

Inspection of St Patrick's Catholic Primary School, Corby

Patrick Road, Corby, Northamptonshire NN18 9NT

Inspection dates: 4 and 5 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early year provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

St. Patrick's is a welcoming and caring school where pupils are happy and keen to learn. Parents and carers, staff and pupils overwhelmingly agree that leaders really value them and ensure that the school is a positive place to be.

The school's values are woven throughout school life. This ensures that pupils have a purposeful attitude towards their learning and towards life in general.

Pupils feel safe and valued by staff. They know exactly who to turn to if they have concerns or worries. Pupils behave well, and any occasional low-level disruption is dealt with straight away.

Pupils agree that bullying does not happen at the school. They understand what bullying is and would report it to staff if it happened. Pupils praise the school for being inclusive, and they say that everybody is treated the same. One pupil summed up the views of many, saying, 'It is a person's character we care about and not their back story.'

Pupils can take part in a wide range of clubs to develop their interests or talents, and they have the chance to take on responsibilities, such as being members of the school council or eco-leaders. Additionally, there is the opportunity to raise money for local charities.

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

Leaders have made changes to the curriculum. There has been a thorough approach to designing the curriculum. Leaders have created some well-sequenced curriculums, which will prepare pupils well for when they leave the school at the end of Year 6. However, in some subjects, these plans need further developing to make sure that essential knowledge is precisely identified.

Subject leaders work collaboratively with colleagues in the school and other professionals to develop and refresh their own subject knowledge. This enables them to support staff to teach the curriculum well. Teachers present new ideas and concepts to pupils clearly. Teachers' explanations follow clear steps, which helps pupils to remember more. Lessons begin by revisiting earlier content pupils have learned. This is then connected to new knowledge and allows pupils to develop their understanding further. Pupils use technical vocabulary related to specific subjects well.

Staff have ambitious aspirations for pupils with special educational needs and/or disabilities (SEND). Teachers rigorously support pupils with SEND. Where needed, teachers adapt the curriculum to allow pupils with SEND to achieve well. The school celebrates the success of pupils with SEND.

A cultural love for reading has been established in the school. Pupils read widely and have access to a wide range of books from many authors. Leaders have implemented a phonics programme to ensure there is a consistency in the teaching of early reading. Pupils learn to read with books that closely match the sounds they know. Pupils quickly become fluent readers.

The breakfast club encourages pupils to be in school on time. Staff foster close relationships with parents. No stone is left unturned in attempts to encourage pupils to attend school regularly and to be in school on time. These measures ensure that attendance and punctuality remain high.

Children in the early years get off to a good start. Clear routines are established so that children settle well into school life. Learning to read and encouraging children to develop their language and communication skills are important priorities. Early mathematics is well taught.

Older pupils exhibit the school's values by acting as good role models. All pupils are polite, welcoming and demonstrate good behaviour and manners.

Staff are highly focused on developing each pupil's character. The active school council represents its own classes and makes a positive contribution to improving the school and wider community for the better, raising money for local charities, for example.

Pupils are respectful towards those whose beliefs or home lives may be different from their own. They understand British values, especially of tolerance and respect. They know how to keep themselves safe online. However, pupils are not as well informed about the world's major faiths.

Leaders consider staff well-being and workload. Leaders offer staff support, when needed. Leaders promote a culture of kindness and caring.

Leaders, governors and staff are fully committed to their goal of delivering high-quality education to all pupils. This is being realised in how much pupils enjoy their learning and are eager to learn more.

Safeguarding

The arrangements for safeguarding are effective.

There are clear and robust safeguarding procedures in place. All staff are aware of these and use them effectively to ensure pupils and staff are safe. Leaders make sure that staff training is kept up to date. They monitor staff's awareness of safeguarding issues. When leaders are made aware of any safeguarding concerns, they act swiftly and appropriately. The governing body works with the school to ensure that safeguarding duties are fulfilled diligently.

Leaders engage with local providers to ensure that pupils are informed about local safeguarding issues, including knife crime, gangs and county lines.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum is not broken down into small steps of essential knowledge. Pupils do not learn this essential knowledge as well as they could. Leaders should ensure that the essential knowledge that builds up the ambitious curriculum goals is fully identified.
- Pupils do not gain a sufficient depth of understanding of the world's major faiths. They are not as well prepared for life in modern Britain as they could be. Leaders must ensure the curriculum provides pupils with a firm understanding of the world's major faiths.

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	122045
Local authority	North Northamptonshire
Inspection number	10277653
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	238
Appropriate authority	North Northamptonshire
Chair of governing body	Chris Atkins
Headteacher	Louise Blair
Website	www.stpatricksprimaryschool.com
Date of previous inspection	6 and 7 July 2016, under section 5 of the Education Act 2005

Information about this school

- The school is a Catholic primary school. It underwent a section 48 inspection of the school's religious character in November 2017.
- The school does not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors met with the headteacher and assistant headteacher, several staff members and a wide range of pupils. The lead inspector met with the chair of the governing body and two governors. A meeting was held with a representative of the local authority.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, art and geography. To do this, they met with subject leaders to discuss the curriculum, spoke with staff and pupils, visited lessons and looked at pupils' work.

- Pupils in Years 1, 2 and 3 were observed reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding leader to examine documentation. An inspector reviewed checks on the safer recruitment of adults.
- Inspectors talked to pupils from different year groups about their learning and experiences at school.
- The views of staff, pupils and parents were gathered through discussions and Ofsted's online surveys.
- The inspection team scrutinised a range of documentation provided by the school. This included leaders' self-evaluation and school development priorities, policies, curriculum documents, published information about pupils' performance, pupil premium strategy and minutes of governors' meetings.

Inspection team

Ryan Brown, lead inspector

Ofsted Inspector

Di Mullan

His Majesty's Inspector

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