

Inspection of St Patrick's Catholic Primary School, A Voluntary Academy

Ling Forest Road, Mansfield, Nottinghamshire NG18 3NJ

Inspection dates: 11 and 12 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade 13 and 14 July 2021

What is it like to attend this school?

Pupils are happy at St Patrick's school. They enjoy school and feel safe. Leaders and staff share the same aims of pupils belonging, caring and sharing. These are clear to see in everyday school life.

Leaders have high expectations of all pupils. Pupils know the school rules and try hard to follow them. They understand the reward system. They enjoy earning postcards home and a place on the recognition board. The house system gives pupils a sense of responsibility. They are able to vote for their peers to become house captains and chaplains.

Behaviour in school is calm. Pupils respect adults and their peers. The playground is a happy place to be and full of laughter. Pupils enjoy traditional games, like hopscotch and skipping. Pupils say bullying does not happen very often, but if it does, teachers deal with it. If pupils are concerned, they know they can use the worry box. They say teachers care and help them resolve any issues.

Parents and carers are overwhelmingly positive about the school. They say staff are committed to children's education and well-being. Parents say that leaders make them feel a valued part of their children's education.

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

Leaders have worked hard to ensure that there is an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is well planned and sets out the knowledge pupils should know and when. The curriculum builds on pupils' prior learning. 'Flashbacks' and quizzes that pupils complete before and after they have learned a topic help most to remember what they have learned. In most subjects, pupils have different resources that help them to remember key vocabulary.

The teaching of reading is a priority. It starts in the early years. Leaders have invested in resources and training for all staff. Staff are confident in teaching phonics. Pupils who fall behind get the right support to catch up quickly. The books pupils have to read match the sounds they know. Pupils enjoy reading and try hard to improve and become fluent readers. Staff widely promote the love of reading. Pupils enjoy listening to teachers read to them. The new school library encourages pupils to choose their own books of interest.

Teachers regularly check where pupils are in their learning. Pupils complete challenges in lessons to ensure that they can apply their knowledge. They know when they have achieved the intended learning. For example, in mathematics, pupils clearly explain their 'steps to success'.

The curriculum in the early years is well planned. The environment is calm and inviting. Teachers ensure that children can practise their learning through purposeful activities. Children have access to a wide range of vocabulary. They enjoy making sounds they may hear in the environment and link these sounds to words. Children are able to talk about what they are doing and why.

Teachers identify pupils with SEND and provide extra support to meet their needs. These pupils access the same learning as their peers. The learning activities are suitably broken down for them to access. Sometimes, expectations are not high enough of what pupils with SEND will know and be able to do.

Most pupils are ready to learn. They enjoy learning and are proud of their achievements. Pupils have good attitudes to their learning and want to do well. Occasionally, low-level disruption occurs. While teachers address this, it sometimes happens again.

Leaders have prioritised the wider development and enrichment opportunities for pupils. There are clubs which help to develop pupils' interests and talents. These include cheerleading, dance, cross country and art and crafts. The school has links with the local community. For example, the local football club provides coaching sessions for pupils in school.

Pupils' spiritual development is important to leaders. Pupils start and end the day in prayer. They understand that there is a range of faiths in their local community. Pupils respect diversity and understand that everybody is different. They are able to talk about respectful relationships and connecting with others. Not all pupils have a good enough understanding of different types of relationships.

The school is well managed. Staff feel that leaders support them. Leaders consider staff workload and well-being. Staff are proud to work at the school. They enjoy their work. Governors and the trust leaders know the school well. Governors understand and meet their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding pupils is their main priority. All staff know their responsibilities to help keep pupils safe. They identify pupils who may be at risk of harm. All staff are well trained to spot the signs of abuse. They report any concerns quickly. Leaders act swiftly to help pupils and their families who may need support. The safeguarding team work well with outside agencies. The trust's safeguarding team supports leaders well.

Pupils know how to keep themselves safe, including when online. They know different ways to look after their own mental health and well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although the majority of pupils' behaviour is good, there is some low-level disruption. Teachers address this. However, at times, the low-level disruption continues. Sometimes, this affects other pupils' learning. Leaders should ensure that teachers and support staff have the knowledge and skills necessary to manage pupils' behaviour, so that all pupils are able to learn in lessons.
- The relationships, sex and health education (RSHE) curriculum is not always taught in a way that allows pupils to understand important knowledge, particularly in their learning about relationships. As a result, not all pupils have a good enough understanding of the different types of relationships that exist. Leaders should ensure that the teaching of RSHE enables all pupils to develop a secure understanding of the different types of relationships, to prepare pupils fully for life in modern Britain.

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](#)' 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

Unique reference number	140783
Local authority	Nottinghamshire County Council
Inspection number	10228424
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The Board of trustees
Chair of trust	Nigel Stevenson
Headteacher	Jane Smedley
Website	www.st-patricksrc.notts.sch.uk/
Date of previous inspection	13 and 14 July 2021, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluations of the school.

- Inspectors held meetings with the headteacher, deputy headteacher and other school leaders, including the special educational needs coordinator.
- Inspectors carried out deep dives in reading, mathematics, history and geography. As part of these deep dives, inspectors met with curriculum leaders, visited a sample of lessons, looked at samples of pupils' work, listened to pupils read and held discussions with teachers and pupils. Inspectors also reviewed curriculum documentation for other subjects.
- The lead inspector met with members of trust and the chair of governors.

- Inspectors considered the responses to the Ofsted Parent View. Inspectors also spoke informally to parents on arrival at the school gate. Inspectors considered the responses to Ofsted's survey for the school's staff.
- The lead inspector met with the school's designated leaders for safeguarding to check the effectiveness of the school's arrangements to keep pupils safe.
- The lead inspector examined a range of documentation, including those relating to: safeguarding; governance; recruitment; behaviour; exclusions; the use of pupil premium and attendance.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

Adrian Rollins

Ofsted Inspector

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