

Inspection of St Benedict's Catholic Primary School

Station Fields, Garforth, Leeds, West Yorkshire LS25 1PS

Inspection dates: 9 and 10 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The three key virtues of faithfulness, courage and respect underpin everything that happens in this school. The atmosphere is warm and welcoming. Leaders have developed an inclusive curriculum that meets the needs of all pupils. As a result, pupils feel happy and safe and enjoy coming to school. Feedback from parent surveys indicates that there is a strong sense of community within the school and inspectors agree.

Staff have high expectations of pupils, both in terms of their academic performance and their behaviour. Pupils behave exceptionally well at all times of the school day. They show high levels of respect for each other. Bullying is not a problem in the school. Pupils are confident that when issues arise, adults deal with them quickly.

There is a wealth of opportunities on offer to pupils to promote their wider development. The extensive range of after-school clubs are very well attended. Pupils say they thoroughly enjoy these. Pupils can take part in community and charity work, such as delivering the harvest donations to a local charity or cooking food for refugee families. Partnerships with businesses enable pupils to explore possible future career paths.

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

Leaders have developed an ambitious curriculum for most subjects. Some subjects, such as design and technology and art and design, are still being developed. The use of well-chosen trips and visitors enhances pupils' learning. In English and mathematics, clear systems are in place to check what pupils know and to address any gaps in learning. These systems are not as well embedded in the foundation subjects.

The curriculum in the early years is built around the context of the school and children's interests. Leaders have identified goals that children need to achieve at the end of each term. Positive relationships exist between staff and children. The interactions that happen between adults and children extend pupils' learning. On occasion, these interactions do not extend children's vocabulary in the way the curriculum intends. Physical development is a focus in the setting. Pupils have a range of opportunities to develop their fine and gross motor skills, for example through cutting activities and riding wheeled toys. Adults encourage pupils to be kind to one another, take turns and share.

Over recent years, much has been done to improve the teaching of early reading and phonics. All staff deliver the phonics programme effectively because they are all trained to the same standard. Pupils' reading books match the sounds they know. Any pupils who do not keep up with the pace of the programme have personalised interventions. These help them to catch up with their peers. In the early years, children in the Nursery Year benefit from listening to stories and songs to help them

develop their phonological awareness. This prepares them well for moving on to more formal phonics teaching in the Reception Year. Pupils say they enjoy reading. They can talk about the books they have chosen and why. Staff value parents' engagement with reading and how they support pupils at home.

The provision for pupils with special educational needs and/or disabilities (SEND) is a strength of this school. The special educational needs and disabilities coordinator (SENDCo) is very knowledgeable and has built positive relationships with families. Leaders make effective use of external agencies for support where necessary, for example speech and language services. Pupils with SEND in the early years are spotted quickly and appropriate support put in place. Wherever possible, pupils with SEND access the curriculum alongside their peers. They are also able to access the extra-curricular offer, including the many sports clubs that are available. Pupils with SEND say they feel that they are supported well with their learning, and inspectors agree.

Leaders think carefully about pupils' personal development. Sport is a huge part of school life. Pupils speak positively about the range of sporting activities available and the fact that they can take part in competitions. The school council, reading ambassadors and science ambassadors all offer pupils a chance to take on some responsibility. Pupils have a strong understanding of tolerance and know that they should treat everyone equally. They talk about being resilient and persevering if they find something difficult.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding policies and procedures are fit for purpose and match the context of the school. Staff and governors have received appropriate training. They are aware of the correct procedures to follow if they have any concerns relating to safeguarding. Records show that leaders take appropriate courses of action when following up concerns. This includes making use of external agencies where necessary. Processes are in place to ensure the right staff are recruited to the school.

Pupils say they feel safe in school and know who they can talk to if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is a lack of consistency in the way that foundation subjects are assessed. While teachers do check what pupils know, it is not always clear how this information is used to inform teaching. This means that some gaps in pupils' knowledge may not be addressed. Leaders should ensure that the ways that

teachers check pupils' knowledge in the foundation subjects are understood and are used consistently, as they are in English and mathematics.

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	138945
Local authority	Leeds
Inspection number	10211877
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	Board of trustees
Chair of trust	Cedric Duval
Headteacher	John Woolley
Website	www.sbcps.bkcat.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to academy status in November 2012. It is part of the Bishop Konstant Catholic Academy Trust.
- The school is a Roman Catholic primary school within the Diocese of Leeds. The most recent section 48 inspection of the school's religious character took place in July 2018.
- The leadership structure of the school has changed this academic year. The current headteacher was previously the head of school. An interim deputy headteacher is in post.
- The chair of the academy council was appointed in March 2022.
- The school has nursery provision for three-year-old children.
- The school does not make use of any alternative provision.
- The school does not operate any before- or after-school childcare 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 carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with the headteacher and the leadership team. Inspectors also met with subject leaders, the SENDCo, the chair and other members of the local academy council, the chief executive officer of the trust, the director of primary standards, the vice-chair of the board of trustees and the diocesan director of education.
- Inspectors reviewed the curriculum for personal, social, health and economic education and relationships and sex education.
- Inspectors observed pupils reading to familiar adults.
- Inspectors observed the behaviour of pupils in lessons and during breaktimes.
- Inspectors examined the single central record and looked at how safeguarding incidents are reported. Inspectors spoke to leaders, teachers, support staff, governors and pupils about the culture of safeguarding in the school.
- Inspectors considered the responses made by parents to Ofsted's online questionnaire, Ofsted Parent View, including any free-text responses. Inspectors also considered the responses to the staff and pupil surveys.

Inspection team

Philippa Kermotschuk, lead inspector	His Majesty's Inspector
Ruth Beckett	Ofsted Inspector
Richard Crane	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022