

# Holy Name Catholic Primary School

Otley Old Road, Leeds, West Yorkshire, LS16 6NF

**Inspection dates** 12–13 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils' progress in Key Stages 1 and 2 varies significantly between classes and subjects; overall it is inadequate. The progress made by pupils, particularly in writing and mathematics, is inadequate.
- The attainment of groups of pupils, particularly disadvantaged pupils and those with special educational needs is well below average. The most able pupils make too little progress in reading and writing and do not reach the standards of which they are capable.
- Weak teaching over time has resulted in too many pupils making too little progress in writing and mathematics in Key Stages 1 and 2.
- Teachers do not always make accurate assessments of pupils' progress or give them feedback which helps them to improve their work quickly.
- Pupils' behaviour does not always help them to learn well and make the progress they should. Senior leaders do not keep any records of incidents and so are unaware of patterns in pupils' behaviour.
- Strategies for monitoring pupils' progress and the quality of teaching are not used effectively by school leaders; consequently, pupils' underperformance has gone unnoticed.
- Leaders, managers and governors do not have an accurate view of the school's performance nor a clear understanding of their roles and responsibilities.
- Governors do not hold the school to account effectively and have accepted too readily information that school leaders have presented.

### The school has the following strengths

- Children get off to a good start in the early years. As a result of good teaching and well-managed provision, they make good progress and achieve well.
- Pupils' behaviour around the school is good. They are polite, well-mannered and want to do well in their lessons. They care for each other very well.
- Attendance is above average. Pupils say they enjoy coming to school and are confident that the adults can help them to sort out any problems that they might have.
- The work of the learning mentor supports well those pupils most in need.
- School leaders make good provision for pupils' spiritual, moral, social and cultural development.

## Information about this inspection

- Inspectors observed 10 lessons or part-lessons.
- Inspectors held meetings with groups of pupils, members of staff, members of the governing body and a representative of the local authority. Inspectors talked with parents at the start of the school day.
- Inspectors took account of 42 responses to the online questionnaire (Parent View) and looked at the school's latest parental survey. One letter from a parent was received by inspectors at the start of the inspection. Inspectors observed the school's work and looked at a wide range of documentation including: assessment data, the school's evaluation of its work, minutes of governing body meetings, safeguarding documentation, reports from school improvement partners and the local authority, information about the management of teachers' performance, monitoring records and the school's improvement plan.
- Inspectors observed an assembly led by pupils to which parents were invited.
- Pupils discussed their work with inspectors and read to them during their lessons.
- Inspectors reviewed 14 responses to the inspection questionnaire for staff.
- Inspectors observed pupils' behaviour at playtime, lunchtime, around the school and in lessons.

## Inspection team

Clare Daniel, Lead inspector

Additional Inspector

Elaine Watson

Additional Inspector

## Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### Information about this school

- This is a smaller than average sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- A private company provides childcare on site for school-age pupils during term time. Inspection reports for this setting can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).
- The early years provision in the Reception Year is full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

### What does the school need to do to improve further?

- Improve urgently the quality of teaching in Key Stages 1 and 2 so it is at least good in order to raise standards and ensure pupils achieve well by:
  - ensuring teachers have a well-informed view of what pupils already know so teachers plan work which builds on pupils' existing knowledge and skills and supports them in making rapid progress
  - making sure all staff in school have high expectations of what pupils can achieve in their learning and that teachers in Key Stages 1 and 2 plan activities that will challenge pupils, especially the most able, in all subjects
  - ensuring feedback is given to pupils and that it evaluates their learning effectively, gives them clear guidance on how to improve and that staff check regularly that pupils are acting on this advice
  - ensuring all teachers are able to make accurate assessments about the standards pupils are achieving.
- Raise standards for all groups of pupils, particularly in writing and mathematics in Key Stages 1 and 2, by:
  - providing all staff with high-quality training so they improve their subject knowledge and have a very good understanding of how pupils make progress in developing their writing and mathematical skills
  - ensuring pupils use and apply their writing and mathematical skills in a range of subjects
  - monitoring the quality of the teaching of writing and mathematics and assessing regularly pupils' progress, so that any underperformance is quickly identified and improved.
- Improve pupils' behaviour in lessons and so speed up the rate of their progress by:
  - ensuring all staff have high expectations of what pupils can achieve and that this is communicated clearly to them
  - making sure pupils settle quickly to their activities and maintain their attention on the focus of the lesson
  - ensuring activities are planned which challenge pupils in their learning so they make good progress and achieve well.
- Improve urgently the effectiveness of leadership and management, including governance by:
  - strengthening the leadership team so senior and middle leaders have a clear understanding of their roles and responsibilities

- ensuring the school’s evaluation of its own work is accurate and based on rigorous checks of pupils’ achievement, and that leaders use this information to direct more effectively their plans for improvement
- making effective use of assessments to check pupils’ progress and the standards they achieve in all subjects and all classes
- ensuring teachers’ performance management targets are linked closely to pupils’ achievement and that staff are held robustly accountable for the progress of the pupils in their classes
- improving the school’s procedures for monitoring behaviour incidents so leaders are able to monitor patterns of behaviour and support pupils more effectively
- ensuring governors are well informed about the school’s performance and have the skills necessary to hold the school to account effectively.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management are inadequate

- Since the last inspection, school leaders have not maintained any improvements that were made at that time. As a result, standards attained by pupils have been variable in Key Stages 1 and 2. The progress made by pupils is inadequate because systems for monitoring the quality of teaching and pupils' performance have not been effective. Consequently, overall, both the quality of teaching and pupils' achievement are inadequate.
- The school's evaluation of its own performance is inaccurate and is not based on a rigorous analysis of pupils' achievement. As a result, plans for improvement are not sufficiently focused to bring about the rapid changes needed, especially in the quality of teaching and in mathematics and writing.
- The school's senior and middle leaders have been unclear about their individual roles and responsibilities. As a result, their work to monitor the quality of teaching and secure improvements has been ineffectual. Some members are new to middle and senior leadership in 2014, but they have not established a focus for their work to raise standards nor to check the quality of teaching.
- Since the last inspection, senior leaders have addressed some of the recommendations made regarding marking and feedback given to pupils. However, teachers and senior leaders do not always ensure that assessment data are accurate and, therefore, they do not have a clear idea of the progress made by pupils. As a result, school leaders are not ensuring all pupils have an equality of opportunity to succeed.
- School leaders have analysed average performance data for groups of pupils and not looked closely enough at the proportions of pupils making expected and better than expected progress. Therefore, they are unaware of the underperformance of a significant number of pupils.
- School leaders do not check rigorously the quality of teaching and pupils' achievement to identify quickly any weaknesses or to offer staff effective support to help them improve their work. Almost a third of staff who completed the inspection questionnaire said they did not feel the school's leaders made adequate provision for their further professional development.
- The senior leader responsible for the provision for disabled pupils and those with special educational needs does not check the quality of teaching received by this group of pupils. Consequently, there is no accurate overview of the effectiveness of this provision. The expectations staff have for the performance of this group of pupils are low. Consequently, their underperformance is accepted too quickly and not challenged.
- Arrangements for managing the performance of teachers are in place and include targets linked to pupils' achievement. However, school leaders do not review these rigorously or hold staff to account effectively for their performance. This has contributed to the decline in the quality of teaching and pupils' achievement.
- The curriculum offers pupils a wide range of learning opportunities and a significant number of enrichment opportunities through trips, visits and extra-curricular activities. Pupils spoke with enthusiasm about the residential visit in Year 5. This encourages spiritual reflection and development and pupils have the opportunity to construct a shrine. However, there are not enough opportunities for pupils to develop their skills in writing and mathematics in other subjects to accelerate their achievement.
- Pupils' spiritual, moral, social and cultural development is promoted well and pupils have a strong sense of community responsibility within, and beyond, the school environment. School leaders are addressing pupils' understanding of British values through units of work on tolerance across the whole school and on Britain's place in the European Union in Year 4.
- The physical education and sport funding is used effectively to raise standards in physical education and ensures pupils have increased opportunities to compete against other schools across the city. A small amount of the funding has been invested in professional development for staff and a much larger amount in the purchase of technology to enable staff to record pupils' performance for assessment purposes. Pupils are now able to review and improve their own performance more effectively and are supported well by teachers and coaches to raise the standards they achieve in physical education.
- The school's performance has been monitored closely by the local authority. However, this overview has not been effective in identifying or helping to reverse, the decline in pupils' progress nor in improving weak teaching.
- Newly qualified teachers should not be appointed by the school.
- **The governance of the school:**
  - Governance is ineffective. Governors do not hold leaders to account for the school's performance. Consequently, they have had little impact in bringing about improvement. Information that governors have received about the school's performance has not been accurate because leaders have not

evaluated effectively the school's performance.

- Governors have challenged the school's performance, particularly about standards in writing and the achievement of disadvantaged pupils. However, they have been satisfied too easily that actions senior leaders have taken have been effective without checking this thoroughly. Governors are aware that arrangements are in place for the management of teachers' performance but cannot provide evidence of how these have affected standards or improved teaching. Governors have not addressed effectively weaknesses in the quality of teaching and, as a result, the progress pupils make is inadequate.
- Governors check the performance of disadvantaged pupils who are supported through the pupil premium. They review regularly how well this funding is spent and challenge leaders on its impact on narrowing the gap in attainment and progress for these pupils. However, governors have focused on monitoring the performance of the group as a whole and so have not been aware of the proportion of pupils within this group whose progress and attainment are well below average.
- Governors ensure the school meets statutory safeguarding requirements.

### The behaviour and safety of pupils

requires improvement

#### Behaviour

- The behaviour of pupils requires improvement. Pupils' behaviour does not always have a positive impact on their achievement. Pupils, parents and staff not only raised some concerns about behaviour but about the way school leaders manage behaviour issues.
- Around the school and in lessons, pupils are well-behaved, friendly and polite. They demonstrate care and consideration for each other and play well together. Pupils spoke to inspectors in a most engaging and eloquent way and represented their school very well.
- However, pupils' attitudes to learning are not always this positive. When teachers' expectations are too low or activities lack focus or challenge, some pupils find it difficult to settle to the task, particularly when they lack direction or the supervision of an adult. At these times, their progress slows and their achievement is not as good as it should be.
- In some lessons, pupils are keen to learn and are engaged in their activities. In Year 5 science, two pupils discussed how to determine if a material was permeable. By sharing their ideas, using a dictionary to confirm the meaning of the word and discussing examples from their different experiences, they were able to form an accurate conclusion to the activity by collaborating well with each other.
- Pupils say that behaviour is generally good, although they say that bullying happens on a few occasions. Most pupils feel that they can rely on adults in school, particularly the learning mentor of whom they spoke very highly, to resolve any issues they had with friendships or behaviour.

#### Safety

- The school's work to keep pupils safe and secure requires improvement. School leaders do not keep records of behaviour incidents which they consider to be minor and so are unable to provide any analysis of patterns of behaviour or the impact of any support they might give to specific pupils. While pupils say they feel safe in school and parents agree, a third of staff who completed the inspection questionnaire raised concerns about behaviour being managed inconsistently.
- Inspectors reviewed a range of safeguarding documentation and case studies. They judged that adequate information is communicated with external agencies where pupils have been identified as most in need. The work of the learning mentor has a significant impact on supporting pupils to attend well at school, improve their behaviour and make progress.
- Staff make appropriate assessments of the risks of activities and the school keeps detailed records of accidents and reports these to the appropriate authority where necessary.
- Attendance is consistently above average and punctuality is good.

### The quality of teaching

is inadequate

- Weaknesses in teaching over time have led to inconsistencies in the standards achieved by pupils and a decline in the progress made by pupils in Key Stages 1 and 2, particularly in mathematics and writing. The quality of teaching is too variable across the school and fails to ensure pupils achieve well enough. Pupils' progress in different classes and in different subjects varies significantly.
- While pupils have opportunities to use their reading, writing and mathematical skills across the curriculum,

on too many occasions this work is not planned to meet the needs of individuals. The work is not challenging enough as all pupils are doing the same activities or using the same methods. Work in pupils' books indicates that they do not develop and extend these skills through other subjects.

- At times, pupils do not learn successfully because they do not have a clear view of the outcomes towards which they are working. For example, in a Key Stage 1 reading session, pupils wandered around the classroom eating their snack without a book. Support staff intervened to help some pupils but most pupils were not directed to their tasks effectively and, therefore, the progress that most made was inadequate.
- Activities which incorporate pupils' literacy skills in other subjects are not always matched well to their abilities. For example, in a Key Stage 2 science lesson, most pupils did not understand the language used in the dictionary when they researched the meaning of scientific terms. This restricted the development of pupils' knowledge or understanding of these terms.
- Work is often not challenging enough, especially for the most able, and staff do not have high enough expectations of what pupils can achieve. Pupils say they want to be challenged more. In some classes, the most able pupils complete additional activities, particularly in mathematics, but these do not always extend and deepen their skills. They only tackle these after all pupils in the class have completed the same activity.
- Staff do not make best use of assessment information to set pupils targets which will challenge them and improve their skills. The standards reported by teachers do not match consistently the work in pupils' books, particularly in writing and mathematics.
- Targets are not reviewed regularly and some pupils reported the targets had been carried over from the previous academic year. In some classes, pupils' targets had not been reviewed since the beginning of the school year despite pupils demonstrating clearly that they had achieved them. Targets are often not linked closely enough to pupils' achievement and are focused on activities within the class such as 'getting a pen licence' and not on pupils' progress.
- Additional support is provided for the less able pupils, disabled pupils and those with special educational needs. However, the progress that these pupils make is inadequate because teachers do not always consider carefully enough the focus of support given, or evaluate effectively its impact.
- In some lessons, effective feedback is given to pupils which supports them in making better than expected progress. However, in too many classes, the feedback in lessons or in books is not specific enough and pupils continue to make the same mistakes. In some classes, pupils' work in their books from the current academic year is unmarked.
- When pupils are clear about what they are learning and activities have strong links to previous lessons they make more progress. Occasionally, pupils have opportunities to assess how well they are doing and teachers' feedback gives clear areas for improvement. Pupils start their tasks swiftly and sustain their attention well.
- In the early years, well-planned lessons ensure that children make good progress in developing their skills, particularly in the areas of communication and language.

### The achievement of pupils

### is inadequate

- Pupils do not make enough progress across Key Stages 1 and 2 from their individual starting points. For instance, too few of the most able pupils attain the higher levels of which they are capable, particularly in writing. The achievement of different groups of pupils is very variable in a range of subjects and across all classes.
- Achievement in Key Stage 1 is inadequate because standards in reading, writing and mathematics have been too variable over time and are only broadly average. The school's own assessment data indicate that, from their starting points in Year 1, too few pupils make at least expected progress in writing and mathematics in Key Stage 1, and that only a handful make better than expected progress. Standards in 2014 at the end of Key Stage 1, declined in all subjects from the previous year's outcomes.
- However, outcomes of the Year 1 check on early reading skills in 2013 and 2014 were very positive, with most pupils achieving the expected standard in the last two years. In 2013 and 2014, all of the pupils in Year 2 who had not met the required standard the previous year were successful when their skills were rechecked.
- In Key Stage 2, the proportions of pupils making expected progress and better than expected progress in reading, writing and mathematics are too small and, as a result, progress is inadequate.
- The school's current assessment data indicate that the performance of the current Year 6 cohort is likely to be similar to that of the 2014 cohort. Other inspection evidence supports this view.
- Although an above average proportion of pupils attained the higher levels in reading in Year 6 in 2014, not

enough pupils achieved these standards in writing or in the test for English grammar, punctuation and spelling.

- The most able pupils do not make enough progress, particularly in writing in Key Stages 1 or 2. As a result, too few reach the standards of which they are capable. This is because the quality of teaching is inadequate and pupils are not challenged regularly in their learning. Work in pupils' books indicates that they do not have enough opportunities to develop their writing skills across a range of subjects.
- Pupils with special educational needs do not perform as well as other pupils in the school in reading, writing and mathematics at Key Stage 1 and the progress they make, like that of their peers, is inadequate. However, their attainment is higher than their national peers. By the time they leave Year 6, their attainment is well below their peers both nationally and in school. In reading and writing, they are approximately seven terms behind, and in mathematics they are nine terms behind.
- Disadvantaged pupils attain similar standards to their peers in school in mathematics at Key Stage 1, but are approximately one year behind their peers in reading and writing. By the time pupils reach the end of Key Stage 2, the standards they reach are lower than their peers both in school and nationally. They leave Year 6 approximately five terms behind their peers in school in mathematics and writing, and three terms behind in reading. In comparison with other pupils nationally, they are six terms behind in writing and mathematics and three terms behind in reading. The progress made by this group of pupils from their different starting points is also inadequate when compared to other pupils nationally and in the school.
- While school leaders had been successful in narrowing the gaps in attainment and in progress for disadvantaged pupils in 2013, they were not able to sustain this in 2014 and the gap increased significantly in all subjects at Key Stage 2.
- The school's own assessment and tracking information indicates that there are very wide variations in the attainment and progress made in different subjects and in each class. There are some classes where standards are very low and where progress is inadequate in some or all subjects.

### The early years provision

is good

- The majority of children join the Reception class with skills that are broadly typical for their age apart from in reading and writing which are below. By the end of Reception Year, children make good progress from their different starting points. A much larger than average proportion of children has achieved a good level of development. The school's assessments were moderated and confirmed by the local authority in 2014.
- All groups of children, including those who are disabled or who have special educational needs, are well supported and make good progress from their starting points. The most able children achieve well and often attain standards above those expected for their age. Children who receive additional funding make good progress from their individual starting points. Most children are well prepared to move into Year 1.
- The leader of the early years has only been in post since September 2014. However, she has already demonstrated good leadership and has a clear and well-informed view of current achievement and the quality of teaching. The early years leader is not a member of the school's senior leadership team.
- The early years leader ensures the curriculum is appropriate for young children. Learning is planned to build on children's previous experiences and meets their interests and needs. During the inspection, children were enthusiastic while completing a writing activity with an adult in support to check their understanding of single letter sounds. They chatted excitedly about their learning and were very keen to show off their writing skills.
- The outdoor area has been improved since the previous inspection and equipped with new resources. However, it is still a relatively small space for the number of children in the class. As a result, Reception class children use the playground as an additional learning space when necessary and when the school's timetable will allow. Indoor and outdoor provision are both safe and secure.
- Teaching is good in the early years. Adults organise learning activities with clear consideration for what the children need to do next in order to make good progress. Children were observed using number tiles and large coloured shapes to make and extend patterns using numbers, shapes and colours following on from activities in the classroom. Children made good progress in their learning because they are familiar with appropriate mathematical language and are guided gently to organise their activity effectively.
- Children are excited to learn because activities appeal to their interests and adults are deployed very well to support learning. Children excitedly organised their own classroom in the role play area and took on the roles of teachers and pupils, taking the register and organising activities for each other.
- Children work well together and also with the adults supporting them. Children are very keen to chat about their learning and question each other confidently about what they are doing. Adults working in the early years support children's language development well by phrasing their questions and comments

carefully and by choosing their words skilfully to extend children's vocabulary.

- Children's spiritual, moral, social and cultural development is strong. Children from a range of cultural backgrounds work and play together in a harmonious atmosphere and are learning about their differences and similarities.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108034
<b>Local authority</b>	Leeds
<b>Inspection number</b>	448362

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susie Haywood
<b>Headteacher</b>	Aiden Duffy
<b>Date of previous school inspection</b>	17 March 2010
<b>Telephone number</b>	0113 293 6444
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