

Inspection of St Anthony's Catholic Primary School, Beeston

Barkly Road, Beeston, Leeds, West Yorkshire LS11 7JS

Inspection dates: 22 to 23 November 2023 and
25 January 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils love coming to St Anthony's Catholic Primary School. They feel safe and happy here. Leaders and staff have high expectations of pupils' behaviour and attitudes. Staff build excellent relationships with pupils and their families from their earliest starting points in Reception.

Staff are experts in showing pupils how to be polite and inclusive. Pupils rise to these high expectations. Pupils' behaviour is exemplary. Pupils demonstrate high levels of respect for each other. They help one another in lessons. Pupils are very keen to learn. They demonstrate purposeful self-control and are highly focused in lessons. At social times, behaviour is superb. Pupils make sure that everyone is included in the many different activities that are on offer.

Pupils take on a range of responsibilities in school. These include reading leaders, lunch monitors and school council members. Leadership roles allow pupils to make a highly positive contribution to the life of the school. For example, reading leaders carry satchels of books and share their love of reading with younger pupils at breaktime and lunchtime.

Leaders have implemented a strong curriculum which is broad and ambitious. Pupils, including those with special educational needs and/or disabilities (SEND), learn well in this inclusive school. The school's exceptional curriculum provides pupils with a solid foundation on which they can continue to build their learning, both academically and personally, supporting them well as they prepare for adulthood.

School leaders develop strong relationships with pupils and parents and the wider school community. Leaders work as 'ambassadors for learning' in order to raise the importance of education across the whole school community and improve the life chances of pupils who attend St Anthony's. Parents, pupils and staff are particularly positive about the school. They feel an integral part of a school family which sits at the heart of their local community.

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

The school's curriculum for core subjects such as reading and mathematics is well considered and expertly implemented. Leaders prioritise reading. Staff are highly knowledgeable in the school's approach to early reading. They teach phonics with consistency. Pupils, including those with SEND, join in phonics lessons with enthusiasm. There are extra opportunities for pupils to practise reading fluently. Staff demonstrate how to read with expression. Children in the early years confidently practise their enhanced reading skills as they segment and blend the name tags on pegs to ensure they hang coats in the right place when they change after outdoor activities. The school's early reading offer is highly effective. Pupils demonstrate a confidence in reading in all classes across the school.

In foundation subjects, the school has built a robust and purposeful curriculum which identifies what pupils should learn over time. Teachers have strong subject knowledge. They understand the importance of revisiting prior knowledge and linking this with what they want pupils to learn next. The knowledge and skills that pupils need is broken down into small steps that lead to highly ambitious end points. Pupils' exceptional learning experiences are enhanced by carefully planned opportunities to practise what they are learning. For example, in music, pupils learn about dynamics: how softly or loudly a piece of music should be played. They put this learning into practice in their choral singing in Year 2. As pupils move into key stage 2, they learn the musical terms and notation for loud and soft. They use what they have learned about the six dynamics of music from pianissimo (pp) through to fortissimo (ff) to inform their singing in chamber choir. Learning opportunities such as these, along with the high ambition of the staff that support them, means that pupils are well prepared for Year 7 and beyond.

Pupils with SEND are well supported. Teachers carefully adapt activities where needed in order to help pupils with SEND. There is an extensive range of extra-curricular opportunities in school. Some clubs, including sports club, are designed especially for pupils with SEND. Provision such as the 'Rainbow Room' offers pupils bespoke opportunities to enhance their learning throughout the school day, as well as allowing them to spend time socialising with their peers. The school is able to demonstrate how this offer supports pupils to remember important knowledge and helps them to prepare for adulthood.

The curriculum for pupils' personal, social and health education carefully considers pupils' starting points and their local community. This is planned to prepare pupils well for adulthood. Pupils access a wide range of enriching activities, including wonderful opportunities to learn ballet and explore music. A number of pupils are learning to play the ukulele. There are a variety of educational visits and experiences that pupils are able to participate in. These are carefully linked to the wider curriculum to support pupils' learning. These activities allow pupils to access experiences they might not otherwise have. For example, pupils visited an observatory to enrich their learning about space. They also performed for the Diocese of Leeds, which allowed them to share their musical expertise with the wider community.

In the early years, the curriculum is designed to help prepare children for Year 1. Staff support children to understand what good behaviour looks like. Leaders understand the importance of developing clear routines. Leaders plan purposeful learning around carefully chosen quality texts. Children enjoy talking about the books they have been reading together. They play together well. The provision for learning is primarily adult initiated. Opportunities for children to independently develop learning characteristics further, through activities such as exploring, choosing new ways to do things and persevering when something is a little tricky, are more limited. However, children join in the adult-led learning activities with enthusiasm.

The school has developed strong relationships with parents. Leaders are passionate about their work to create a strong and caring community that is highly valued by their families and children. Leaders have developed and implemented purposeful attendance strategies that ensure pupils come to school regularly. The vast majority of pupils attend school on time, every day.

Staff morale is extremely high. Staff are supported by strong school leaders who value them highly and care for their well-being. The professional development of all staff is a priority. The impact of this strong offer is evident throughout the school. Subject leadership is a strength which is exemplified through the strong curriculum offer that pupils experience. Governors are knowledgeable and experienced. They know their school well and understand the importance of playing an active role in the school's work. Governors carry out their statutory duties with professionalism.

Safeguarding

The arrangements for safeguarding are effective.

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	108021
Local authority	Leeds
Inspection number	10289960
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair of governing body	Adam Easton
Headteacher	Lisa Leonard
Website	www.stanthonysleeds.co.uk
Date of previous inspection	4 and 5 October 2010, under section 5 of the Education Act 2005

Information about this school

- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils with SEND is well above the national average.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first 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.

- The lead inspector held several meetings with the headteacher during the inspection.
- The lead inspector met with members of the governing body, a representative from the local authority and a representative from the diocese.
- Deep dives were carried out in these subjects: early reading, mathematics, history and music. 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.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school. An inspector also spoke to parents as they dropped their children off at the school gate.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktime. Inspectors spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.
- The inspectors reviewed the parental responses received through the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire.
- The inspection was deemed incomplete after the first two days. Two of His Majesty's Inspectors returned on 25 January 2024 to gather additional evidence in all judgement areas.

Inspection team

Zoe Helman, lead inspector	His Majesty's Inspector
Michael Rowland	Ofsted Inspector
Zoe Lightfoot	His Majesty's Inspector
Richard Beadnall	His Majesty's 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 child-care 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 2024