start every day'.

Pupils understand the meaning of bullying, in its many forms. They told inspectors that they feel confident staff would deal with any issues that may arise. Positive relationships enable pupils to thrive in an atmosphere of trust.

Staff encourage pupils to take on roles such as play leaders or 'mini chaplains'. This enables pupils to develop independence and caring attitudes.

Pupils enjoy lessons and work hard. They make good use of the 'building blocks' activity at the start of each lesson. This enables them to recall previous learning and apply that knowledge when tackling new concepts.

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

Since the last inspection, leaders have rewritten the curriculum. This work is now complete, in all subjects. The revised curriculum sets out the important knowledge and skills pupils should gain, from the early years to Year 6. Staff encourage pupils to apply what they already know when facing new challenges. This enables pupils to know and remember more, year on year.

There has been significant turnover of staff since the last inspection. Leaders and staff are now a united team who share an ambitious vision for the school and its pupils. However, due to staffing changes, some curriculum leaders are new to their roles. They do not yet have a firm overview of their subjects. They have not yet checked the impact of their subjects on pupils' learning. There is a plan to provide more support for new leaders during the year.

The mathematics curriculum is strong. The leader has ensured that staff follow a consistent approach in lessons. This means that pupils focus on their learning and produce work that is of high quality. They develop good mathematical knowledge and problem-solving skills.

Leaders and staff rightly prioritise the importance of reading. They encourage pupils to develop a love of reading by providing well-chosen books in class areas. The

school library is a vibrant, inviting space for pupils to browse and enjoy books. Staff in the early years and Years 1 and 2 provide daily phonics sessions to develop early reading. Children in the early years get off to a strong start in developing their phonic knowledge. Currently, there is a focus on Year 1 pupils' reading, due to the disruption in pupils' learning during periods when schools were not fully open. Some are not yet fluent, confident readers. Staff check pupils' progress carefully. They ensure that pupils read from books that match their phonics knowledge.

The coordinator of the provision for pupils with special educational needs and/or disabilities (SEND) is new to the role. Leaders have ensured that she receives the necessary training and support. In lessons, staff provide effective support to cater for the needs of pupils with SEND.

Children in the early years quickly settle to routines. Adults prioritise children's language development. The children are developing well in the safe and well-resourced learning areas.

All staff strongly promote the school's values. These are summed up in the statement: 'love first, live the gospels, learn for life'. The support for pupils' personal development is strong. Pupils expressed an awareness of, and appreciation for, a range of faiths and cultures. They are developing as thoughtful, tolerant young citizens.

The school receives effective support and challenge from governors and the multi-academy trust. This has had a positive impact on leaders' work to develop the curriculum and train staff. Leaders and governors are mindful of staff workload and well-being. They recognise the challenges many have experienced during the COVID-19 pandemic.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They spoke about the importance of staff training and good communication. They know pupils and families well. This ensures that leaders are alert to concerns as soon as they arise. Records are detailed and timely. Pupils spoke about feeling safe at the school, because they trust adults to care for them and keep them safe. They are also well informed about how to stay safe online. Recently, leaders have discussed with pupils the dangers of peer-on-peer abuse, in an age-appropriate way. They are keenly aware that these issues can occur anywhere.

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

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

- Leaders have constructed a curriculum that sets out clearly what pupils should know, and when, in all year groups. However, some curriculum leaders are new to

the role. They do not yet have a clear overview of their subject. Leaders should ensure that curriculum leaders develop ownership of their subjects, so that they can accurately monitor the impact of the delivery of their subject's curriculum on pupils' ability to know and remember more as they progress through the school.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	139490
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10199726
<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>	214
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nigel Stevenson
<b>Headteacher</b>	Tracy Lane
<b>Website</b>	<a href="http://www.st-patricks.nottingham.sch.uk/">www.st-patricks.nottingham.sch.uk/</a>
<b>Date of previous inspection</b>	4 May 2016, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in September 2017. The deputy headteacher was appointed in September 2021. Since the last inspection, there has been significant turnover of staff.

## Information about this inspection

The inspector(s) carried out this 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 of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher and other senior and curriculum leaders.
- The lead inspector met with the chair of governors and representatives of the multi-academy trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, inspectors met with subject leaders, looked

at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.

- Inspectors also looked at pupils' work and visited lessons in a range of other subjects.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and other documents, and by holding discussion with leaders, staff and pupils.
- Inspectors carried out a range of activities to evaluate pupils' behaviour and attitudes and how well the school promotes pupils' personal development.
- Inspectors evaluated the quality of the provision for pupils in the early years foundation stage by visiting this area of the school and speaking to staff and children.

### **Inspection team**

Christine Watkins, lead inspector

Her Majesty's Inspector

Rob Cruise

Ofsted Inspector

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