



St Patrick's Catholic Primary School Newsletter

Friday 10th January 2025

www.stpatricks.camden.sch.uk

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Go shine
in the world



Dear Parents and Carers,

We are very pleased to share with you the excellent **Ofsted report** from the school's inspection in November. We have attached the report to this newsletter for your information. Congratulations to the staff, governors, parents and children here. We are immensely proud of you all.

Some of the highlights from the report include:

Pupils at St Patrick's Catholic Primary School benefit from a nurturing and inclusive environment where they feel safe, happy and valued.

The school is a calm and purposeful place where pupils work hard and show enthusiasm for their learning.

Playtimes are calm and joyful.

Pupils flourish because they are supported socially and emotionally. The school introduces pupils to a wealth of cultural experiences.

Teachers are skilled in delivering the curriculum. They explain new concepts clearly and make effective use of subject-specific vocabulary.

The school's approach to early reading is strong.

The school places great importance on pupils' personal development, supported by a thoughtfully planned programme. Pupils are encouraged to live out the school's values, such as compassion, integrity, and respect.

Ofsted, like us, are concerned with **children's attendance** and noted that 'some pupils are missing out on important learning'. **Parents, you can make the difference with this.** Make sure your child is in school every single day and on time so that your child is not the one missing out.

A huge well done to the whole school community and in particular to the children. We know that you must also be very proud of their achievements. Please do take the time to read the report and share it with your child.

With best wishes, Miss Toop (Head of School) and Ms. Richardson (Executive Headteacher)



I have received and read the St Patrick's Primary School newsletter of 10.01.2025

Signed _____ Name of child _____ Class _____

PLEASE RETURN THIS SLIP TO THE SCHOOL OFFICE AND YOUR CHILD MIGHT WIN A PRIZE :)

Important dates for your diary...

Friday 31st January—Non-Uniform Day

Friday 31st January—EYFS and KS1
Movie Afternoon and KS2 Movie Night

Monday 17th February to Friday 21st February—Half
term. School is closed

Thursday 27th February—Non-Uniform Day (note—not
Friday because of Academic Review Day tomorrow)

Friday 28th February—Academic Review Day. Inset Day
for pupils

Thursday 6th March—Word Aware Day.
We will send you more information about
this day soon

Friday 28th March—Non-Uniform Day

Friday 4th April—Last day of term for Easter holidays

Tuesday 22nd April—Children back at school after
Easter Holidays



A Prayer for Love

God of love,
we hear in the Bible the story of how the wise men
followed the star to Jesus
until they found him.

Help us to follow the star
of Jesus in our own lives
as we make our journey
of faith.

Guide us and be with us
in all things.

Amen



Work of the week...

Every week a great piece of
children's work is showcased in the school
lobby (next to the office).

Casey in Year 4 has been awarded Work of the
Week for her amazing writing achievements!
Inspired by the book 'Tales Told in Tents' by Sally
Pomme Clayton, Casey wrote her own imaginative
retellings of 'The Girl Who Cried a River' and 'The
Bag of Tricks'. Casey's stories showcased her
creative flair, careful use of a range of writing
strategies and a deep
understanding of the themes
and characters. When shared
with the class, her beautifully
crafted retellings transported
them to magical worlds filled
with emotion and adventure.
This is all showcased in her
elegantly joined handwriting.

Well done Casey!



After-School Enrichment Clubs

After-School Enrichment Clubs begin on Monday next
week for Year 1 to Year 6 from 3.45-4.45.

Parents, please
ensure that payment
has been made
before Monday,
otherwise this will
jeopardise your
child's place.



Scooters

Dear parents,
We are happy to provide space in
the playground for your child to
keep their scooter. However, we
currently have an issue with
children taking home the wrong
scooter.

Therefore, please ensure your
child's name is on their scooter/bike and that you
check that your child has collected the correct one.
Please also ensure that it is collected and taken home
at the end of every day.



Attendance...

I am pleased to announce that Year 5
has the best attendance this week with
96.77%. As a reward, you will receive
some extra play time next week.

Please make sure your child is in school every
single day unless they are too unwell to come
to school. Every day counts and children who
miss school do fall behind in their learning.



Don't let a little worry turn into a big one...

If you or your child are worried about something or have any questions, please
phone the school office and book an appointment to see their class teacher,
Miss Toop or Ms Fearon.

We are always really pleased to meet with you and chat things through.



Inspection of St Patrick's Catholic Primary School

Holmes Road, London NW5 3AH

Inspection dates:	20 and 21 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at St Patrick's Catholic Primary School benefit from a nurturing and inclusive environment where they feel safe, happy and valued. The school's strong sense of community is rooted in its ethos, which inspires pupils to show kindness and respect to others. All pupils are welcome, irrespective of their background. Pupils enjoy coming to school and take pride in their achievements, striving to meet the high expectations set by staff. They achieve well here.

The school is a calm and purposeful place where pupils work hard and show enthusiasm for their learning. They are curious and enjoy asking questions, particularly in subjects such as science and history, where teachers encourage them to think deeply about what they are learning. Pupils rise to challenges, celebrating their successes and persevering when faced with difficulties.

Playtimes are calm and joyful. Pupils play together happily, supported by the well-organised activities in the playground. They show care for each other, ensuring that everyone is included in activities. Leadership opportunities, such as becoming school councillors or helping to organise charity events, give pupils a sense of responsibility and pride in contributing to the school community.

Pupils flourish because they are supported socially and emotionally. The school introduces pupils to a wealth of cultural experiences.

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

The school has an ambitious and carefully designed curriculum that builds pupils' knowledge and skills over time. The school has worked to ensure that the curriculum is broad and engaging. In subjects such as mathematics and English, what is taught is particularly well sequenced, helping pupils to build strong foundations in their learning and progress confidently through the curriculum.

Teachers are skilled in delivering the curriculum. They explain new concepts clearly and make effective use of subject-specific vocabulary. In mathematics, for example, teachers model problem-solving strategies, providing pupils with ample opportunities to practise and apply these independently. Similarly, in English, pupils are encouraged to use precise vocabulary in their written work. These approaches enable pupils to consolidate their learning and apply their knowledge with increasing confidence. The school continues to strengthen the wider curriculum. It aims to ensure that pupils' learning is consistently checked and revisited. By encouraging pupils to recall prior knowledge regularly, the curriculum helps them to embed and retain what they have learned over time. However, this approach is not applied consistently in some wider curriculum subjects. This reduces how securely pupils remember knowledge in the long term.

The school adapts teaching to ensure that pupils remember what has been taught. Pupils with special educational needs and/or disabilities (SEND) benefit from tailored support. Teachers and leaders work closely with families to understand each pupil's needs and

ensure that pupils can access the full curriculum. Staff training has been pivotal in giving teachers the knowledge and skills that they need to teach the curriculum effectively.

The school's approach to early reading is strong. Staff are well trained in phonics, delivering the school's chosen approach with consistency. Pupils who need extra help are quickly identified and supported to catch up. Books are carefully matched to pupils' reading ability, ensuring that they experience success in building fluency. Pupils across the school speak enthusiastically about the books that they are reading and demonstrate a genuine passion for reading.

Children in early years access a rich environment that encourages exploration and curiosity. Adults introduce new vocabulary effectively, helping children to build language and prepare for Year 1. Routines are well established, and children play and learn together harmoniously. Leaders continue to refine practice in the early years, ensuring that the language used by staff is consistently accurate and helps children's understanding.

The school places great importance on pupils' personal development, supported by a thoughtfully planned programme. Pupils are encouraged to live out the school's values, such as compassion, integrity, and respect. This includes, for example, through meaningful contributions to the community and raising funds for local charities.

The school makes full use of the opportunities London offers to enrich pupils' learning and personal development. For example, Year 6 pupils recently visited the RAF Museum, deepening their understanding of historical events linked to their history lessons. Visits to art galleries and museums are thoughtfully connected to pupils' learning in subjects such as science and art, broadening their cultural horizons. These experiences help pupils develop a strong sense of responsibility and ambition while equipping them with an excellent understanding of the world around them.

Attendance has been a challenge for the school. The school has taken decisive action, working closely with families to remove barriers to regular attendance. This work is beginning to have positive impact, but levels of persistent absence for some pupils is too high. Leaders remain focused on ensuring that all pupils attend regularly in order to benefit fully from the school's curriculum and opportunities.

Staff are proud to work at St Patrick's. They value the support and professional development provided by leaders and governors, who are deeply committed to maintaining high standards and securing ongoing improvement across the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Persistent absence for some groups of pupils is too high. This means that some pupils are missing out on important learning. Leaders must continue to refine their approaches to rapidly reduce persistent absence for pupils, including those who are disadvantaged.
- The wider curriculum is still being developed. In some subjects, the school's approach to checking and revisiting learning is not consistently applied. This limits pupils' ability to consolidate and retain knowledge over time. The school needs to ensure that teaching checks on and adapts to how well pupils are learning, and that opportunities to revisit prior knowledge are embedded across all subjects.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100045
Local authority	Camden
Inspection number	10345619
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	125
Appropriate authority	The governing body
Chair of governing body	Margaret Harvey
Headteacher	Chloe Toop (head of school) Moya Richardson (executive headteacher)
Website	www.stpatricks.camden.sch.uk
Dates of previous inspection	19 and 20 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a Roman Catholic religious character. The school had its last section 48 inspection by the Diocese of Westminster in June 2023. These inspections take place every five years.
- The current executive headteacher took up post in April 2023.
- The school works in close partnership with three other Roman Catholic primary schools in Camden.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point in time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the head of school, the executive headteacher and other senior leaders. They met with members of the governing body, including the chair of governors and spoke to the school improvement partner.
- The inspectors carried out deep dives in reading, mathematics, art and design and history. For each deep dive, the inspector held discussions about the curriculum visited a sample of lessons and spoke to teachers. They spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors spoke to a range of staff members and reviewed the responses to Ofsted's online staff and pupil surveys. They also considered the views of parents who made responses to the parent online survey, Ofsted Parent View.

Inspection team

Adam Vincent, lead inspector

His Majesty's Inspector

Deborah Walters

His Majesty's Inspector

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