

St Patrick's Catholic Primary and Nursery School

Address: Coronation Avenue, Wilford, Nottingham, Nottinghamshire, NG11 7AB

Unique reference number (URN): 139490

Inspection report: 30 June 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders and staff routinely promote the importance of high attendance. Pupils love to receive house points, 'discipleship diamonds' or postcards home when they attend well. Leaders' insightful analysis helps them continue to improve attendance rates. Their effective support has led to significant improvements in the attendance and punctuality of some pupils. Few pupils arrive late to school. This culture of high attendance is underpinned by positive relationships between leaders and families.

Leaders have consistently high expectations for pupils' behaviour and conduct. Pupils want to do well and have positive learning behaviours. They understand why learning matters and take it seriously. In classrooms, pupils demonstrate high levels of focus and follow well-established routines willingly to support their learning.

Pupils behave extremely well around school. They are certain that bullying is very rare. Parents and carers with concerns about bullying are very low. Pupils say that teachers are very good at helping them to rebuild relationships when they fall out or experience unkindness. Staff deal with behaviour that falls below the school's expectations quickly and effectively. Pupils learn how to manage their own emotions and resolve conflict with others. They show consistently high levels of respect for others, with the oldest pupils setting an excellent example to their younger peers.

Early years

Strong standard ●

Children in the early years settle quickly and learn well from the start. Leaders have a strong understanding of the early years framework and use this effectively to identify strengths and priorities. This ensures that the provision is of a consistently high-quality. As a result, typically, the vast majority of children, including those with special educational needs and/or disabilities (SEND) and other disadvantages, achieve a good level of development.

The early years curriculum is planned carefully. It provides rich opportunities for children to develop foundational knowledge and skills, particularly in early literacy and numeracy. Early reading is prioritised. Phonics is taught consistently well and reinforced throughout the day. This helps children make sustained progress with their reading skills. Teaching is highly effective. Skilled staff supervise learning carefully. They know when to intervene and when to allow children to explore independently. Staff use accurate vocabulary, ask probing questions and promote children's speech, language and communication at every opportunity. High-quality interactions build on prior learning, deepen understanding and help children apply knowledge in new contexts.

Staff know children exceptionally well and foster warm, trusting relationships. Children learn in a calm, safe environment where their achievements are celebrated. Staff adapt learning successfully so that all children benefit from meaningful learning experiences and flourish.

Leaders have created a programme of personal development that is extensive and tailored carefully to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), participate and benefit fully. Pupils are well prepared for life in modern Britain. They talk confidently about fundamental British values and the protected characteristics. Pupils know how to keep themselves safe and healthy, including how to look after their mental health, how to maintain an active lifestyle, and how to keep themselves safe online. These themes are embedded in many aspects of school life, including social times and assemblies.

Pupils are taught how to be tolerant and respectful of other faiths and religions. They are keen to reflect on the spiritual side of life and to understand other's beliefs. Year 6 pupils, for example, value learning about Hinduism. Pupils also know the importance of respecting the diverse lifestyles found in contemporary society. Pupils develop their ability to recognise the difference between right and wrong, including understanding the consequences of their behaviour and actions. They apply this understanding readily in their own lives and offer reasoned views about moral and ethical issues. Pupils enjoy the many opportunities they have to engage with local community events and to support the work different charities. As pupils move up through the year groups, they become more confident, resilient and independent. Transitions into and within school are well-thought through. As a result, pupils are well prepared for the next stages in their education.

Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. The provision is highly effective and has had demonstrable impact on pupils, for example, those pupils who are young carers.

Expected standard

Achievement

Expected standard

Pupils usually achieve well across the curriculum, although there are some slight variations across different year groups and subjects. By the end of Year 6, pupils' attainment in reading, writing and mathematics is generally in line with the national averages. Consequently, pupils are well prepared for the next stage of their education.

Timely interventions help pupils develop firm knowledge of multiplication and the ability to read fluently. Leaders have strengthened phonics teaching, so that gaps in pupils' phonics knowledge close quickly. Pupils apply this knowledge with growing confidence when writing. The youngest pupils use an appropriate pencil grip to help them form their letters correctly and, later, develop a fluent writing style.

Disadvantaged pupils and pupils with special educational needs and/or disabilities generally progress well from their starting points. However, some pupils of these pupils do not achieve as well as they could because some curriculum adaptations lack precision.

Curriculum and teaching

Expected standard 

The curriculum is well planned and sequenced with clear endpoints across the range of subjects. Leaders have planned the precise knowledge and skills that pupils need to learn. Teachers make sure that pupils have opportunities to revisit what they have been taught so that they remember the key curriculum content well over time.

Teachers have the expertise necessary to deliver the reading, writing and mathematics curriculums well. Staff teach phonics consistently, and pupils use their knowledge of sounds successfully to read and write. When gaps in pupils' knowledge arise, staff generally resolve these quickly through focused teaching and catch-up sessions. Some teachers use checks of pupils' learning effectively, but this is not consistent.

Leaders are strengthening how well the curriculum is adapted to meet pupils' precise needs. This is particularly the case for those pupils who struggle to access tasks readily and those who would need additional challenge. Pupils sometimes benefit from curriculum adaptations that help them feel confident, included and ready to learn. However, these approaches are not applied consistently in all subjects and in all year groups. This limits how well some pupils progress through the curriculum and their readiness for the next stage of learning.

Inclusion

Expected standard 

Leaders have well-established systems in place to identify and assess the needs of pupils with special educational needs and/or disabilities (SEND). Through the use of the graduated approach, leaders ensure that the provision for these pupils is well matched to their needs, and remains relevant when circumstances change. Staff benefit from suitable training that helps them meet the range of pupils' needs. They usually make suitable adaptations that help pupils with SEND learn successfully.

Pupils who attend the schools 'Beehive' provision benefit from an individualised curriculum focused specifically on their assessed needs. Staff are flexible in their approach to the planned provision and respond skilfully when needs change. Staff foster a clear sense of belonging and ensure that pupils who attend this provision interact often with their peers. This has a positive impact on the achievement of these pupils.

Leaders check carefully how well pupils are progressing and whether support is making a difference. The school uses its additional funding carefully to focus on the priorities that matter most for its disadvantaged pupils. This helps remove barriers so that every pupil can take part fully in school life, feel included and have the chance to flourish.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths and the aspects of provision that need further development. They identify priorities accurately and implement considered strategies to continue improving pupils' experiences. For example, leaders have reviewed and refined the teaching of phonics, the school's approach to early reading and the English curriculum to strengthen the consistency and effectiveness of provision. This work is

ongoing, draws on research and supports pupils to build and deepen their knowledge over time.

The school's inclusive ethos is underpinned by high aspirations for all pupils. Leaders work in pupils' best interests and respond thoughtfully to the changing needs of the school community. Staff are supported through professional learning to adapt their teaching to meet the needs of a changing pupil population. Staff speak positively about this training, feel valued in their roles and appreciate leaders' consideration of workload and wellbeing.

Leaders and governors work collaboratively to support the school's development. Governors know the school, its community and its families well and fulfil their statutory responsibilities. They play a key role in maintaining constructive relationships with parents and carers and the wider community. Governors support leaders' work and contribute positively to the school's ongoing development. However, they do not always provide leaders with sufficient challenge or evaluate the impact of the school's improvement work well enough.

What it's like to be a pupil at this school

Pupils are proud to be at this school. They speak positively about what it means to be a pupil here. Pupils enjoy coming to school because they feel included, safe and happy. They understand how to keep themselves safe, including online and when out in the community. They know who to turn to if they need help. One pupil summed up the feelings of many by saying, 'You can be yourself here as we care and love everyone'.

Pupils are keen and eager to learn. They are positive about the range of experiences that the school provides. They value trips to the zoo, to the Space Centre and to places of worship. Pupils say these opportunities make learning interesting and memorable. They enjoy reading and talk confidently about their choice of books.

Pupils behave well and work cooperatively with one another. Bullying is rare. Staff help pupils resolve disagreements quickly. Older pupils enjoy looking after their younger peers and take pride in contributing to school life, for example, as house captains. Pupils know that their views matter. There are many opportunities for them to get involved in extra-curricular activities and they value the many leadership roles, including as eco-warriors and faith ambassadors. Pupils understand the school's values of respect, gratitude and mercy. They know how these guide their behaviours and relationships with others.

On the whole, pupils achieve well and make sustained progress from their starting points, including in the early years. This is especially evident in early reading and handwriting, where the school has secured positive improvements. Teachers know pupils well and understand the challenges they face. As a result, barriers to learning are typically overcome successfully. At each stage, pupils are well prepared for the next stage of their education.

Next steps

- Leaders need to ensure that the curriculum is delivered and adapted equally well across all subjects so that all pupils, including pupils with special educational needs and/or disabilities (SEND), can achieve their potential.
 - Leaders need to ensure that all teachers use checks of pupils' learning effectively to inform pupils' next steps.
 - Those responsible for governance need to ensure that their oversight of the provision is sufficiently detailed across all their areas of responsibility so that they can hold leaders to account fully.
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About this inspection

This school is part of Our Lady Of Lourdes Catholic Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), James McGeachie, and overseen by a board of trustees, chaired by Nigel Stevenson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the acting headteacher and other school leaders during the inspection. The lead inspector met with those responsible for governance, including the CEO of the trust. Inspectors visited lessons, sampled books, and spoke with pupils, staff and parents and carers on site.

This school is registered as having a Roman Catholic religious character. It is in the Diocese of Nottingham. Its last section 48 inspection was June 2024.

The school currently uses no alternative provision.

Headteacher: Jennifer Cannell

Lead inspector:

Richard Jones, His Majesty's Inspector

Team inspectors:

Sally Wicken, Ofsted Inspector

Rachel Tordoff, His Majesty's Inspector

Helen Jones, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 30 June 2026

School and pupil context

Total pupils

206

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

214

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

32.98%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.49%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.11%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	74%	61%	Above
2022/23 (final)	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (final)	78%	75%	Close to average
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25 (final)	84%	74%	Above
2023/24 (final)	84%	73%	Above
2022/23 (final)	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	46%	Close to average
2024/25 (final)	45%	47%	Close to average
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	70%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (final)	64%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	80%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	59%	Close to average
2024/25 (final)	64%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	60%	Above
2024/25 (final)	91%	61%	Above
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	90%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	68%	-16 pp
2024/25 (final)	45%	69%	-24 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	70%	66%	4 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	80%	78%	2 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	78%	-15 pp
2024/25 (final)	64%	78%	-15 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	70%	77%	-7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	80%	2 pp
2024/25 (final)	91%	81%	10 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	90%	79%	11 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	4.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	11.5%	13.0%	Close to average
2023/24 (3 term)	9.9%	14.6%	Below
2022/23 (3 term)	6.3%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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