

Holy Name RC Primary School

Inspection report

Unique Reference Number	118047
Local Authority	Kingston upon Hull City of
Inspection number	358251
Inspection dates	16–17 February 2011
Reporting inspector	Nigel Cromey-Hawke

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	187
Appropriate authority	The governing body
Chair	Mrs Mary Clark
Headteacher	Mrs Elizabeth Harros
Date of previous school inspection	16 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons, observing seven teachers and seven classes. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 53 parents and carers, 89 pupils and 22 staff were scrutinised.

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

- what the school is doing to raise attainment and achievement across the school
- how challenging teaching is, especially for more-able pupils
- how well informed, cohesive and focused staff are in driving improvement forward under the new leadership of the school.

Information about the school

The very large majority of pupils in this smaller-than-average primary school are White British. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average, as is the number of pupils with a statement of special educational needs. There are six pupils in local authority care. The number of pupils known to be eligible for a free school meal is well above average. The school has Healthy School status and the Activemark award. The school operates its own breakfast club. The headteacher has been in post since September 2010.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some good features. The vast majority of parents and carers who returned the inspection survey are highly supportive of its work.

The recently appointed headteacher, together with the staff and the governing body, are driving improvement forward rapidly. The majority of children enter the Reception Year with skills levels that are below those typical for their age and make satisfactory progress. Pupils also make satisfactory progress in Key Stages 1 and 2, including those with special educational needs and/or disabilities. Pupils' attainment on leaving the school has risen from low levels in the past to broadly average now, although some weaknesses remain in pupils' writing skills. This limits their ability to communicate their learning effectively. The number of higher grades gained is also below average. Learning and teaching are satisfactory, largely because lessons lack the consistent challenge needed to ensure good progress. Some teaching is good and a programme of support and focus is bringing about improvements throughout the school. However, in some lessons, there is still insufficient challenge for the more-able and pupils' speaking and listening skills are underdeveloped. The satisfactory curriculum is being updated rapidly and already has strengths in the arts, sport and provision of extra-curricular activities, which support pupils' health and personal development well. As a result, pupils' awareness of healthy living is good. The care, guidance and support provided by the school are satisfactory overall, with strengths in pastoral support for many pupils, but some new ways of working not yet proven.

Pupils enjoy their time in school; their attendance is average but improving and behaviour satisfactory. Opportunities for pupils to take responsibility within the school and community are satisfactory, but growing. Pupils' spiritual, moral, social and cultural development is satisfactory, with their understanding of the wider world limited. Community cohesion is also satisfactory, with pupils' contact with other cultures and societies under-developed. As a result, the preparation for the next stage of their learning is satisfactory. Safeguarding arrangements are good. The school has a clear understanding of its strengths and weaknesses through its self-evaluation practices, helped by local authority support, but the monitoring role of subject leaders is still in development. Consequently, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons by;

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- providing sufficient challenge for the more-able learners
- developing pupils' speaking and listening skills, so that they are able to learn more effectively from adults and each other in lessons
- developing pupils' writing skills further so that they can communicate their learning more effectively.
- Develop pupils' understanding of and contact with the diversity of the modern world.
- Develop the monitoring role of subject leaders more fully so that they have a clearer understanding of the ongoing progress of groups of pupils and they are better able to evaluate the impact of their improvement actions.

Outcomes for individuals and groups of pupils**3**

In lessons, most pupils acquire knowledge, develop understanding and learn and practise their skills in a satisfactory way. They are keen to succeed, mostly apply themselves well in lessons, work at a good pace and enjoy themselves when provided with appropriate tasks and guidance. The school is accurate in its self-evaluation that achievement is satisfactory across the school. Pupils' attainment on leaving Year 6 has, in the past, been consistently low. A programme of intensive support and challenge, led by the local authority, has been put in place. Attainment on leaving the school has risen rapidly to broadly average over the last two years, as new ways of working have begun to have an impact. Past weaknesses in the quality of teaching are being overcome and a wide range of support programmes, such as Every Child a Reader, are helping to develop pupils' literacy skills. Attainment within the majority of current classes is getting close to average levels. Areas of weakness remain within writing in some year groups. This is because of variations in the quality of teaching and the legacy of past underachievement. The proportion of pupils gaining the higher grades also remains below average. However, inspection evidence and school data show that the majority of pupils make at least satisfactory progress from their starting points. The progress of pupils with special educational needs and/or disabilities, pupils in local authority care and those whose first language is not English also make satisfactory progress, as a result of the additional support they receive.

Pupils say they value the improvements brought about in behaviour recently. Behaviour is often good in lessons, but satisfactory overall, as pupils do not always show consideration for each other in the playground. Pupils say they usually feel safe in school and parents and carers agree with this. The school places a high priority on developing pupils' understanding of healthy living and pupils' awareness of this is good, reflecting the school's awards. Many attend the breakfast club and get a good start to their day in school. Pupils take some responsibility for the everyday running of the school; the school and eco-council members are enthusiastic, although largely adult-led. Community involvement is growing. Pupils' spiritual, moral, social and cultural development is satisfactory, helped by the strong catholic ethos of the school. Pupils' awareness of the diversity of the modern world and their wider cultural understanding is underdeveloped, but improving. Previous low attendance has also been improved. Given their levels of basic skills, pupils are prepared in a satisfactory way for the next stage in their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Teaching is satisfactory across the school. There is a small amount that is good. In the better lessons, good planning ensures that varied activities are provided that meet the needs of pupils and good pace and challenge from the teacher stimulate their interest. The school has developed good assessment practices recently and in the good lessons the results of this clearly inform teaching and help the many assistants provide appropriate support sessions. The majority of lessons lack this rigour. Activities are not as well matched to the needs of the more-able pupils particularly, so they are not challenged in their learning. Pupils' speaking and listening skills are also underdeveloped in these lessons and, as a result, they do not learn as effectively as they could from each other or from adults in the classroom. The use of individual learning targets has been introduced recently and is beginning to help pupils to move on to the next stage in their learning.

The curriculum is, currently, under review. There has been a major drive to improve literacy and numeracy that is beginning to impact upon all areas of pupils' learning. A good range of local visits is broadening pupils' experiences and is leading to practical follow-up activities within lessons. However, pupils' understanding of the wider world is otherwise limited. Provision for information and communication technology is satisfactory, but there are plans for a major development in this area. Music and sport are strengths within the curriculum, with visiting specialists provided through the school's partnership working.

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The care, guidance and support provided by the school are satisfactory. The levels of pastoral care are good and the school works well with outside agencies to help ensure that potentially vulnerable pupils' needs are met well. Systems for managing behaviour have been revised recently, but the school recognises that it still has work to do in improving behaviour outside lessons. Steps taken to improve attendance are now beginning to have an impact and persistent absence, in particular, has been reduced significantly. The school has appointed a special educational needs coordinator recently, who is helping establish new practices to support pupils' learning but the impact of these has yet to be proven. The school has good procedures for supporting pupils when they join and leave the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is leading the intensive support programme with energy and skill and bringing about greater consistency in the quality of teaching and learning and raising expectations. This vision is shared by the staff and the governing body. New systems for assessing and tracking pupils' attainment and progress have been introduced. However, this information is not yet used to full effect by all teachers to shape their lessons. The leadership and management of subjects are currently satisfactory, with their monitoring of pupils' progress and the quality of provision in their areas underdeveloped. This limits their ability to effectively evaluate the impact of their improvement actions. Nevertheless, the school knows its strengths and weaknesses well and its self-evaluation is broadly accurate.

Safeguarding practices are good, with good practice in particular in staff vetting and checking procedures and site security. The promotion of equal opportunities is satisfactory, reflecting the variability in the quality of teaching, but gaps in pupils' performance are being reduced. Discrimination is extremely rare and when encountered is dealt with well. Engagement with parents and carers is satisfactory, but being developed well. Community cohesion is satisfactory. The school is becoming increasingly effective in working with the local community and has a link with a different type of school across the city. The school recognises, though, that pupils' contact with the wider world is underdeveloped. The governing body knows the strengths and areas for development in the school and is increasingly supporting and challenging its drive for improvement.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good induction arrangements ensure that children and their parents and carers receive a warm welcome in the school. Children settle happily into the safe and secure environment of the Early Years Foundation Stage setting. Children enter the Reception class with basic skills that are below those typical for their age and sometimes well below in certain aspects of number and language. They make satisfactory progress in their learning overall and good progress in their reading and in their personal development. This is reflected in their good behaviour and their ability to play and work together well. Teachers are well aware of children's interests and assess regularly the progress they make in their learning. They communicate this information well to parents and carers. Welfare provision and care are good. Teaching is satisfactory, being hampered by the limited classroom space. There has been some upgrading of the outdoor learning area since the last inspection and this is now adequately resourced, but not used as often as it could be. There is a satisfactory balance of activities that children choose for themselves and those that are teacher-directed. Support for potentially vulnerable children is good, but extension activities for the more-able are less effective. Leadership and management are satisfactory, with appropriate plans in place for bringing about further improvement.

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

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers who returned the questionnaires are very happy with almost all aspects of the school's work. They consider it provides a safe and caring environment for their children and that it is well led and managed. A few parents and carers expressed concerns about how effectively the school deals with unacceptable behaviour. Inspection evidence indicates that the school's practice in this respect is satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Name RC 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	45	28	53	0	0	0	0
The school keeps my child safe	30	57	23	43	0	0	0	0
My school informs me about my child's progress	17	32	32	60	4	8	0	0
My child is making enough progress at this school	23	43	29	55	0	0	0	0
The teaching is good at this school	20	38	30	57	0	0	0	0
The school helps me to support my child's learning	15	28	33	62	4	8	1	2
The school helps my child to have a healthy lifestyle	18	34	31	58	3	6	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)	15	28	35	66	1	2	0	0
The school meets my child's particular needs	19	36	31	58	3	6	0	0
The school deals effectively with unacceptable behaviour	17	32	27	51	7	13	0	0
The school takes account of my suggestions and concerns	13	25	32	60	5	9	1	2
The school is led and managed effectively	15	28	36	68	1	2	0	0
Overall, I am happy with my child's experience at this school	22	42	31	58	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



16 February 2010

Dear Pupils

Inspection of Holy Name RC Primary School, Hull, HU6 9AA

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly and polite and enthusiastic about what you do.

Holy Name is a satisfactory school. It is improving rapidly under the leadership of the headteacher, governing body and staff. You get a satisfactory start to your learning in the Reception class and make satisfactory progress as a result of the teaching, care and leadership and management there. Your progress within the rest of the school is varied, but is satisfactory overall. In the past, your attainment on leaving the school has been low, but recently this has risen to broadly average levels. Teaching is satisfactory overall, with some that is good. The range of subjects you take is satisfactory, but being developed well. Your behaviour is often good within lessons, but satisfactory overall because your behaviour in the playground is not always as good as it should be. Your attendance is average, but improving. Well done! You have a good sense of what it means to lead a healthy lifestyle, helped by the wide range of sporting and other activities provided by the school. We have asked the school to consider the following things that will help make it improve.

- Make sure that all your lessons are at least good.
- Help you to understand the wider world and to increase your contact with it.
- Check what is going on in lessons and the progress you are making in your learning, so that leaders and managers have a clearer picture of the quality of teaching you receive and know how to improve it further.

You can help by telling your teachers how best you learn, and letting them know if you have any problems. I wish you the best for the future.

Yours sincerely,

Nigel Cromey-Hawke

Lead Inspector (on behalf of the inspection team)

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