

Holy Spirit Catholic Primary School

Inspection report

Unique Reference Number	107748
Local Authority	Kirklees
Inspection number	356228
Inspection dates	10–11 November 2010
Reporting inspector	Sarah Quinn

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	208
Appropriate authority	The governing body
Chair	Mr Peter Moreland
Headteacher	Mr John Cooper
Date of previous school inspection	1 October 2007
School address	Bath Road Heckmondwike West Yorkshire WF16 9EA
Telephone number	01924 325712
Fax number	0
Email address	office.holyspirit@kirklees-schools.org.uk

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St Ann's Square
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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were observed and seven teachers seen. Meetings were held with groups of pupils, members of the governing body, staff and some parents and carers. Inspectors observed the school's work and looked at a range of documentation, including that relating to pupils' attainment and progress and the school's management. They also took into account the views expressed in questionnaires returned by 90 pupils, 17 staff and 69 parents and carers.

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

- How well pupils learn and make progress, particularly girls and pupils with special educational needs and/or disabilities.
- How effectively teaching and learning is managed and how far this is securing consistently good teaching to enable consistent learning and progress.
- How well diversity and cultural awareness is promoted throughout the school.
- How effectively observation, assessment and planning in the Early Years Foundation Stage ensure that children make progress.

Information about the school

This is a smaller-than-average-sized primary school. A large majority of pupils are from White British backgrounds but the proportion from minority ethnic groups is rising. A very small number of pupils speak English as an additional language. A lower than average proportion of pupils has special educational needs and/or disabilities. Very few pupils have a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. The school has gained the Activemark.

Since the last inspection, a new headteacher has been appointed and the structure of the management team has changed. There have also been recent changes to the membership and structure of the governing body.

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 school. Its welcoming and caring ethos make it a safe and nurturing place for pupils to be. Pupils' good spiritual, moral, social and cultural development is integral to the school's success as they show a desire to improve, help those around them and learn quickly by mistakes. There is a clear drive for improvement among staff and the governing body and the school is part of a strong local community. Pupils have positive and productive attitudes to learning.

Although attainment overall by the end of Year 6 is average, it is rising sharply across the school. National test results at the end of Key Stage 2 in 2010, showed above average attainment and this improvement is reflected in most year groups. However, there has been a difference in the attainment of girls and boys for two years, with boys attaining better than girls in all subjects. The school successfully adapted the curriculum to address previous weaknesses in boys' attainment in English. It recognises the need to do the same in order to meet fully the needs and interests of girls and hence boost their attainment. It has started to do this with some success but recognises that there is more to be done. Teaching and learning are good overall and result in pupils mostly making good progress but teaching is not yet consistently good throughout the school.

Parents and carers are happy with the school and feel involved in their children's learning. Those spoken to say they appreciate the 'visibility' of school staff and feel that the school is a safe and welcoming place. Pupils enjoy coming to the school, saying that the staff listen to them and that they feel important. As a result, attendance is above average. Pupils know that contributing to the community is important and participate in charitable events for a wide range of causes. Behaviour throughout the school is good and pupils show respect for their environment and consideration for each other. For example, they sit and talk in sociable groups at lunchtime, enjoying their food, chatting together about the flowers placed on each table, and helping each other to clear the table. They confidently talk about what constitutes a healthy lifestyle and make good food choices.

The recent restructuring of the governing body is having a positive impact on governance. Governors are proud of the school and what has been recently achieved. For example, the increased focus on achievement has seen rapid improvement in national test results. However, while the governing body fulfils its statutory obligations, it does not yet ensure that all required documentation is reviewed when it should be. Self-evaluation is detailed, involves partners, and clearly identifies the improvements that still need to be made. Leaders and managers at all levels are working purposefully and successfully to secure these improvements. As a result, the Early Years Foundation Stage has shown significant improvement since the last inspection, attainment is rising and the school has good capacity to improve further.

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What does the school need to do to improve further?

- Ensure the curriculum is equally successful in meeting the learning needs of boys and girls by:
 - further analysing differences in performance between boys and girls and tailoring the curriculum accordingly to fully address these and raise girls' attainment.
- Improve teaching so that it is consistently good or better by:
 - implementing strategies to engage and motivate pupils in all year
- groups
 - ensuring that marking is effective in guiding pupils' learning in all year groups.
- Ensure the governing body monitors and conducts timely reviews of all elements of required management documentation.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their lessons and show good attitudes to learning. Their overall achievement is good. In most lessons they listen well, participate fully and with enthusiasm and make good progress. Where teaching is good, pupils are fully engrossed and show high levels of cooperation and team work. On entry to the Reception class, children have skills and knowledge that are mostly in line with those expected for their age. Attainment by the end of Year 6 is broadly average but rising sharply. This improvement is evident in the national test results achieved by Year 6 pupils in 2010 and by the attainment of pupils currently in Year 6. However, there is a discrepancy between the attainment of boys and girls, with girls not attaining as highly as boys. This is due to an imbalance in curriculum provision that the school recognises and is beginning to address, with the result that the gap between boys' and girls' attainment is starting to close. Pupils with special educational needs and/or disabilities make good progress. For example, in information, communication and technology lessons, with a little support, they confidently drew pictures and wrote sentences about being helpful. Pupils with English as an additional language are well-supported through swift and effective assessment, support packs from the local authority and effective deployment of a bilingual teacher.

Pupils say that they feel safe and confidently explain this in relation to using the internet. They have a good understanding of risk and feel secure enough to share any concerns with staff at the school. Pupils are respectful and thoughtful. They are aware of the impact that their behaviour has on others. At lunch time, they talk enthusiastically about the menu on offer and make healthy choices, explaining that there is always a wide range of fruit and vegetables on offer, even when they have pizza!

Pupils participate thoughtfully in assemblies and reflect on what is being discussed. They wrote beautiful and thoughtful interpretations of Remembrance Day and showed great respect for a special visitor who came to answer questions about the Second World War. Pupils are very attentive and receptive of ideas and suggestions from teachers and each other. They say that they help people less fortunate than themselves through charity work like the mission in Peru. Pupils are well prepared for future economic well-being. They have a strong work ethic and are aware of their learning targets and how to improve their

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work. They apply their knowledge of basic computer skills effectively, for example, in using the internet to find out about exchange rates.

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	3
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers have embraced recent initiatives introduced by leaders and managers to support the improvement of teaching and assessment. In good lessons, teachers move with pupils' interests and needs and use assessment well to guide their learning. Marking mostly gives clear indications for improvement and pupils can talk confidently about what they need to do next although this is not consistent across all classes. In a minority of lessons where teaching and assessment are not as strong, pupils are harder to engage and motivate so that learning and progress are less rapid.

A redesigned curriculum, known as the International Primary Curriculum, was implemented in September 2010. Curriculum plans show a varied and exciting range of topics for pupils to explore. Pupils say that they enjoy the new curriculum as it gives them time to find things out and work together. Teachers say that pupils are inspired and the quality of homework has improved in only a few weeks. Parents and carers also like the new curriculum as it gives them the opportunity to be more involved in their children's learning. The school made significant changes to the curriculum to improve boys' progress and attainment in English. Although it has begun to review and adapt provision with the aim of further raising girls' attainment, the impact of this work, while evident, is limited.

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Pupils say they feel well cared for and the school has a welcoming and caring ethos. Transition arrangements are good and ensure all pupils settle well into school. Links with the high school provide good support for Year 6 pupils. Support staff are used effectively to help address the needs of specific groups of pupils. The school tracks pupils closely and quickly identifies those who need extra support.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School managers at all levels share the aspirations and high expectations of the senior leaders. Although some changes have been rapid and challenging, staff are well motivated and inspired by the positive impact these are having on outcomes for pupils. The monitoring of teaching and learning is becoming sharper and this is enabling leaders and managers to identify where support and mentoring is required.

The governing body shows a strong commitment to improvement and recognises where the strengths and weaknesses in the school lie. Its members are excited by recently implemented strategies for improvement and are fully committed to supporting the school through the changes. Although the governing body shows commitment to the improvement of the school and offers some strategic guidance, some aspects of management documentation have not been reviewed. The school and governing body are aware of the areas that must be addressed.

Parents and carers are very positive about the school and recognise recent measures to keep children safe like the playground fencing. They appreciate the information they receive about their children's progress and about community events. The school takes good advantage of a range of partnerships to support pupils' learning and well-being. For example, they link with the local high school for sports coaching and with other primary schools for sports competitions. It is developing links with the local grammar school to enable pupils to understand the diversity of the locality more.

The progress of all pupils is tracked carefully and their pastoral needs monitored closely. This ensures all pupils have an equal opportunity to succeed and the school works hard with external agencies to help pupils to reach their potential. Although there is a difference between the attainment of boys and girls at the end of Year 6, the school has identified this issue and is developing strategies to address it. These show some early signs of success with the result that the gap in girls' and boys' attainment is closing. There are an increasing number of pupils from minority ethnic groups and the governing body is looking at ways to engage the full community in the life of the school by reaching out to groups of parents and carers who may be new to the area. The school promotes

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community cohesion well. Pupils' involvement in local, parish and national events, particularly charity events, enhances the harmonious nature of the school. The school is developing ways to link with other schools internationally. All statutory safeguarding requirements are met and the school views pupils' safety as a central part of its work. Risk assessments are detailed. Relevant agencies support the school in ensuring all pupils remain safe.

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress from their starting points. The current group of children already demonstrates skills in some areas above expectations for their age. For example, children use of letters and sounds confidently to make 'coat' and 'boat' and in their writing they make 'thank you' letters to the animals. Good teaching and a clear knowledge and understanding of the needs of this age group are evident in well-planned activities. Staff are confident to allow children to lead activities and also develop ideas to inspire them, such as making kites on a windy day. Children use the indoor and outdoor areas confidently, showing enthusiasm and delight as they make homes for the woodland animals or hammer nails into wood in the workshop. The new leader in the Early Years Foundation Stage places learning through play at the heart of the provision and, as a consequence, children enjoy their learning. There is a balanced range of adult-led and child-initiated activities and staff use questioning well to support problem solving and creative thinking skills. Analysis of Early Years Foundation Stage Profile data is developing to enable the school to identify areas for development and to provide accurate data about children's attainment when they start and leave Reception.

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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

The percentage of parents and carers responding to the questionnaire was broadly average. These parents and carers have a favourable view of the school. Most are strongly of the opinion that the school keeps their children safe and healthy and that their children enjoy school. Many favourable comments were made on the questionnaires such as, 'My child really enjoys school and I feel they have made excellent progress', 'I feel I have the opportunity to visit and I feel involved', and, 'The school provides a friendly and caring community'. A very small minority of parents and carers expressed concern about specific aspects of the school's work. These were investigated throughout the inspection and form part of the evidence used to arrive at the inspection judgements. Inspectors found no evidence to suggest that there are any issues arising from these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Spirit 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	72	19	28	0	0	0	0
The school keeps my child safe	55	80	14	20	0	0	0	0
My school informs me about my child's progress	45	65	22	32	1	1	1	1
My child is making enough progress at this school	40	58	27	39	2	3	0	0
The teaching is good at this school	51	74	18	26	0	0	0	0
The school helps me to support my child's learning	43	62	25	36	0	0	0	0
The school helps my child to have a healthy lifestyle	43	62	23	33	2	3	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)	40	58	26	38	0	0	0	0
The school meets my child's particular needs	43	62	25	36	0	0	0	0
The school deals effectively with unacceptable behaviour	41	59	24	35	1	1	1	1
The school takes account of my suggestions and concerns	39	57	28	41	0	0	1	1
The school is led and managed effectively	43	62	26	38	0	0	0	0
Overall, I am happy with my child's experience at this school	47	68	22	32	0	0	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



12 November 2010

Dear Pupils

Inspection of Holy Spirit Catholic Primary School, Heckmondwike, WF16 9EA

Thank you very much for making the inspection team feel so welcome in your school.

We enjoyed speaking with many of you about your work and about the school. We read your questionnaires, looked at the work in your books and on the displays around the school. We also saw you in lessons and spoke to many of your teachers and the headteacher.

We judged that Holy Spirit is a good school. Your teachers are trying all sorts of new ideas, such as the International Primary Curriculum, which many of you said that you liked. This is helping you to enjoy your learning and is letting you be more involved in the planning of your topics. You know how to stay healthy and safe and recognise the community that you live in, and how you can help the community. We saw that you really enjoy using the computers to help you with your topic work and the behaviour and attitudes you display in class are good.

We have asked the school's leaders to make some changes so that your learning is even better. We have asked them to make sure all the teaching in your school is good or better and also that the curriculum is especially exciting and interesting for the girls. We also want school governors to check that all the school's paperwork is up to date.

I am sure that you will want to help the school with these changes by letting your teachers know when you enjoy a topic or a lesson or when you think you need help.

I wish you every success in the future.

Yours sincerely,

Mrs Sarah Quinn
Lead Inspector

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