

# Inspection of St Mary's Catholic Primary School, Horsforth

Broadgate Lane, Horsforth, Leeds, West Yorkshire LS18 5AB

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Inspection dates: 17 and 18 April 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sarah Hurley. The school is part of The Bishop Wheeler Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Darren Beardsley, and overseen by a board of trustees, chaired by Diane Gaskin.

Ofsted has not previously inspected St Mary's Catholic Primary School under section 5 of the Education Act 2005. However, Ofsted judged St Mary's Catholic Primary School to be outstanding before it opened as an academy.

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

Pupils are happy and safe in this caring and welcoming school. The school has a commitment to give pupils the very best experiences. There are high aspirations for all pupils. Pupils achieve very well. This includes pupils with special educational needs and/or disabilities (SEND). The school's support for pupils with SEND is exceptional.

Teachers have exceptionally high expectations of pupils. Pupils strive to meet these expectations. They attend school regularly. Pupils say learning is exciting and fun. Their conduct is exemplary at all times. Pupils know they can trust adults to help them if they have a concern. Older pupils enthusiastically play with younger children during social times, acting as good role models. Positive relationships are a strength of the school. Pupils ensure that everyone feels they belong to the school community.

The range of experiences on offer to develop pupils' character is exemplary. The school council and 'Mini-Vinnies', who lead on charitable activities, take their responsibilities seriously. These roles are highly prized by pupils. They do their very best to help others to be well-rounded, responsible citizens. This prepares pupils well for life beyond school.

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

The school has developed a rich and ambitious curriculum. Clear teaching ensures that pupils learn the intended curriculum. A focus on developing knowledge and vocabulary is clearly set out. It builds logically over time. All staff access ongoing training. As a result, teachers have expert subject knowledge. Teachers use high-quality assessments to check that pupils remember the curriculum so they can use it in new learning. Teachers model learning carefully to ensure that pupils know exactly what they need to do. Leaders have supported other schools in the trust to develop their curriculum and share best practice.

The school has made reading a priority. The focus on early reading and language begins from Reception and continues throughout the school. Teachers are experts in teaching pupils to read. Children in early years confidently apply their phonics knowledge. Pupils who need it receive extra help when they struggle with reading. Pupils know that reading is important. They are enthusiastic about the regular opportunities they have to read for pleasure. Visits by authors encourage pupils to read widely.

Leaders are proactive in identifying pupils with SEND. They ensure that pupils receive exceptional support. Teachers have been well trained in the varied needs of pupils. Regular liaison with parents and external agencies ensures that pupils get the right help. This means pupils with SEND make strong progress.

In the early years, children learn in a stimulating environment. The development of language and communication underpins the curriculum. It is ambitious for all. Interactions between adults and children are exceptional. Children talk with confidence about what they are doing. For example, explaining how a caterpillar turns into a butterfly and how brushing teeth after eating sugary foods prevents cavities. Adults skilfully teach children how to manage their feelings. Children develop self-control and resilience without adults needing to intervene. This means that children in early years are well prepared for their next stage.

The school is calm and orderly. Clear routines are well established. Pupils are courteous and respectful. Their attitudes to learning are impressive. They are confident learners who stay focused. Pupils know and understand the value of education.

The wider curriculum is exceptional. It supports pupils to develop their character, interests and talents. Pupils are extremely knowledgeable about fundamental British values. They talk in great depth about how these impact on life in school and society. Pupils are considerate of the views and beliefs of different groups of people. They are extremely tolerant and celebrate differences. The school arranges for pupils to visit different places of worship. This helps pupils develop a strong understanding of different faiths.

The school offers clubs and activities in sports, performing arts and crafts. This encourages some pupils to pursue these interests outside school. Pupils enjoy taking part in activities, such as the choir. The choir sings in the community and with other schools.

The board of trustees and governors ensure that leaders are accountable for providing high-quality education for all pupils. Trustees and governors carefully monitor the developments in the school. They provide exceptional support and challenge. Staff report that their workload is manageable and that they are proud to work as a strong team.

## **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 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>	139352
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10315570
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The Board of trustees
<b>Chair of trust</b>	Diane Gaskin
<b>Headteacher</b>	Sarah Hurley
<b>Website</b>	<a href="http://www.stmaryshorsforth.org">www.stmaryshorsforth.org</a>
<b>Dates of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005

## Information about this school

- The school joined the Bishop Wheeler Catholic Academy Trust in March 2013.
- The school does not make use of 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 executive headteacher, headteacher, assistant headteacher, members of the academy council and board of trustees. The lead inspector spoke to the diocese representative.

- In addition, inspectors met with those responsible for early years and subject leaders.
- Inspectors carried out deep dives in early reading, mathematics, computing and geography. For each deep dive, inspectors held discussions with leaders 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 lead inspector listened to pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the 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.
- The lead inspector reviewed a wide range of documents, including the school's self-evaluation and development plans.
- Inspectors considered the responses to the Ofsted Parent View survey and the free-text comments that were submitted. They also took account of the confidential pupil and staff surveys and gathered the views of both pupils and staff throughout the inspection.

### **Inspection team**

Louise Greatrex, lead inspector

Ofsted Inspector

Lee Swift

Ofsted Inspector

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