

Inspection of St Mary's Catholic Primary School

Beaconsfield Street, Hyson Green, Nottingham, Nottinghamshire NG7 6FL

Inspection dates: 8 and 9 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The school's vision for pupils to 'love each other, doing our best to make the world a richer place' is reflected in all aspects of school life. Pupils welcome visitors and treat each other with kindness and respect. They are happy and excited to be at school. Pupils talk with great pride about their positive relationships with their friends and teachers. Parents and carers are delighted with the school. Typical comments include, 'The teachers really care about the children. There is no other school I would want to send my child to.'

Teachers have high expectations for every pupil. They are ambitious for pupils to succeed in their learning as well as their personal development. Pupils enjoy learning. They are proud to show their work and explain how they want to try their best.

Pupils behave very well in lessons and around the school. They say that their school is like a big family where everyone cares for each other. Pupils view staff as trusted adults. Pupils say that bullying does not happen. They say that all staff are very quick to resolve any problems that they may have. Pupils feel safe in school. They know how to keep themselves safe.

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

Leaders have designed an ambitious curriculum in all subjects. They have thought carefully about the important knowledge they want pupils to learn. Teachers build pupils' learning in a logical order from Nursery to Year 6. There is a sharp focus on developing pupils' vocabulary and language. In some subjects, leaders check that teachers deliver the curriculum as intended and that pupils remember earlier content. However, in some subjects, leaders do not routinely check how well staff deliver the curriculums. As a result, leaders do not ensure that some teachers receive sufficient guidance to deliver these curriculums as intended.

Leaders are very inclusive. They want all groups of pupils to succeed in their learning. This includes pupils with special educational needs and/or disabilities (SEND). Pupils with SEND learn alongside their peers in lessons. However, some pupils' learning plans are not always precise enough in identifying their needs. They are sometimes too general. This is also the case for some pupils who speak English as an additional language. This means that a small number of pupils do not always achieve as highly as they might.

Leaders have prioritised the teaching of reading throughout the school. Staff in all classes read well-chosen books to pupils every day. Leaders inspire pupils to develop a love of reading. Children begin to learn to read as soon as they start school. They are given regular time to practise. This helps them to develop their fluency and vocabulary. There is a consistent approach to teaching reading. Pupils take home books that match the sounds they have learned in class. Pupils who find reading difficult receive the support they need to catch up.

In the early years, children enjoy listening to stories and rhymes. Staff support children to understand the relationships between letters and the sounds that they represent. Children love to take part in their 'reading markets', where they share books together. They quickly adapt to the high expectations that leaders have of their learning and behaviour. Children in the early years are happy and confident learners.

Pupils behave well in lessons. The school environment is calm and purposeful. Pupils respond positively to instructions from staff. At social times, pupils play happily together. There are lots of activities for pupils to do.

Leaders ensure that pupils benefit from a rich and broad range of experiences. In their personal, social and health education, pupils learn about life in modern Britain. They speak with respect when discussing differences and diversity. There are opportunities for pupils to take part in outdoor learning and community events. Pupils loved attending the summer fair, where they could demonstrate their talents. Many pupils hold positions of responsibility in school. They are rightly proud of their roles. These include 'agents for change' and sports ambassadors. Leaders ensure pupils are well prepared for the next stage of their education.

Governors and leaders at the trust share the same ambitions for all pupils. They want the very best for everyone. Leaders and staff value the support from the trust and governors. Staff are proud to work at the school. They appreciate leaders' consideration of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They know the pupils and their families well. Staff are well trained to recognise when a pupil may be at risk. Staff refer and record concerns promptly. Leaders seek the support of outside agencies when families may need their help. The systems for checking that staff and students are suitable to work with children are effective. Governors and the trust make regular checks on safeguarding arrangements.

Pupils learn how to manage some of the risks they may face. They know how to keep themselves safe, including when learning or playing online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum leaders have not routinely checked how well their subjects are being taught. Pupils' progress through the curriculum varies from class to class. Leaders

need to check the implementation of the curriculum in their subjects and provide support to staff who need it.

- Procedures for supporting some pupils, including those who speak English as an additional language and pupils with SEND, are not always clear. Some targets for pupils are too general and lack precision. This impacts some pupils' needs not being precisely met in lessons. Leaders need to ensure that there are clear procedures of support for these pupils and that staff are suitably trained so that they can support all groups of pupils effectively.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138339
Local authority	Nottingham
Inspection number	10199399
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	230
Appropriate authority	Board of trustees
Chair of trust	Nigel Stevenson
Headteacher	Anne-Marie Bell
Website	www.stmaryshysongreen.com
Date of previous inspection	Not previously inspected

Information about this school

- This Catholic school is part of the Diocese of Nottingham. The most recent section 48 inspection took place on 21 November 2019. This is an inspection of a school's religious character.
- The school does not use any alternative provisions.
- The school joined Our Lady of Lourdes Catholic Multi-Academy Trust in September 2018.

Information about this inspection

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

- This was the first routine 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.
- During the inspection, inspectors met with the headteacher, the deputy headteacher, senior leaders, subject leaders and a range of staff.

- Inspectors met with members of the governing body. The lead inspector met with representatives of the trust.
- Inspectors carried out deep dives in early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning. They visited lessons and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff, governors, trust representatives and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered responses to Ofsted Parent View, including free-text comments. Inspectors met with staff and considered responses to Ofsted's staff survey.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

Kyna Adkins

Ofsted Inspector

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