

# Inspection of a good school: Our Lady of Good Counsel Catholic Primary School

Pigeon Cote Road, Seacroft, Leeds, West Yorkshire LS14 1EP

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Inspection dates:

3 and 4 October 2023

## **Outcome**

Our Lady of Good Counsel Catholic Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are happy and proud to be part of this welcoming school. The school motto, 'love, learn and enjoy', permeates every aspect of school life. Staff know and care for pupils very well. They help all pupils to flourish. As a result, pupils are safe and achieve well. Pupils' achievements inside and outside of school are celebrated. One parent summed up the view of many parents and carers by saying, 'This is a great place for children to reach their full potential.'

The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils enjoy lessons. They are keen to learn and they try their best. They appreciate the many special things their teachers do to bring learning to life. For example, teachers provide sweets, like those mentioned in a class novel, for pupils to try. A wide range of educational experiences enhance the curriculum and pupils' broader development. These include visits to the seaside, the theatre and outdoor activity centres.

Behaviour at this school is exceptional. Pupils are kind and respectful to everyone. They come from a diverse range of backgrounds and celebrate each other's differences. There is very little bullying in school. Pupils and staff do not tolerate it. Pupils follow the mantra 'see something, say something'. Staff sort out any problems pupils have, quickly and sensitively.

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

The curriculum is broad and balanced. Leaders have broken the key knowledge they want pupils to learn into small steps. Pupils are well prepared for the next stage of learning. Teachers provide many opportunities for them to practise what they have learned. This helps pupils to remember more and reach ambitious curriculum goals. In the early years, teachers plan many opportunities for children to explore and practise what they learn in more formal sessions. As a result, children leave Reception with a firm foundation for learning in Year 1.

In some subjects, such as mathematics, teachers use assessment very effectively. They identify gaps in learning and provide prompt support for pupils when it is needed. Teachers use assessment information well to adapt sequences of lessons. They take more time or move on more quickly to new content as needed. In some foundation subjects, for example physical education (PE), assessment is at an early stage of being implemented. In these subjects, the school does not have a clear picture of gaps in pupils' knowledge.

Pupils with SEND are included in everything the school has to offer. Teachers adapt teaching and resources to enable pupils with SEND to study the full curriculum alongside their peers. As a result, pupils with SEND enjoy learning and achieve well.

Reading is a high priority. Teachers want pupils to develop a lifelong love of reading. They make story times special. In some sessions, pupils settle down in front of a video clip of a roaring log fire to enjoy their class story. Teachers have been very well trained in the phonics programme. As a result, children in Reception get off to a flying start in reading. They, after only four weeks in school this term, already know the routines of the phonics programme and a significant number of phonic sounds. Teachers quickly spot when children need extra practice to keep up. Pupils in Year 1 and above, who are behind in reading, get the help they need to catch up.

Pupils care deeply about other people. A group of Year 6 pupils recalled their class book about a refugee child. It had raised their awareness of the plight of people who need to escape war or persecution. Pupils learn about the 'virtues to live by'. These include respect, charity, patience and forgiveness. These prepare pupils to be kind and responsible citizens. Pupil leaders make a very positive and much-valued contribution to school life. The 'Mini Vinnies' are extremely proud of their role in leading the school's work to help others. Many pupils aspire to be school councillors, prefects or reading ambassadors.

Pupils enjoy a range of opportunities to develop their talents and interests. Musical instrument tuition, choir and drama activities are all offered. Pupils perform for parents and for people in the local community. Leaders plan after-school clubs to match the interests of pupils. They choose different pupils to take part in sports events so that everyone gets a chance to participate.

Leaders, including governors, consider the well-being and workload of staff. Staff feel valued and nurtured by leaders. They know they can rely on leaders and each other for help and support when it is needed. Teachers are confident to share best practice within school and with other schools in the local cluster.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Assessment processes are underdeveloped in some foundation subjects. This means that gaps in pupils' learning are not identified incisively. Leaders should implement effective assessment systems across all subjects so that subject curriculums are adapted to address any gaps in pupils' learning.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2018.

## 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

<b>Unique reference number</b>	108030
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10289962
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Catherine Healey and Cecilia Curry
<b>Headteacher</b>	Stephanie Flaherty
<b>Website</b>	<a href="http://www.ourladys.org/">www.ourladys.org/</a>
<b>Dates of previous inspection</b>	1 and 2 May 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is a voluntary aided Roman Catholic primary school within the Diocese of Leeds. The most recent section 48 inspection took place in June 2018. The next inspection from the Catholic Education Inspectorate is due before July 2026.
- The school does not use any alternative provision.
- There have been some changes to the governing body since the previous inspection. The role of chair of governors is currently shared by two governors.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector had several meetings with the headteacher and other senior leaders during the inspection and met with members of the governing body.

- The inspector carried out deep dives in: early reading, mathematics and PE. The inspector 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.
- The inspector observed pupils' behaviour throughout the school day, including during lesson visits and at lunchtime.
- Pupils talked to the inspector, formally and informally, about their learning, their views on behaviour and the wider experiences they receive at school. The inspector also considered responses received through Ofsted's pupil survey.
- Safeguarding documentation and records for behaviour and attendance were considered.
- The inspector spoke with a number of parents in the playground, and reviewed the responses received through Ofsted's survey, Ofsted Parent View, including free-text responses.
- The inspector considered responses received through Ofsted's staff survey.

### **Inspection team**

Janet Keefe, lead inspector

Ofsted Inspector

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