

CfBT Inspection Services
Suite 22

West Lancs Investment Centre T 0300 123 1231

Maple View
Skelmersdale

WN8 9TG

Text Phone: 0161 6188524

enquiries@ofsted.gov.uk

www.ofsted.gov.uk

Direct T 01695 566863

Direct F 01695 729320

Direct email: jbenett@cfbt.com

21 May 2015

Mr Peter Hughes
Executive Headteacher
Holy Name Catholic Primary School
Otley Old Road
Leeds
West Yorkshire
LS16 6NF

Dear Mr Hughes

Special measures monitoring inspection of Holy Name Catholic Primary School

Following my visit with Suzanne Lithgow, Her Majesty's Inspector, to your school on 19 and 20 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in November 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time the school is making reasonable progress towards the removal of special measures.

The school may appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board and the Director of Children's Services for Leeds.

Yours sincerely

Chris Smith
Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2014

- 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.

- 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.

Report on the second monitoring inspection on 19 and 20 May 2015

Evidence

Inspectors observed the school's work, scrutinised documents and met with the executive headteacher and other senior leaders, subject leaders for literacy and numeracy, teachers, members of the interim executive board and representatives of the local authority. Inspectors also scrutinised the single central record, records of behaviour incidents and attendance information.

Context

Two senior leaders and one other teacher have left the school. Two new teachers with leadership responsibilities took up posts at Easter. At present, a supply teacher is teaching the Year 4 class to cover the sickness absence of the teacher. A supply teacher is providing additional support with the Year 5 class.

The school expects to convert to an academy from 1 August 2015 with the support of the Bishop Wheeler Catholic Academy Trust.

Achievement of pupils at the school

Teachers' assessments of pupils' attainment have become increasingly reliable because members of staff have received good training from specialist leaders of education from a local teaching school alliance. There have also been extensive checks undertaken by the local authority, which have found teacher assessments to be secure. The new data management system introduced last term has allowed leaders to carry out a more detailed analysis of the progress of different groups of pupils. Members of the interim executive board now use these data to hold senior leaders to account effectively.

The school's most recent assessments show a higher proportion of pupils than last year are on track to make expected progress. At Key Stage 1, attainment in reading, writing and mathematics is expected to be above the national average, with more pupils attaining the higher Level 3, particularly in reading and writing. At Key Stage 2, the school's data show pupils in Year 6 have made good progress and are also on course to attain levels above the national average in reading, writing and mathematics. The progress of pupils in Year 5 has been slower, however, and some pupils are not yet on track to reach their targets. Leaders have recently recognised this and have allocated an additional teacher to the class so that pupils can be taught in smaller groups and receive more personalised support.

Members of staff are much more aware of the need to provide additional support for disadvantaged pupils. As a result disadvantaged pupils are making better progress across the school. The most recent assessments show their attainment is on track to

rise this year and gaps between their attainment and that of other pupils in the school are expected to narrow.

The school has purchased new and more engaging resources to support reading. A better library is being developed and the texts available for use in classrooms are much improved. The 'Bug Club' online reading resources have been made available to all pupils and this initiative has encouraged pupils to read more at home. Guided reading lessons are improving because teachers have received recent training that has helped to develop their subject knowledge.

The quality of teaching

A number of changes to the teaching staff, better training and development and the introduction of some common approaches to planning, marking and assessment have rapidly improved the quality of teaching. As a result pupils are more engaged in learning and are making better progress. Leaders are aware the quality of teaching is not yet consistently good and that further work is required to ensure all pupils, especially the most able, are challenged to make good progress.

Teachers have benefited from good opportunities to work with colleagues in other good or outstanding schools and have improved aspects of their practice as a result. For example, classroom environments are now visually more appealing and there are much better resources for pupils to use on their tables and in displays. Teachers have also created some good resources to support pupils to develop their grammar, punctuation and spelling, and new books and laptops are being used successfully to capture the pupils' interest. Inspectors observed some good opportunities for pupils to apply their reading and writing skills in other subjects. In science, for example, Year 4 pupils wrote factually about astronomy and Year 6 pupils wrote at length about Pop Art. Pupils' presentation of work is good and many have mature handwriting. Their work is marked regularly, in accordance with the school's marking policy. Teachers correct grammar and spelling errors and provide useful comments on what pupils have done well and what they need to improve. However, not all teachers have established effective systems for ensuring pupils respond to their marking and improve their work.

Teachers now use assessment information more effectively and adapt the activities they provide to meet the needs of different abilities. For most pupils, this means they now work on activities that challenge them and move their learning forward. However, the most able pupils are not always challenged sufficiently, as some activities provided for them are too limiting and do not allow them to work independently or to be creative.

In order to tackle some common errors and misconceptions, the subject leaders for literacy and numeracy have begun to put in place 'non-negotiables' which set out what pupils should be able to do independently by the end of each year. In addition,

they are leading the development of some ideas they have seen work well in other schools, such as a more-investigative approach to the teaching of mathematics.

The quality of support from teaching assistants is variable. Some give too much guidance and tell pupils what to do. Other teaching assistants have more impact because they use skilful questions to develop pupils' understanding. Teaching assistants regularly work with lower-attaining pupils during literacy and numeracy lessons and, consequently, these pupils receive less-focused teaching from the teacher and, in some cases, make slower progress.

Behaviour and safety of pupils

Pupils display consistently positive attitudes to learning and most pupils are keen to participate in lessons. This is because the quality of teaching has improved and pupils are more interested and engaged by the activities provided for them. Teachers now expect the pupils they teach to work hard and pupils take pride in their work. A new behaviour policy has been produced and each classroom now displays the school rules, although inspectors did not see teachers needing to use any sanctions.

A highly effective system has been installed to record information on behaviour and attendance, which has allowed members of staff to monitor patterns and trends. Particular issues that may suggest a concern are now identified earlier and addressed faster.

Overall attendance so far this year is above the national average, although slightly lower than for the same period last year. The attendance of disadvantaged pupils is improving, although it remains marginally lower than that of other pupils in the school.

Thorough checks have been made to ensure the single central record meets requirements. All members of staff have received the appropriate level of child protection training and know what actions to take when they encounter a concern.

The quality of leadership in and management of the school

The executive headteacher and members of the interim executive board have acted decisively to address the areas for improvement identified in the last inspection and rapid progress has been made. Preparations for the school's transition to an academy are at an advanced stage and parents have been fully informed. The school is on course to convert to an academy with the support of the Bishop Wheeler Catholic Academy Trust later this summer. This will secure ongoing access to good support for the foreseeable future. Careful consideration has been given to the future governance arrangements of the new academy.

Changes in staffing, including some changes to posts with leadership responsibilities, have reinvigorated the school and accelerated the pace of improvement. The leadership of teaching is more effective and excellent use has been made of available support from a number of external partners. Leadership responsibilities are now shared more widely and there is now an effective senior leadership team. Rigorous systems to check the quality of provision are becoming established.

The school has benefited from working closely with local authority consultants, specialist leaders of education from a local teaching school alliance and colleagues from the Bishop Wheeler Catholic Academy Trust. Teachers have had opportunities to work with their counterparts in other schools and have brought back ideas from visits they have made. As a result the learning environment in the school is much more engaging, resources are better and expectations have been raised.

Leaders, including members of the interim executive board, have developed better channels of communication with parents. A forum has been introduced to gather parents' views and a meeting has been held to inform parents about the transition to the academy. A workshop has been provided to help parents understand how they can better help their children with mathematics. Key stage leaders now contact parents more regularly to address any concerns.

External support

The local authority and the diocese fully support the school's planned conversion to academy status. Local authority officers have provided strong support to ensure teacher assessments are accurate and reliable. Very robust checks have been made on teachers' assessments by local authority consultants. Further support has been provided to ensure the data management system is utilised effectively and that members of the interim executive board have reliable data to scrutinise. In addition, good support has been provided to ensure safeguarding arrangements meet statutory requirements.

Support from the local teaching school alliance has been instrumental in improving the quality of teaching and the learning environment.