

Inspection of a good school: St Benedict's Catholic Primary School

Mersey Road, Redcar, North Yorkshire TS10 1LS

Inspection dates:

18 and 19 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are proud to attend this school. They are inspired by the Catholic ethos of the school. Pupils live out the school motto of 'pray together, learn together'. This helps them care for each other and the wider community. Pupils enjoy school. They are safe and happy.

Leaders have introduced a well-considered curriculum throughout school. Pupils are excited by their learning. They take pride in their work. Pupils with special educational needs and/or disabilities (SEND) are given the right support in lessons. Children in the early years benefit from an excellent curriculum. Pupils achieve well in this school.

Pupils' behaviour is exemplary at all times of the school day. They develop a positive attitude to learning. Pupils treat each other and staff with high levels of respect. They attend school well. The school provides an exceptional variety of activities at lunchtimes. This helps pupils develop friendships across year groups. Bullying is not an issue. The school teaches pupils how to use the internet safely. Pupils are encouraged by the 'fruits of the spirit' award. This helps them to try their best.

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

Pupils benefit from an ambitious curriculum. Leaders are passionate and experts in their subjects. The curriculum is expertly constructed. Pupils benefit from consistently well-sequenced lessons. They deepen their knowledge over time.

The school has effective systems in place to check what pupils know and can remember. Pupils revisit prior learning in each lesson. This helps them to remember the important knowledge they need. Teachers have a clear understanding what pupils need to achieve to be prepared for the next stage of their learning. This begins in the early years, with

carefully planned learning opportunities linked to their 'super six' stories. Children are well prepared for their next steps in all areas, including reading, writing and understanding number.

The school has prioritised pupils' understanding of important vocabulary in lessons. Pupils are encouraged to always use the correct language. Teachers model the use of subject-specific vocabulary in conversations. Pupils are encouraged to respond in the same way. This means pupils talk about their learning with confidence and accuracy.

Pupils with SEND follow the same ambitious curriculum as their peers. Teachers ensure that these pupils are well supported in lessons. Pupils with SEND are identified early. They receive the help they need. They achieve well and are fully involved in the life of the school. The school has excellent partnerships with external agencies. This enhances the prompt support that pupils receive.

Leaders have embedded an excellent reading culture in the school. Pupils learn to read quickly and confidently. Pupils' progress is checked diligently. The school provides effective support for pupils who struggle with reading. As a result, they catch up quickly. The school's support for parents is of a high quality. For example, teachers model reading support through 'rise and read' morning sessions and workshops. The school inspires a love of reading for pupils. They are excited about the wide range of books in the school library. Carefully selected texts contribute to pupils' understanding of the world.

Staff have high expectations of pupils' behaviour. Passionate and knowledgeable teachers make learning exciting. Pupils are attentive and enthusiastic in lessons. The school has recently introduced a wide variety of play areas and activities during lunchtimes. These include dressing up, small-world play, sports, den building, and reading. Pupils across year groups play well together. Pupils can also access mindfulness activities and the prayer garden. This develops pupils' ability to reflect on and manage their feelings.

Pupils' spiritual, moral, social and cultural development is of a high quality. Leaders have woven pupils' broader development into all aspects of school life. Leaders have embedded programmes in school to help pupils reflect on the world around them, have meaningful discussions and engage in social action. The school ensures that all pupils have opportunities to be involved in inter-trust competitions, clubs and leadership positions. Pupils thrive in this school.

The Diocese, trustees and governors have an accurate picture of the school. Governors provide effective support and challenge to school leaders. The school benefits from the development and support of the trust. Staff feel well supported, and workload is not a concern. The school leads curriculum development for other schools in the trust.

Safeguarding

The arrangements for safeguarding are effective.

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. 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 16 and 17 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

Unique reference number	142272
Local authority	Redcar and Cleveland
Inspection number	10290298
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	388
Appropriate authority	Board of trustees
Chair of trust	Joseph Hughes
Headteacher	Suzanne Dickinson
Website	www.stbenedicts.npcat.org.uk
Dates of previous inspection	16 and 17 May 2018, under section 5 of the Education Act 2005

Information about this school

- The school is one of 38 schools in the Nicholas Postgate Catholic Academy Trust.
- The school's last inspection under section 48 of the Education Act 2005 for schools of a religious character took place in May 2019.
- The school does not currently use alternative provision.
- The school runs a breakfast club and an after-school club.

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 leaders and has taken that into account in their evaluation of the school.
- The inspector spoke to senior leaders, including trustees, members of the governing body and the Diocese.

- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to a range of pupils read from different year groups.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector also spoke to leaders, teachers, governors, and pupils about safeguarding.
- The inspector analysed the responses to Ofsted's staff survey. They reviewed answers from the online questionnaire, Ofsted Parent View, including free-text responses.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

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