

Holy Name Catholic Primary School

Inspection report

Unique Reference Number	108034
Local Authority	Leeds
Inspection number	337012
Inspection dates	17–18 March 2010
Reporting inspector	Andrew Clark

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 of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Mrs K Burton
Headteacher	Mr Aidan Duffy
Date of previous school inspection	17 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, observed seven teachers and spent approximately 40% of inspection time looking at learning, including time spent looking at pupils' work. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation, including policies, the improvement plan and an analysis of the school records of pupils' progress and attainment. The inspection team received and analysed 54 questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- progress made by more able pupils
- achievement in mathematics and science
- the effectiveness of monitoring by senior leadership team

Information about the school

This is an average sized school. The majority of pupils are White British. A small percentage is from European and Asian families. The percentage of pupils eligible for free school meals is broadly average. The percentage of those with a special educational need and/or disability is below average. The school is an Investor in People and has an Advanced Healthy School's Award. The headteacher and deputy headteacher are new to the school since the last inspection.

The school provides before and after-school care on site. This is managed by a private provider and is subject to a different inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Pupils' personal development is outstanding and their achievement is good as a result of a supportive and caring ethos and the good quality of teaching. The new headteacher and his team are building well on the school's many strengths in ensuring all groups of pupils succeed and equality of opportunity is excellent. 'Our child has thrived since starting this school. We believe this is due to the high standard of teaching, parental involvement and the overall ethos,' is typical of parents' views. Children start the Early Years Foundation Stage with skills which are typical for their age. Pupils of all abilities make good progress throughout the school and leave Year 6 with standards which are above average. They take a pride in their work and present it well. Occasionally, pupils' progress is not as fast as it could be because teachers do not involve them enough in assessing and improving their own work. Pupils' behaviour is outstanding and this contributes to their success in lessons. They feel extremely safe and maintain an excellent commitment to a healthy lifestyle. They take their many roles and responsibilities seriously and are proud to influence the work of the school as councillors and buddies. Pupils of all abilities become self-assured and thoughtful individuals and their spiritual, moral, social and cultural development is outstanding. The quality of teaching is good and staff make learning exciting. Occasionally, teachers do not make the best use of marking to guide pupils to quickly reach the next steps in their learning. The curriculum is good throughout the school and the promotion of pupils' personal development is a strength. The needs of pupils with special educational needs and/or disabilities are met well. However, the use of the outdoors in the Early Years Foundation Stage to develop all areas of learning is limited. The care, guidance and support the school provides are outstanding and deeply rooted in the reflective and caring ethos. The school accurately evaluates its many strengths and few weaknesses and effectively uses the knowledge to drive improvements. The senior leadership accurately monitors all aspects of the school's provision and gathers the views of pupils, parents and carers and others. The school's contribution to community cohesion is good and there are excellent links with parents. As a result, pupils' personal development and achievement have continued to develop since the last inspection and the school has an exceptionally good capacity for further improvement. It provides outstanding value for money.

What does the school need to do to improve further?

- Improve rates of pupils' progress by:
 - providing frequent opportunities for pupils to engage in self- and peer

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assessment in order to improve their own work

- use marking and other strategies to pinpoint learners strengths in all subjects and advise them on how they can be developed.
- Improve the outdoor provision in the Early Years Foundation Stage for all areas of learning.

Outcomes for individuals and groups of pupils

1

Pupils are keen to learn and enjoy solving problems. Pupils of all abilities work extremely well together and are organised and sociable. They enjoy their lessons and this attitude continues through the often challenging work they do at home. As a result, their progress is good in English, mathematics and science. It is occasionally outstanding. By Year 2 and Year 6, standards are above average and this is reflected in the results of National Curriculum assessments and tests for English, mathematics and science. Occasionally, progress is not as fast as it could be because teachers do not always present pupils with precise enough detail for them to reach the next steps in their learning and involve them in assessing and improving their own work. Pupils who speak English as an additional language make good progress. There has been a good improvement to pupils' progress and standards in mathematics since the last inspection through a rigorous overhaul of curriculum planning for the subject and focused activities to boost pupils' learning. Pupils have an excellent knowledge of how to keep safe and healthy and make very good use of posters and newsletters to inform others. They are reflective and tolerant in response to thought- provoking themes in personal development lessons and collective acts of worship. They develop a good sense of democratic citizenship through elections for important roles on committees and councils, including making presentations to the school's governing body.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers set very clear expectations for pupils' behaviour who respond extremely well. Classrooms are bright and attractive learning environments which encourage pupils to take a pride in their work. Staff create excitement and interest through practical tasks where pupils solve problems and apply their skills and knowledge imaginatively. For example, in mathematics and science, pupils are often involved in designing their own investigations and choosing the best ways to present their results. Occasionally, opportunities are missed to involve pupils in organising and assessing their own work and this limits the progress they make in applying and using their skills. Teachers make accurate assessments of pupils' progress over time and use this to match work to their needs. However, the use of marking, which is often very good in English, is not consistent in science and mathematics. The school provides many excellent opportunities for pupils to develop their personal, social and emotional skills. They learn about the dangers of drugs and alcohol through role play and specialist teaching. The staff are developing good links between subjects which makes learning relevant and exciting. The school makes good use of specialist coaching and teaching skills. The school makes excellent use of homework to promote pupils' research and investigative skills. The work produced is often of a very high quality. A good range of visitors and visits, including residential visits, contribute well to pupils' learning experiences. The outstanding caring ethos is supported by high quality procedures and record-keeping to keep pupils safe and promote good behaviour and attendance. The needs of the most vulnerable pupils are managed very well through careful tracking of their progress and skilful intervention to break down any barriers to learning.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The new headteacher and his deputy headteacher have a very clear vision for the future direction of the school. Self-evaluation is accurate and is shared by staff and parents. The governing body provides strong, well organised support which is equally sharply focused on improving pupils' achievement. Policies are very carefully reviewed and record-keeping is of a high standard. As a result, procedures to keep pupils safe are outstanding. New procedures for assessing pupils' progress are reinforcing the well-established systematic monitoring and evaluation of all aspects of the school's work. Parents and carers make an excellent contribution to pupils' learning through fund-raising, regular volunteer work and the exceptional support for homework. The school's contribution to community cohesion is good. In particular, it has worked well with local schools to develop procedures to support parents in vulnerable circumstances and those who speak English as an additional language which are used by the local authority. Its involvement in global issues is at an early stage of development. The staff's high expectations and the rigorous procedures to identify and support the needs of all pupils lead to outstanding equality of opportunity and diversity.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children start school with a range of skills which are close to those expected for their age. They get off to a good start and develop a real thirst for learning. Very positive relationships ensure children feel very safe and secure and settle extremely quickly.

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Staff have good systems to gather information from parents and other providers. Arrangements to promote children's welfare are good. There is a good balance between activities children choose for themselves and sessions led by adults. There are good procedures to develop children's early literacy and numeracy skills through sharply focused activities well matched to their individual needs. Adult-led sessions are keenly focused on moving children quickly on in their learning. Children enjoy exploring a wide range of stimulating learning activities. However, the regular use of the outdoors to reflect the quality of provision indoors is less well established and space is limited. Staff intervene well to boost children's self-esteem, support their language development and encourage them to think for themselves. The provision is led well. As a result, children grow in confidence and make good progress. They are clearly very proud of their accomplishments. They gain skills and knowledge well and start Year 1 at and sometimes above average levels.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About a quarter of the parents and carers returned questionnaires. Parents and carers are very positive in their views and express no significant concerns. They particularly appreciate the care and approachability of the staff. They like the quality of teaching. The inspection team agrees with the parents and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Name Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	75	11	20	1	2	1	2
The school keeps my child safe	42	76	12	22	0	0	0	0
The school informs me about my child's progress	33	60	19	35	1	2	1	2
My child is making enough progress at this school	30	55	20	36	2	4	2	4
The teaching is good at this school	30	55	22	40	1	2	1	2
The school helps me to support my child's learning	30	55	20	36	3	5	1	2
The school helps my child to have a healthy lifestyle	31	56	22	40	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	65	16	29	0	0	0	0
The school meets my child's particular needs	32	58	21	38	0	0	1	2
The school deals effectively with unacceptable behaviour	31	56	19	35	3	5	1	2
The school takes account of my suggestions and concerns	28	51	20	36	4	7	1	2
The school is led and managed effectively	38	69	14	25	2	4	0	0
Overall, I am happy with my child's experience at this school	40	73	12	22	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 March 2010

Dear Pupils

Inspection of Holy Name Catholic Primary School, Leeds, LS16 6NF

I would like to thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you about your school. You are rightly proud of your school. You have an excellent knowledge of how to live healthily and stay safe. You say you feel very safe and appreciate the care that all adults show to you. Your behaviour is outstanding. You learn a lot from visits and the clubs and societies you belong to. The school council helps to make the school a safer and more interesting place to be.

Your headteacher and other staff work together well to help you to learn and to make things better for you. They take excellent care of you. Your attendance is good and you arrive on time. You make good progress in English, mathematics and science and the standard of your work is above average. Your lessons are good and often exciting. We have asked your headteacher and other teachers to help you make even more progress in your lessons and to help you improve your work more quickly by making even better use of marking and giving you plenty of opportunities to improve your own work. We have also asked the school to improve the opportunities for children in the Reception class to learn outside. You can help by enjoying your work and continuing to try hard.

With kind regards

Yours sincerely

Mr Andrew Clark

Lead inspector

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