

Holy Name Catholic Primary School

Inspection report

Unique Reference Number	108034
Local Authority	Leeds
Inspection number	288005
Inspection date	17 July 2007
Reporting inspector	Jane Hughes

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	217
Appropriate authority	The governing body
Chair	Dr Lorraine Barrass
Headteacher	Mr M Brennan
Date of previous school inspection	30 September 2002
School address	Otley Old Road Leeds West Yorkshire LS16 6NF
Telephone number	0113 2936444
Fax number	0113 2936555

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is an average size school that draws pupils from an area of social advantage. Fewer pupils than average are eligible for free school meals, have learning difficulties and/or disabilities or a statement of special educational need. Most pupils are of White British heritage and very few speak a language other than English at home. The school has achieved a number of awards; Investors in People (2007), Healthy Schools (2006) and Active Mark (2006). The school has been a Young Enterprise member since 2003.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Holy Name is a good school. Excellent pastoral care reflects in every aspect of pupils' outstanding personal development, a direct result of very strong personal, social, emotional and health education. Parents comment on the school's 'impressive, caring approach' and say that the school exceeds their expectations. The highly focused leadership team has an accurate view of the school's strengths and where it can do better. The headteacher has led the school well since its last inspection. Even though no issues for improvement were identified, the school is not complacent and continues to develop well. An ever-present drive for higher achievement demonstrates that the school has good capacity to improve further. Above average standards, good achievement and successful leadership provide clear evidence that the school gives good value for money. First class links with other organisations, sports colleges and further education establishments ensure pupils benefit greatly from external expertise and resources that consolidate their academic and physical skills.

Pupils' achievement is good. Standards are above average overall by Year 6, although the most recent test results for 2007 indicate that pupils' attainment in mathematics is lower than in English and science. Similarly, although above average, pupils' standards in mathematics by the end of Year 2 are not as strong as in reading and writing. Children make rapid progress throughout the Foundation Stage from broadly average starting points as a direct result of exhilarating teaching and learning experiences in Reception. Pupils continue to make good progress from Year 1 to Year 6 because of the consistently good and sometimes outstanding teaching and learning that they experience. In outstanding lessons, teachers first ensure that pupils have the knowledge and independent learning skills they require to complete a task and then send them off to work in pairs or groups to find a solution. These are valuable life skills for continued success as they move on to the next stages in their education. Pupils with learning difficulties and/or disabilities and those with particular gifts and talents, work closely with skilful support staff and make good progress. The good curriculum whets pupils' appetite for learning. This enthusiastic approach is reflected in pupils' excellent attendance and wholehearted response to everything they do in school. They embrace responsibility and show sensitivity and care to younger or more vulnerable pupils as 'buddies' and peer mediators. This range of positive characteristics, coupled with good basic skills, is a key element for pupils' future economic well-being.

The good levels of care, guidance and support enable pupils to flourish here. Many parents make comments such as, 'the love and support my child has been given has been exceptional'. As well as first class care, pupils receive effective academic guidance. The school now uses a far more rigorous method to track pupils' progress and this is helping to identify difficulties quicker and to pinpoint the next steps in pupils' learning. Nevertheless, teachers' marking does not always provide consistent guidance to pupils on how to improve their work. The school encourages parents to come into school to work alongside children in classrooms and to see what and how children learn. Parents appreciate this and agree that they are welcome partners in their children's education.

What the school should do to improve further

- Raise pupils' standards in mathematics by Years 2 and 6.
- Ensure that teachers' marking consistently shows pupils how to improve their work.

Achievement and standards

Grade: 2

Children join Reception with skills broadly as expected for their age. They get off to a flying start and make good progress so that, by Year 1, most are working securely within the expected levels. A few are working beyond these. Pupils continue to make good progress through the school. By the end of Year 2, standards are above average overall, although stronger in reading and writing than mathematics. By Year 6, standards are average in mathematics and above average in English and science. This represents good overall achievement from average starting points. Pupils with learning difficulties and/or disabilities, those learning English as an additional language or who join the school at different stages in their education make similar good progress to others. This is because of the skilful support and timely guidance they receive from class teachers, teaching assistants and mentors.

Personal development and well-being

Grade: 1

Pupils enjoy school immensely. They describe their school as, 'Happy, healthy, very active and charitable.' This is a good summary, as the daily 'Wake Up, Shake Up' sessions, the wide variety of sporting activities and the healthier lunches show. Young children bounce into school to a warm welcome that sets them up well for the day. This cheerful scene is replicated throughout the school. Pupils' attitudes are exemplary and their behaviour first-class. Secure relationships underpin the work of the school and pupils learn quickly from the excellent examples set by adults working with them. Pupils relish the opportunity to influence how the school runs, acting as efficient councillors and compassionate mediators. Their outstanding spiritual, moral, social and cultural development reflects the high moral code present in all the school strives to do. Pupils' sweet singing drifts through corridors, providing an uplifting soundtrack to the day's learning. Impressive partner work in lessons helps pupils to value teamwork. Strong links with the local church foster excellent community spirit and a concern for those less fortunate, both near and far.

Quality of provision

Teaching and learning

Grade: 2

A kaleidoscope of colour from the display of children's work and stimulating artefacts surround young children at work and play in Reception. This stimulating environment reflects the first class teaching that children experience when they join the school and fosters an early love of learning that stays with them. Although classrooms for the older pupils are not as eye-catching, good quality teaching and learning continues throughout the school, with some outstanding practice. High order relationships ensure pupils make the most of lessons. A relaxed atmosphere emanates from the leadership but this does not preclude the highest expectations from adults in terms of pupils' behaviour and work. Teachers and teaching assistants work very well together to ensure different groups of pupils receive the levels of support they need. As a result, pupils with learning difficulties and/or disabilities or particular vulnerabilities do as well as others. However, more remains to be done to ensure teaching helps pupils to reach high enough standards in mathematics in Years 1 to 6.

Curriculum and other activities

Grade: 2

The rich curriculum meets pupils' academic needs and promotes their personal development very well. There is a strong emphasis on the use of modern technology in lessons. For example, Year 5 pupils filmed role plays of Victorian life and played these back on computers. Older pupils learn French and Spanish. Innovative morning physical exercise sessions for the whole school improve pupils' understanding of the elements of healthy living. Links between subjects are still developing and the school recognises there is more to be done to introduce literacy and numeracy into other subjects. Reception age children benefit from a wonderland of experiences in the classroom. Outside, space is limited so children cannot always use wheeled toys or climbing equipment as freely as the school would like. Extra-curricular clubs attract good levels of support from pupils and enhance their physical and creative skills. Educational visits, visitors and 'theme weeks' enrich pupils' learning experiences.

Care, guidance and support

Grade: 2

All the staff take excellent care of pupils' personal needs and this builds pupils' confidence and self-esteem. The learning mentor and other specialist staff support vulnerable pupils and those with individual needs very well. First class induction and transfer arrangements help pupils to overcome their anxieties about change. The correct procedures to safeguard children and to promote health and safety are in place and known to all staff. Efficient lunchtime, administrative and site supervisors ensure that the school is an orderly and clean place in which to work and learn. Excellent assessment and tracking of pupils' progress now ensures staff know exactly what each pupil needs to learn next. However, the guidance they give to pupils when they mark their books is not consistently clear and pupils rarely know enough about how to improve their work. Pupils have a good understanding of their academic and personal targets and benefit from termly one-to-one reviews of their progress with staff. Parents say they feel very welcome in school and that, 'The help from school feels very personal, it feels more like a family, it's just fantastic.'

Leadership and management

Grade: 2

The headteacher and deputy headteacher create a dynamic partnership. Their complementary skills ensure all aspects of school life benefit from an equal focus and rigour. There is a much greater emphasis now on tracking pupils' progress, analysing how well they achieve and how the school can sustain and improve this. Parents offer valuable support to the school through fund-raising and in the amount of time they give in support of their children's learning in school and at home. Senior leaders regularly check the quality of lessons and middle managers are gradually assuming increasing responsibility for learning throughout the school. Governors have a clear view of the school's strengths and are conscientious custodians of its central mission of 'Loving, Learning, Living, Laughing Together in Faith'. They also take an increasingly challenging position on the school's academic priorities.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly when I visited you to inspect your school. You were so helpful and I enjoyed chatting with you about school as well as looking at your work. Some of you told me that your school is, 'Happy, healthy, active and very charitable.' and I would have to say that sums up your school very well! So, you will not be surprised that I judge yours to be a good school. The way you become mature and capable learners with outstanding personal qualities is very impressive as these prepare you well for success later in life. You are learning what it means to be fine citizens because all the adults in school remind you of this every day and encourage you to take on responsibility. Your school is a calm place, full of music, laughter and hard work. There is much to celebrate in your lessons. Teachers and other adults make learning such fun so you become increasingly good at working out solutions for yourselves - (I did not want the Quest session to finish either)! You reach above average standards overall in your work and do well at school, not just because you enjoy it so much but also because your teachers know exactly what you need to learn next to help you improve your work. Your headteacher and all the staff make sure you are safe and extremely well cared for and try very hard to sort out any problems for you and your families. Your parents told me how pleased they are with the school and how well you all settle in. Certainly, the wonderful things you get to do in Reception help with this.

Part of my job is to see how your school can improve. I have asked your headteacher and all the adults to help you reach higher standards in mathematics. Sorry to make you work even harder but I know you enjoy it really! I have also asked your teachers to give you clearer guidance in your books about how to make your work even better. Don't forget to read what your teachers write each time you open your books.

I am sorry sports day was cancelled because of all the rain - I think you should ask for double 'Wake Up, Shake Up' sessions instead!