

# Inspection of Horsforth Featherbank Primary School

Featherbank Avenue, Horsforth, Leeds, West Yorkshire LS18 4QP

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Inspection dates: 12 and 13 March 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2013.

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

The school's motto of 'every child safe, every child happy, every child growing' can be seen throughout Horsforth Featherbank Primary School. Pupils feel included. They are safe and happy here. The school helps pupils to flourish through their learning and development.

Pupils are exceptionally well behaved. They are courteous and extremely polite to adults and to each other. In class, they pay close attention to their teachers and engage diligently with their learning. The support pupils receive from adults enables them to manage their own behaviour and emotions. Pupils are reflective and considerate. They work extremely hard in lessons. Pupils rise to the high expectations that the school has for them. They enjoy coming to school. Attendance is high.

Pupils benefit from an engaging and rich curriculum. The vast majority of the pupils achieve well. Pupils enjoy a wealth of purposefully planned wider opportunities. They engage with the local community, volunteering at a local café and caring for the grounds in the local cemetery. Pupils are extremely well prepared for the next stage in their education.

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

The school is highly ambitious for what pupils can achieve. The curriculum is very well designed. The clear sequence of lessons enables pupils to build on what they have learned previously in order to reach the school's high aspirations. Leaders have made sure that learning connects across subjects. Teachers encourage pupils to be curious. Staff benefit from high-quality, subject-specific advice, training and coaching. They are clear on the best approach to take to support pupils. They use these strategies effectively. Pupils engage deeply and remember their learning exceptionally well.

The school supports pupils with special educational needs and/or disabilities (SEND) effectively. Adults are skilled in identifying the specific needs of pupils. They support them effectively within the classroom and adapt the curriculum seamlessly where this is necessary. This ensures that pupils with SEND experience a broad and balanced curriculum alongside their peers. Pupils with additional needs have access to a recently built sensory room. This helps them to focus and access the full curriculum.

Reading has a high profile across the school. The school has developed a 'Featherbank' approach to the teaching of reading. Adults use this excellent approach consistently. Pupils read books that match their phonics knowledge. Pupils who need additional help with their reading, receive timely and effective targeted support. The school has carefully considered the books that pupils read. Pupils read both fiction and non-fiction books, and they develop a strong love of reading. They

learn to read confidently, fluently and accurately. Pupils also practise comprehension regularly. They understand complex ideas and articulate their thinking clearly.

Teachers use assessment to identify any gaps in pupils' knowledge quickly, including for pupils with SEND. Teachers encourage older pupils to self-assess their writing. This helps pupils to write with fluency, purposefully demonstrating a variety of styles and complex ideas.

Children in the early years learn routines and expectations quickly. Leaders ensure that children transition smoothly from other Nursery settings. Children enjoy their learning in Reception. Adults carefully support children to develop their communication and language, with increasing independence over time. They are exceptionally well prepared to learn a broad curriculum in Year 1.

Pupils experience enrichment activities both within, and outside of the curriculum. Older pupils learn about a range of careers. For example, pupils are enthusiastic about their work in a drama group. Leaders choose the drama topics carefully. This helps bring other areas of the curriculum, such as history, to life. The school has ensured access to enrichment activities for all, including for disadvantaged pupils.

The school has ensured that pupils undertake a range of different activities with members of the local community. Leaders have planned this part of the curriculum to develop well-rounded individuals. Pupils feel that they are part of the Horsforth community.

The school has worked hard to engage with parents and listen to their views, including the parent forum. The vast majority of parents appreciate the support that the school provides.

Leaders and the governing body regularly meet with staff to consider their well-being. They have taken practical steps to reduce workload. Staff are highly positive about working at the school. They greatly appreciate the efforts of leaders to manage their workload and support their development.

## **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

<b>Unique reference number</b>	107817
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10315541
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Millar
<b>Headteacher</b>	Lorraine Scudder
<b>Website</b>	<a href="http://www.featherbank.leeds.sch.uk">www.featherbank.leeds.sch.uk</a>
<b>Date of previous inspection</b>	5 and 6 February 2013, under section 5 of the Education Act 2005

## Information about this school

- The school uses no 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 routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the deputy headteacher. Inspectors spoke to the school's improvement adviser from the local authority and met with members of the governing body, including the chair and vice-chair.
- The phonics lead, English lead and mathematics subject lead met with inspectors separately.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and design and technology. 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.
- Pupils' behaviour and safety were evaluated in lessons and at lunchtime. The inspectors also listened to the views of pupils.
- 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 reviewed the responses to the Ofsted Parent View online survey and spoke to several parents at the start and end of the school day. An inspector also reviewed the staff survey and pupil survey.
- Inspectors reviewed a range of documentation related to governance, behaviour and attendance.

### **Inspection team**

David Bailey, lead inspector

Ofsted Inspector

Emmeline Ford

Ofsted Inspector

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