

St Patrick's Catholic Primary School

Address: Lowshoe Lane, Collier Row, Romford, Essex, RM5 2AP

Unique reference number (URN): 102331

Inspection report: 19 May 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 ensured a well-designed personal development programme helps pupils understand important concepts. For example, pupils learn how to stay physically and emotionally safe, including when online. They recognise what constitutes a respectful relationship and the importance of consent. The curriculum, enrichment opportunities and pastoral support work together to help pupils grow in all areas. Parents and carers speak highly of this work and view it as a key strength.

The wellbeing programme supports pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils very effectively. Leaders track provision and adjust support when needed. Their work to build pupils' resilience is carefully tailored to the school's context and helps pupils effectively. Pupils learn how to be excellent team players and positively negotiate difficult situations and conversations. Leaders carefully direct support to those pupils who need it. This means pupils make significant progress within their personal development. For example, some pupils have a better understanding of social cues and benefit from better friendships as a result.

Pupils with SEND also benefit greatly. Provision is well directed and purposeful. For example, the support in 'The Hub' is focused on healthy social skills, including turn-taking, kindness and participation in wider school life. Pupils' involvement in assemblies, outdoor learning and structured social experiences demonstrates growing confidence and independence.

Leadership opportunities are well embedded. Pupils talked proudly about roles, such as 'mini-Vinnies', prefects and reading ambassadors. They described their impact such as raising money for charities, improving the school environment and encouraging sustainability through turning off lights and picking up litter.

Pupils have a secure grasp of fundamental British values. They speak confidently about democracy, the rule of law, individual liberty and mutual respect. Pupil leadership roles, such as eco-councillors and school council representatives, make these principles meaningful. They help pupils understand responsibility and demonstrate democracy in action.

Expected standard ●

Achievement

Expected standard ●

Overall, pupils learn the curriculum well. Over the past 3 years, pupils have typically achieved in line with national expectations in statutory assessments. Pupils achieve particularly well in reading at the end of key stage 2. Notably, disadvantaged pupils perform above non-disadvantaged pupils nationally in reading, mathematics and the English grammar, punctuation and spelling tests. Pupils with special educational needs and/or disabilities achieve well in relation to their starting points. Historically, pupils underperformed in their phonics screening check. However, leaders have refreshed training, strengthened

staff expertise and ensured greater consistency in the teaching of early reading. As a result, pupils learn phonics with increasing accuracy and confidence. Children in early years and pupils at the end of key stage 2 are well prepared for their next steps in education.

Attendance and behaviour

Expected standard 

Leaders manage and analyse pupils' attendance effectively. This enables the right support to be put in place at the right time for those pupils whose attendance is causing concern. Leaders provide support for parents and carers. They do not shy from difficult conversations if these are required. Their actions to tackle barriers to attendance are now resulting in improvements in attendance. This is particularly true for pupils with special educational needs and or disabilities.

Across school, pupils' behaviour is consistently positive. High expectations are communicated to parents and integrated into the school values, which means pupils receive consistent messages about how to behave. Effective routines are in place that ensure a calm and orderly environment. This includes a soft start for pupils, where they can speak to trained experts and build positive relationships. Pupils understand and enjoy the challenge of 'Going For Gold', where excellent behaviour is rewarded. They also appreciate the opportunity to reset their behaviour if they have made errors. At social times, pupils interact well with each other and show respect to adults and peers. This is because leaders ensure that staff apply the school's behaviour policy with high levels of consistency. Consequently, pupils know what is expected of their behaviour and respond well to these expectations.

Curriculum and teaching

Expected standard 

The curriculum is suitably broad and ambitious. It is carefully designed to ensure pupils practise and embed important knowledge. Leaders have reviewed a number of foundation subjects and have ensured they are progressively planned. For example, in design and technology, pupils in Year 1 explore simple structures and learn the vocabulary they need to describe how their designs are purposeful and functional. This enables older pupils to evaluate how their own products are designed for, and adapted to, the needs of specific audiences.

Leaders have rightfully identified writing as an area of focus this year. Adaptations to the writing curriculum are having a positive impact on the quality of pupils' writing. For example, children in Reception now have regular opportunities to rehearse sentences orally, build vocabulary and apply their phonics knowledge in writing. They are increasingly able to write recognisable letters, most of which are correctly formed and use these skills to construct simple sentences. This enables pupils to develop greater fluency and control as they move through the school. Teachers adapt the curriculum effectively in response to the needs of the pupils. These adaptations successfully remove barriers so that pupils with special educational needs and/or disabilities and those who are disadvantaged can access the curriculum.

Early years

Expected standard 

The early years curriculum is well designed, with a robust focus on communication and language and early mathematics. Leaders prioritise reading from the start and use a 'keep up, not catch up' approach to phonics, which prepares children well for Year 1.

Children make a positive start in the early years. Clear transition processes help teachers get to know pupils quickly. Leaders use this knowledge to consider children's starting points carefully and to maximise opportunities for progress. Staff adapt provision effectively for children with special educational needs and/or disabilities, using detailed plans to shape teaching. Leaders are proactive in identifying potential needs from the moment children enter Reception.

Learning environments are language rich and typically well resourced. Staff support for children's writing is a particular strength. This allows children to make secure progress over time, including improvements in their letter formation and handwriting. Leaders ensure children have a wide range of equipment that engages them in learning. However, some activities lack the ambition needed to build securely on prior learning or to address children's precise next steps.

Routines are well established and children's attitudes to learning are highly positive. They play and work together cooperatively, taking turns and sharing resources.

Inclusion

Expected standard 

Leaders have worked productively with external agencies to develop a tiered approach of support across the school. Pupils with special educational needs and/or disabilities, and those with other barriers to learning, receive teaching that focuses on the stage they are at, rather than the curriculum for their age group. For example, the school has devised a small class provision called 'The Hub', which provides a nurturing curriculum for pupils with complex needs. Staff use detailed knowledge of pupils' sensory needs to shape routines and learning activities. This, helps pupils to feel secure and re-engage positively with learning. Leaders work with experts from within the local education community to provide staff with the expertise they need to meet pupils' needs effectively.

Pupils typically thrive in this provision, developing their communication, confidence and independence. However, for some older pupils, leaders need to give greater thought to how the offer continues to meet their needs as they grow older and prepare for the transition to secondary school.

Staff work together to remove barriers to learning. Leaders' work with external partners strengthens provision for pupils who are disadvantaged or known to children's social care. This ensures their needs are understood and responded to with care and precision.

The school's early identification of needs is highly effective, particularly in early years, where staff recognise emerging needs promptly and accurately. Pupil premium funding is used well to support the progress of disadvantaged pupils.

Leaders at all levels have high expectations and understand the school well. Governors fulfil their statutory roles and provide leaders with appropriate challenge and support. Leaders think carefully about the school's overall priorities and take the right steps to make things better. When something is not working well, they sort it out effectively.

Leaders build positive relationships with parents, carers and the wider community. Parents speak highly of the school, describing leaders as approachable, visible and responsive. They also highlight strong communication, including for families who speak English as an additional language. Staff share this view. They note the cohesive teamwork, clear systems and a culture of care that supports both wellbeing and professional development. Leaders provide appropriate training so that staff have the skills and expertise that they need. For example, early career teachers feel well supported and that the school goes above and beyond to support them when they need help. Leaders consider the impact of staff workload on their wellbeing. Staff are highly positive about working in the school and are proud to be part of the team. Leaders are caring and listen to any concerns from staff. Everyone feels valued and knows that their voices are heard.

Leaders work collaboratively with other schools and organisations. They always act in pupils' best interests, especially those who are disadvantaged, pupils with special educational needs and/or disabilities or those who face other challenges.

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

St Patrick's Primary is an inclusive, caring and vibrant Catholic community school. Pupils are welcomed warmly at the gate, which helps them start the day positively. The school's values shape daily life. They are woven through the curriculum and wider life, teaching pupils to be compassionate, dedicated and respectful.

Pupils feel known, safe and valued in this friendly and inclusive environment. Initiatives led by the school council, such as the 'random acts of kindness' competition, encourage pupils to notice others and contribute positively to school life. Staff teach pupils the behaviours expected of them and how to make a constructive contribution to the community. For example, pupils learn to show appreciation, take turns and recognise the power of a smile. This work strengthens pupils' character and confidence. In the rare incidents of bullying, staff respond promptly and appropriately. Leaders' focused work on resilience has contributed to improved attendance. Overall, pupils attend well.

Events such as 'Aspiration Week' broaden pupils' horizons. Visitors from the local community, including architects, scientists and a BMX rider share messages, such as 'Never give up on your dreams', helping pupils feel inspired about where learning can take them.

Pupils also value the wide range of experiences the school offers. They enjoy many clubs, trips and visits, which help them to discover new interests and broaden their horizons. Pupils relish the opportunity to join the Irish dancing led by the headteacher or play the ukulele.

Leaders have taken purposeful steps to improve the school. Pupils now study a well-sequenced and thoughtfully designed curriculum that meets their needs. As a result, pupils achieve well overall, with outcomes broadly in line with national expectations. Disadvantaged pupils achieve significantly higher than their peers nationally, reflecting leaders' determination to remove barriers to learning and support pupils' wellbeing.

Next steps

- Leaders should ensure that early years activities are consistently ambitious and develop children's knowledge and vocabulary more effectively through carefully chosen, purposeful learning opportunities.
 - Leaders should ensure that all staff use the school's teaching and learning principles effectively so that the curriculum is consistently taught well across all subjects and year groups.
 - Leaders should ensure that the assess, plan, do, review model is used consistently, so that the school's internal resource provision is adapted promptly and effectively to meet pupils' needs.
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About this inspection

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.

Inspectors spoke with the headteacher, special educational needs coordinator, members of the local governing board, a representative from the diocese, staff, parents and pupils during the inspection.

This school is registered as having a Roman Catholic religious character. The school was inspected by the Catholic Schools Inspectorate on the 26 and 27 June 2024.

The school has undergone a change since the last inspection: a change in headship and deputy head was newly appointed.

Headteacher: Sharon Newman

Lead inspector:

Lisa Smith, His Majesty's Inspector

Team inspectors:

Helen Morrison, Ofsted Inspector

Joanna Jones, Ofsted Inspector

Tom O'Donnell, His Majesty's 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 19 May 2026

School and pupil context

Total pupils

406

Above 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

420

Above 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)

14.29%

Below 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

3.69%

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

7.88%

Well below 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	65%	61%	Close to average
2024/25 (final)	75%	62%	Above
2023/24 (final)	49%	61%	Below
2022/23 (final)	68%	60%	Above

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	85%	74%	Above
2024/25 (final)	89%	75%	Above
2023/24 (final)	84%	74%	Above
2022/23 (final)	83%	73%	Above

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	73%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23 (final)	78%	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	76%	73%	Close to average
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23 (final)	78%	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	64%	46%	Above
2024/25 (final)	50%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	88%	44%	Above

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	86%	62%	Above
2024/25 (final)	88%	63%	Above
2023/24 (final)	83%	62%	Above
2022/23 (final)	88%	60%	Above

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	64%	59%	Close to average
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	88%	58%	Above

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	77%	60%	Above
2024/25 (final)	63%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	100%	59%	Above

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	64%	68%	-4 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	88%	66%	21 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	86%	80%	7 pp
2024/25 (final)	88%	81%	7 pp
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	88%	78%	9 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	64%	78%	-14 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	88%	77%	10 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	77%	80%	-2 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	67%	79%	-13 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	100%	79%	21 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 (3 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	5.8%	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 (3 term)	9.7%	13.0%	Close to average
2023/24 (3 term)	11.3%	14.6%	Close to average
2022/23 (3 term)	14.7%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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