

St Patrick's Catholic Primary School

Address: Deedmore Road, Wood End, Coventry, West Midlands, CV2 1EQ

Unique reference number (URN): 142215

Inspection report: 10 March 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 ●

Personal development and wellbeing

Strong standard ●

Leaders have implemented a carefully thought through and extensive curriculum for personal, social and health education (PSHE) across the school, which incorporates the values of the school. Additional sources of funding are aligned to enhance the offer for all children. It is normal to include everyone in everything, so as a result, pupils with special educational needs and/or disabilities, disadvantaged pupils and those with other vulnerabilities are always fully included. All children have access to free clubs, activities and morning bagels to ensure that uptake is maximised. Leaders track participation and support pupils who need help and encouragement to access these opportunities.

Pupils speak confidently about diversity and support for one another at St Patrick's. They discuss racism and sexism alongside discrimination in mature ways and with understanding. They understand that everyone is different and unique. This is demonstrated as children help each other, for example, older children and younger children play together.

Pupils are prepared for the changes that will happen to them as they grow. In their relationships, sex and health education, pupils learn how to stay physically healthy and discuss mental health, focusing on positive ways of thinking. Pupils say they do not try to impress others or change themselves.

Pupils keep themselves safe online and in the real world by having an age-appropriate understanding of private information and scams. Pupils appreciate the many trips they go on, including residential visits to an outdoor education centre. Pupils say they learn to be social, be more mature and to get along with others. Pupils recognise that their teachers make great efforts to support them and enrich their range of experiences. They say they go to places they have never been to before.

Overall, pupils are very well prepared for the next stages of their education.

Expected standard ●

Achievement

Expected standard ●

Generally, pupils achieve well from their starting points at St Patrick's. Over the past 3 years, pupil outcomes in the end of key stage 2 tests were broadly in line with the national averages across the expected standard for reading, writing and mathematics. Typically, disadvantaged pupils and those with special educational needs and/or disabilities reach similar standards.

On the whole, pupils make steady progress from their starting points, and in particular, younger pupils make more rapid progress. Younger children generally make a solid start when learning early number and early reading. Leaders are focused on improving handwriting and presentation across the school. Leaders continue to ensure that these fundamental skills are secure.

Pupils generally produce work that is at age-appropriate standards. Pupils talk about their learning enthusiastically in the older years. Mostly, they remember key facts and information about the past, for example when discussing ancient Egyptian pyramids. Pupils are well prepared for the next stage in their education.

Attendance and behaviour

Expected standard 

Leaders have focused on improving pupils' attendance and punctuality by working closely with families to build trust and positive relationships. The school understands the importance of knowing and supporting pupils' families and their community. Leaders spend time understanding parents' concerns. The importance of attending school well is celebrated. Staff underpin this with clear systems to tackle poor attendance. Attendance is improving. It is at the national averages for all pupils, including those with special educational needs and/or disabilities or other vulnerabilities.

Leaders have created a warm and safe culture at the school where pupils say they feel safe. They mostly demonstrate positive attitudes toward their learning, and they behave well. Pupils are well mannered and proud of their school. They talk positively about behaviour in the school and enjoy break and lunchtimes. Bullying is not tolerated.

Staff seek to understand pupils. The school's behaviour policy is consistently understood and applied. Effective pastoral support aids children in meeting the high expectations. There is an individual approach to managing behaviour for pupils, including those who need additional help. This can include time for pupils to learn to control their emotions in the school's nurture and calm spaces. There has been a significant fall in the number of recent suspensions across the school.

Early years

Expected standard 

Children make a positive start in the early years. They learn the rules and expectations set by staff. Children are engaged in their learning, and most focus well. Children are eager to share their learning and talk to adults about what they are doing.

Oracy is prioritised from the beginning of school. Phonics lessons are deliberately and accurately taught so that pupils learn to read competently. The curriculum clearly outlines what should be taught and when. Flexible outdoor arrangements allow staff to adapt the environment to different activities.

Staff check the children's learning and development so that those children who need extra help, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, get the support they need. This work is supported by effective partnerships with external agencies.

Staff work in partnership with parents and carers. This helps to ensure a smooth transition when children move from Nursery Year to Reception Year and on to Year 1. Most children, including children with SEND, progress well from their starting points across all the areas of

learning. By the end of Reception Year, children are typically well placed to access and enjoy the Year 1 curriculum.

Inclusion

Expected standard 

Leaders have established an inclusive culture across the school. Staff understand the needs of disadvantaged pupils. Leaders have clear plans to break down barriers pupils face to their learning and/or wellbeing so that they are supported. The school has suitable expertise to accurately identify pupils with special educational needs and/or disabilities (SEND). Staff share observations and information from their checks of pupils' knowledge so that pupils' needs are carefully and regularly evaluated. Most of the time, the support that pupils receive means that they progress well in their learning across the curriculum.

Pupils' learning is matched to their needs through the specific support that is put in place. Nurture provision is tailored to aid children that need emotional support. These pupils return to their classes ready to engage with learning. For pupils with the highest levels of need, 'Paddy's Place' provides targeted support matched to pupils' starting points. Additional funding is used appropriately.

In lessons, staff mostly adapt learning well. Regular training helps teachers to understand how to make adaptations so that pupils with SEND generally learn effectively alongside their peers. Leaders regularly check the impact of the work they do and make appropriate adjustments to plans of support. For example, pupils known or previously known to social care are well supported to access the whole curriculum.

Leadership and governance

Expected standard 

Leaders have a distinct moral purpose to provide high-quality education for all. The needs of pupils are at the heart of decision-making. Leaders have instilled the compassionate mission of the school in all staff, and they are responsive to the needs of specific groups.

Leaders identify appropriate actions and work to improve the school. However, not all teaching approaches are consistently checked and implemented effectively. Leaders' checks sometimes clearly identify issues, but this is not consistent.

The school's well-considered continuing professional learning programme often helps staff to develop their skills, for example to develop children's speaking, listening and vocabulary so they agree and build on the thoughts of others. This includes work that has strengthened the school's approach to language, vocabulary and communication, which now runs through the curriculum and pastoral support.

Passionate trust leaders provide effective oversight of the school. Trustees have ensured that school governance has also been strengthened through effective strategic decisions. Governors have a clear understanding of their role. The trust and trustees are effective at ensuring their statutory responsibilities are fulfilled.

Needs attention ●

Curriculum and teaching

Needs attention ●

At times, staff do not use checks on pupils' learning to maximise pupils' progress. As a result, gaps in learning do not close quickly enough for some pupils. In some cases, misconceptions are taught to pupils or allowed to persist. Sometimes, pupils could be further supported to deepen their learning. As a result, some pupils' progress through the curriculum is too slow. Leaders are continuing to develop teachers' skills in this area. In the best examples, high-quality questioning enables pupils to know more and remember more. However, this practice is not consistent across the school.

Leaders have designed and implemented a broad and well-sequenced curriculum across all of the national curriculum subjects. In some subjects, the curriculum is ambitious. In these subjects, teachers have secure knowledge and broadly teach the curriculum effectively.

Leaders ensure that pupils are taught to read effectively. From the outset, phonics is taught to pupils, and generally, pupils learn to read enthusiastically. Pupils who need additional support with their reading get the help they need. Teachers use their knowledge of pupils' starting points and needs to help pupils make progress in reading.

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

Love and care surround the pupils at St Patrick's. There is a real sense of community and belonging. The school's ethos is lived and breathed by the pupils. The pupils are polite, hold open doors and treat adults with respect. Leaders prioritise the personal development and wellbeing of pupils. Pupils understand diversity deeply and discuss issues such as racism with thought and maturity. The school's curriculum, enrichment offer and pastoral systems work together to help pupils grow socially and personally, as well as to help them generally attain academically. Pupils are well prepared for life in modern Britain. Many children aspire to have successful careers in the future.

Pupils say they feel safe and secure at school. They say bullying is rare, but if it does happen, teachers are quick to act. They trust their teachers and know that teachers will support them if they need help. The pastoral care that the school provides ensures that pupils who need help, including pupils with special educational needs and/or disabilities or disadvantaged pupils, get the support they need. As a result, pupils attend well.

In lessons, most pupils listen to their teachers and focus on their learning. The curriculum supports their learning from their starting points. However, some teaching is not precise enough. At times, teachers do not address children's misconceptions. These misconceptions are allowed to continue unchecked for too long. As a result, some pupils do not make progress through the curriculum. They are unable to secure new knowledge or deepen their understanding of important concepts.

Beyond the classroom, pupils enjoy the wide range of playground and breaktime resources for them to use. They benefit from the range of clubs and wider experiences designed to

broaden their view of the world. Leaders work hard to ensure that all pupils can fully participate in the wider opportunities.

Next steps

- Leaders should ensure that teachers consistently and effectively use checks on pupils' learning to address misconceptions and help pupils apply prior knowledge to new learning.
 - Leaders should ensure that monitoring is tightly focused to consistently embed intended teaching approaches across the school.
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About this inspection

This school is part of The Romero Multi Academy Company (MAC), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Helen Quinn, and overseen by a board of trustees, chaired by Brendan Fawcett.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The school is registered as having a Roman Catholic religious character.

Inspection activities:

Inspectors spoke with school leaders during the inspection. Inspectors met with members of Romero MAC. They held meetings with the principal, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils and staff to gather information about school life.

To evaluate the effectiveness of safeguarding, 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.

Inspectors considered responses to the online survey, Ofsted Parent View, and free-text comments.

The school does not currently make use of alternative provision.

Principal: Danielle Kingham

Lead inspector:

Rob Matthews, His Majesty's Inspector

Team inspectors:

Kate Mather, Ofsted Inspector

Linda Brown, 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 10 March 2026

School and pupil context**Total pupils**

232

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

210

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)

26.92%

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

3.88%

Close to 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

19.40%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	57%	61%	Close to average
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	60%	61%	Close to average
2022/23 (final)	53%	60%	Close to average

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	74%	74%	Close to average
2024/25 (revised)	67%	75%	Below
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	78%	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	80%	72%	Above
2024/25 (revised)	83%	72%	Above
2023/24 (final)	87%	72%	Above
2022/23 (final)	72%	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	66%	73%	Below
2024/25 (revised)	63%	74%	Below
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	69%	73%	Close to average

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	48%	46%	Close to average
2024/25 (revised)	56%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	60%	46%	Above
2022/23 (final)	30%	44%	Below

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	69%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	80%	62%	Above
2022/23 (final)	60%	60%	Close to average

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	76%	59%	Above
2024/25 (revised)	78%	59%	Above
2023/24 (final)	90%	58%	Above
2022/23 (final)	60%	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	62%	60%	Close to average
2024/25 (revised)	56%	61%	Close to average
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	70%	59%	Close to average

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	48%	68%	-19 pp
2024/25 (revised)	56%	69%	-14 pp
2023/24 (final)	60%	67%	-7 pp
2022/23 (final)	30%	66%	-36 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	69%	80%	-11 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	80%	80%	0 pp
2022/23 (final)	60%	78%	-18 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	76%	78%	-2 pp
2024/25 (revised)	78%	78%	0 pp
2023/24 (final)	90%	78%	12 pp
2022/23 (final)	60%	77%	-17 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	62%	80%	-18 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	60%	79%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	70%	79%	-9 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 (2 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	5.3%	5.9%	Close to average

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 (2 term)	16.8%	13.3%	Above
2023/24 (3 term)	16.3%	14.6%	Close to average
2022/23 (3 term)	14.1%	16.2%	Close to average

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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