

Inspection of St Patrick's Catholic Primary School, Corsham

Lacock Road, Corsham, Wiltshire SN13 9HS

Inspection dates: 29 and 30 November 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 Good

What is it like to attend this school?

Pupils are proud to attend St Patrick's Catholic Primary School. The school community has its foundations in the values of the Catholic faith. The school's motto, 'Live, Love and Learn Like Jesus,' guides pupils every day. Leaders have established an environment where pupils feel listened to and valued. Pupils enjoy learning and want to do well. They are safe and happy at school.

Adults' expectations of pupils' behaviour are high. Pupils follow the rules for good conduct around the school. Pupils work hard in lessons. Low-level disruption is rare. Breaktimes are happy and enjoyable. Bullying is rare. Pupils know that if it happens, adults will sort it out quickly. Leaders provide strong pastoral care.

Pupils develop interests outside the classroom. These include extra-curricular sports, rock and pop band music lessons, and team activities. Pupils enjoy leadership responsibilities in the Chaplaincy, school council and as school captains. For example, pupils enjoy the Footsteps in Faith challenge and exchanging house points for money to help local charities.

Parents, including those new to the school, appreciate the support and commitment leaders provide. One parent said, 'The school is a wonderful, happy environment and my children are thriving.'

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

Leaders prioritise reading. The phonics programme is well planned. In early years, children learn rhymes, songs and stories. This builds their understanding of new vocabulary and texts. Phonics teaching starts soon after children enter Reception. Staff know how to teach phonics and do it well. They are quick to identify pupils who struggle. They make detailed checks on pupils' progress. Pupils get extra support when needed. The books early readers use help develop fluency and confidence. Teachers choose class texts that broaden the interest and knowledge of pupils. As a result, older pupils read widely and talk with enthusiasm about their daily reading sessions. They develop a love of reading.

A well-planned curriculum is in place in most subjects and helps build pupils' knowledge and learning. The curriculum includes memorable experiences such as encounters with visitors to the school and trips. For example, in geography, younger pupils talk confidently about the city of Bath and how it developed from Roman times. Older pupils build up their knowledge of concepts such as fair trade and the impact of population changes to their local area.

In English and mathematics, teachers use assessment well and check what pupils know and can do. In the early years, there is a clear focus on counting and numbers. Older pupils use their knowledge of place value to reason and solve problems. Staff swiftly spot pupils who fall behind. These pupils get targeted help to

catch up. As a result, older pupils talk confidently about the different ways to solve problems.

In most subjects, the curriculum is carefully planned from early years to Year 6. However, in a small number of foundation subjects, the curriculum is less well developed. In these subjects, leaders are unclear about what they want pupils to know and understand. The curriculum does not build on what pupils have learned before and what they need to learn next. As a result, pupils have gaps in their learning and do not make as much progress as they should.

Staff are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). The curriculum is well adapted and meets the needs of pupils with SEND. These pupils' needs are identified accurately, and their plans are reviewed regularly. Staff know how to help them. Leaders and teachers make effective use of local experts. As a result, pupils with SEND get the support they need.

Pupils behave well in lessons. They listen carefully to their teachers and follow instructions when required. Consequently, pupils are able to work without disruption. This helps them to learn well.

Pupils learn to respect different faiths and cultures. All are confident to challenge discrimination. Pupils learn about physical and mental health and what makes a positive relationship. They know how to keep themselves safe in and out of school and online. Pupils learn about different identities. Many understand what it is to be different. However, pupils do not have enough opportunities to experience other cultures and the contributions they make to society. This aspect of the curriculum needs more work.

Staff appreciate how leaders consider their workload. Staff say that leaders do not ask them to complete tasks that take a lot of time or are unnecessary. Governors have a clear, realistic vision for the school's future. They are developing their understanding of what the school does well and what it needs to do next.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure it is everyone's responsibility to keep pupils safe. Regular training for staff means they recognise pupils at risk of harm. Staff use the school's procedures to report concerns. Record-keeping is thorough.

Leaders work with a range of agencies when pupils and their families need help. This means that pupils and their families get the help they need.

The correct checks are in place to ensure staff are suitable to work with pupils.

The curriculum teaches pupils to stay safe. Pupils understand the dangers of sharing personal information. They know how to keep themselves safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders are still developing the curriculum. Pupils do not build on the knowledge they already know to enable them to remember more. Leaders need to ensure that the curriculum in all subjects sets out the knowledge that pupils need to be taught and that teachers then help pupils to build on that knowledge.
- Leaders' systems to assess how well pupils learn in some of the wider curriculum subjects are at an early stage. Not all subject leaders have a detailed enough understanding of how well pupils are learning the curriculum. Leaders should support subject leaders to evaluate, through effective use of assessment, the impact the curriculum is having on pupils' learning.

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	126431
Local authority	Wiltshire
Inspection number	10227998
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair of governing body	Mary Ellis
Headteacher	Rita McLoughlin (executive headteacher) Jennie Courtney (head of school)
Website	www.st-patricks.wilts.sch.uk
Date of previous inspection	2 March 2017, under section 8 of the Education Act 2005

Information about this school

- St Patrick's Catholic Primary School is a voluntary-aided school in the Roman Catholic Diocese of Clifton. At its most recent section 48 inspection, in July 2018, the school was graded as outstanding.
- The school runs a breakfast and after-school club.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders, including the executive headteacher, the head of school and the assistant headteacher. Inspectors also met with the special

educational needs coordinator and with representatives of the local governing body, the local authority and the Clifton Diocese.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- Inspectors looked at curriculum plans and spoke to leaders about other subjects, including music, and art and design.
- Inspectors listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text responses. Inspectors met with parents at the start of the school day. The findings of Ofsted's online staff and pupil surveys were considered.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Darren Preece	Ofsted Inspector

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