

Inspection of St Patrick's Catholic Primary School, Langley Moor

Goatbeck Terrace, Langley Moor, Durham DH7 8JJ

Inspection dates:	10 and 11 June 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sam Keys, who is responsible for this school and one other. This school is part of the Bishop Wilkinson Catholic Education Trust, which means other people in the trust have responsibility for running the school. The trust is run by the chief executive officer (CEO), Nick Hurn OBE, and overseen by a board of trustees, chaired by Martin Gannon. There is also an executive headteacher, David Miller, who is responsible for this school and four others.

What is it like to attend this school?

Through the nurturing and supportive atmosphere in school, pupils at St Patrick's Catholic Primary thrive. They are happy and valued as individuals in the school family. Pupils clearly understand the school's approach to behaviour, 'The St Patrick's Way'. They show respect for all. The relationships that pupils develop with staff are very positive. Pupils are kept safe by these well trained and vigilant staff.

The school has established high expectations for pupils' achievement. Pupils strive to match these expectations. They get the support they need to succeed and achieve well. Pupils with special educational needs and/or disabilities (SEND) achieve exceptionally well.

Behaviour in school is excellent. Pupils of all ages focus well during lessons and play in harmony during their break times. Staff encourage and support pupils to develop exemplary attitudes towards others. Pupils understand why it is 'important not to discriminate against anyone'. Their attitudes contribute significantly to a highly inclusive environment in school.

Parents and carers are unanimously supportive of the school. Positive comments, such as staff being 'huge advocates for SEND' and of the school 'working in partnership' with parents, are common. Parents also comment favourably on the 'emotional and educational development' of their children. These responses reflect the findings of the inspection team.

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

Children in St Patrick's early years provision get off to a fabulous start to their education. In this small, caring environment, children develop their natural curiosity through play, supported very well by staff. Children look out for one another, share resources well and grow into confident, resilient individuals. They quickly develop strong foundations in number and phonics. This prepares them exceptionally well for the next stage of their education.

Pupils at the early stages of learning to read develop into confident and fluent readers. They use expressive intonation to read with purpose and to add interest for the listener. Staff provide pupils who might fall behind with their reading, or those who might be new to the English language, with the support they need to make progress and quickly catch up in their learning.

Throughout the school, high-quality education gives pupils a secure understanding of the taught curriculum. In mathematics, for example, pupils benefit from staff's skilled questioning to deepen their understanding of how to calculate distance. In history, pupils demonstrate their understanding of the Byzantine Empire. Younger children in Reception use familiar stories as a context for understanding past and present. While the school provides this high-quality education for all, there are a small number of areas that could be further improved, such as more opportunities for fieldwork in geography. The school

has identified improvements that can be made in these areas. Plans are in place for the implementation of these refinements, although these are in their early stages at present.

Leaders have put in place clear, well-understood processes for identifying and meeting the needs of all pupils. Through effective engagement with parents, pupils and appropriate external agencies, the school caters exceptionally well for pupils with SEND. These pupils make significant and exceptional progress within the curriculum.

The school's approach to improving pupils' attendance has notable impact. The proportion of pupils who are persistently absent has decreased significantly over time. This means very few pupils miss out on important learning. Leaders have taken a similarly robust approach to behaviour. Bullying and derogatory language are very rare. Pupils have every confidence that staff deal with these issues quickly. Behaviour throughout school is of an exemplary standard. Caring staff take intelligent and effective action to support any pupils who might at times struggle with their behaviour.

Through a well-planned wider development offer that extends well beyond academic learning, pupils become active, responsible members of the community. They make tangible contributions to the life of the school. Pupils engage in community work through fundraising. The choir perform at several local community events. Pupils develop a strong understanding of spirituality and how this might look for those with different faiths. They have a clear sense of morality and respect others with any perceived difference. One pupil reflected the attitudes of others by saying everyone should be treated the same 'so they don't feel they should have to act in a different way and can just be who they are'.

Leaders at all levels have a relentless focus on the best interests of pupils at St Patrick's. Staff are well supported. They receive relevant and specific training to allow them to excel. Leaders engage with staff effectively to reduce their workload and prioritise their well-being. Governors and trustees are well informed about the work of the school. They use this information to challenge appropriately and hold school leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are a small number of aspects of the curriculum, including more opportunities for fieldwork, that could be improved to further enhance the quality of education. As a consequence, pupils do not achieve as highly as they could in these aspects. Leaders should implement their planned refinements and ensure that they impact positively on pupils' work and outcomes.

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	149060
Local authority	Durham
Inspection number	10346818
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	Board of trustees
Chair of trust	Martin Gannon
CEO of the trust	Nick Hurn OBE
Headteacher	David Miller (cluster executive headteacher) Sam Keys (cluster headteacher)
Website	stpatrickslangleymoor.bwcet.com
Date of previous inspection	Not previously inspected

Information about this school

- St Patrick's Catholic Primary School converted to become an academy in May 2022. When its predecessor school, St Patrick's Roman Catholic Voluntary Aided School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- There has been a significant change in leadership since the predecessor school's last inspection. The new executive headteacher and the headteacher were appointed in 2023.
- This school is one of 47 schools in the Bishop Wilkinson Catholic Education Trust.
- The school does not use any alternative provision.
- A breakfast club operates on site under the management of the school.
- As this school as a religious character, it is also inspected under section 48 of the Education Act 2005. The last Catholic School Inspection was in June 2023. The next such inspection is due before July 2028.

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 evaluation 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 spoke with the cluster executive headteacher, the cluster headteacher, other senior leaders, some other school staff, members of the local governing committee, a representative of the trust board, a representative of the trust central team and the director of education for the Diocese of Hexham and Newcastle.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in some other subjects.
- An inspector listened to some pupils from Reception and Years 1 to 3 read to a familiar adult.
- 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 considered the responses to Ofsted Parent View, including the free-text comments.
- An inspector met with a group of parents on the first day of the inspection.
- The inspectors considered the responses to Ofsted's staff questionnaire, including the free-text comments.

Inspection team

Richard Beadnall, lead inspector

His Majesty's Inspector

Olie Flitcroft

Ofsted Inspector

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