

Holy Rosary and St Anne's Catholic Primary School

Inspection report

Unique Reference Number	108037
Local Authority	Leeds
Inspection number	356293
Inspection dates	14–15 June 2011
Reporting inspector	Carmen Markham

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Mrs Doreen Mills
Headteacher	Mrs Elizabeth McDonagh-Smith
Date of previous school inspection	5 November 2007
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Introduction

The inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed nine teachers. Inspectors spoke to pupils about their learning and looked at learning in lessons and in pupils' books. The inspectors held meetings with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 86 questionnaires from parents and carers, and those from pupils and staff, were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of children in the Early Years Foundation Stage and whether their progress in Key Stage 1 reflects continuing progress.
- Whether the school's low attainment at the end of Year 6 is the result of high pupil mobility or whether there are weaker areas of provision that contribute to this outcome.
- The effectiveness of the school's curriculum in providing for the needs of gifted and talented pupils, pupils with special educational needs and/or disabilities, and pupils with English as an additional language.
- The accuracy of the school's self-evaluation and the quality of improvement planning.

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above the national average. Pupil mobility is very high, particularly at Key Stage 2. The majority of pupils are from minority ethnic groups with 21 nationalities represented in school. The proportion of pupils learning English as an additional language is double the national average. The proportion of pupils with special educational needs and/or disabilities is a little above the national average. Following a period of staffing turbulence the current headteacher and deputy headteacher took up their posts in September 2010 and created a new senior leadership team. The school has been awarded Healthy School status, the Inclusion Chartermark and the Stephen Lawrence Standard Level 1.

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. Focused leadership is rapidly tackling low attainment in English and mathematics. Pupils' learning and progress are currently satisfactory and are improving rapidly and sustainably. Children make a good start in the Early Years Foundation Stage that has recently been redeveloped. The good progress that these children now make prepares them well for future learning. A real strength of the school is the good provision for the care, guidance and support of pupils. Pupils feel very safe and behave well in a welcoming learning environment; they are keen to attend school and attendance is high. Good use is made of strong partnerships to provide good specialist support for pupils who need it.

The new leadership team, with good support from the governing body, has quickly and effectively identified areas of provision that require improvement. A good school improvement plan addresses these priorities and is well supported by a well considered staffing plan. Leaders are successfully addressing these priorities that include secure leadership and management at all levels, teachers being held to account for the performance of their class through regular reviews of pupils' progress and professional development to improve teaching and the use of assessment. The impact of this work is seen in the improving quality of teaching and curriculum planning. Pupil progress is also accelerating. Therefore, the school's capacity for sustained improvement is satisfactory.

The school works effectively to meet the needs of different groups of pupils. The exceptionally high proportion of pupils who arrive from other schools at Key Stage 2, often having additional learning needs, challenges the school's ability to raise overall attainment by the end of Year 6. Current provision for these pupils is outlined in the new arrivals policy, but the analysis of their needs is not as refined as it needs to be. The quality of teaching is satisfactory and there are many signs of improvement. However, it is inconsistent. Some high-quality teaching was seen but weaker lessons lack pace and challenge. A small minority of staff do not understand how the clear definition of learning outcomes can help them to accurately assess progress and plan effective lessons to meet the needs of different groups of pupils. Not all staff take a collective responsibility for pupils' progress.

Up to 40% of schools whose overall effectiveness is judged to be 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?

- Raise attainment in English and mathematics for all groups of pupils by:

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- developing and extending the new arrivals policy to include additional support and monitoring for pupils who arrive from other schools, often with a legacy of low attainment
 - rigorously evaluating the performance of pupils who arrive throughout the year in order to develop personal learning plans to support specific needs
 - reviewing the impact of the new calculation policy and amending it as necessary
 - adapting the English curriculum in order to engage and motivate boys more effectively.
- Improve the consistency of teaching and learning so it is at least good by:
- ensuring that all classroom staff have a clear understanding of learning outcomes to inform assessment
 - making sure that all teachers use accurate assessment to plan lessons for all groups of pupils
 - ensuring that all lessons are challenging and that expectations are high
 - fostering a culture of collective responsibility for the progress of every child to the end of Year 6 and beyond.

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

Pupils' achievement is satisfactory. They enjoy school, are proud of their achievements and value the many opportunities that the school offers. Pupils believe that they learn a lot in lessons and like to be challenged by different activities. They have a very good understanding of their progress and what they need to do to improve their work. They are in the early stages of learning how to assess their own performance. They work well independently and collaboratively. They behave well and positive attitudes support learning well. Current progress seen in lessons and books is at least satisfactory and there are many signs of improvement.

Most children join the school with skills that are well below age-related expectations. Those who remain in school until Year 6 make good progress and their attainment is broadly average in English and mathematics. However, nearly half the pupils enter school part of the way through their primary education and a small number have never attended school before. For many of these pupils attainment is low. Therefore, overall attainment is low and progress satisfactory but it is improving rapidly. Boys do not perform as well as girls in English but the performance of girls and boys in mathematics is similar. Mathematics has traditionally been weaker than English but the new calculation policy has been introduced to address this and there are early signs of success. The progress of pupils with English as an additional language and pupils with special educational needs and/or disabilities is never less than satisfactory and sometimes good, depending on the length of time that the pupil has been in school.

Pupils' spiritual, moral, social and cultural development is good and this helps to ensure that the school is a very cohesive and harmonious community. Pupils feel very safe in school and, through the pupil safety committee, are involved in ensuring their safety and that of others. They make healthy choices and many attend the 'let's get cooking' club. Pupils take on many responsibilities in school, including junior road safety officers and play leaders. They contribute well to their local community through visual arts projects and

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singing. Locally the school is known as 'The Singing School'. The support of charities at home and abroad enables pupils to contribute to the wider community and provides them with good experience of enterprise. Their high attendance prepares them well for the world of work but their limited basic skills are currently not good enough to make a strong contribution to their future economic well-being.

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	4
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	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	3
Taking into account:	
Pupils' attendance ¹	1
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?

Although the quality of teaching remains inconsistent it is characterised by some significant strengths, including good-quality marking and target setting so pupils know how to improve their work. This is well embedded in school. Very good relationships, high-quality resources, including the good use of information and communication technology and excellent classroom displays, motivate pupils to learn. Teaching assistants are skilful and work very closely in teams with class teachers. Most of these teams have an increasing understanding of the needs of their pupils and plan lessons accordingly. The best lessons are based on accurate assessment of pupil progress to inform planning and a full commitment by the teacher to ensuring the success of every pupil. In these lessons time is well used, activities are challenging and all pupils are able to achieve at their level. In weaker lessons the pace of learning is slower, challenge is limited and teachers are unsure how to use assessment to plan activities to maximise the learning of pupils with a

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wide range of needs. Pupils are not always involved in the assessment of their own learning.

The new curriculum is well matched to the pupils' needs and is increasingly contributing to improving progress. The international element of this curriculum links subjects and topics together to motivate pupils and to provide opportunities for the application and development of basic skills. However, implementation is still in the early stages and it is too early to identify a strong impact on the development of basic and scientific skills. Boys continue to have difficulty accessing English. The curriculum is enhanced by specialist events such as 'Black History Month' and 'Drugs Week'. Visitors and school visits also extend opportunities for pupils. The visit to the local West Indian Centre is popular and residential experiences promote all aspects of pupils' personal development, confidence and self-esteem. Information and communication technology is used well to support the curriculum. Extra-curricular provision is strong and well attended. Music is a real strength and enriches the school community.

The pastoral team places a high priority on ensuring that pupils and their families receive a high level of care, guidance and support. Staff are well trained to meet the needs of those pupils whose circumstances may make them vulnerable. This includes the assessment of speech and language. This ensures early identification of need. Strong inter-agency partnerships are used well to identify concerns and to help the school and family to implement support programmes. Several excellent case studies demonstrate the complex needs of some pupils and how the school systematically sets about addressing concerns in partnership with these partners. There are excellent procedures to help pupils when they start school and transfer to Year 1. Improving provision supports the transition to secondary school. The management of attendance is outstanding. Parents and carers are welcome in school and are well informed about their child's progress.

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	2

How effective are leadership and management?

The leadership team and the governing body have a strong vision for an inclusive school where all pupils receive the best education possible. Realistic school self-assessment, improvement planning, regular monitoring and high expectations are beginning to build firm foundations for the achievement of this ambitious vision. Evidence of improvement is seen in the very good care and development of pupils and improving progress. Teaching has been improved by the eradication of inadequate teaching, the introduction of an excellent system to monitor pupil progress and robust target setting. The well considered

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staffing plan to improve school management has yet to be fully implemented and it is too early to see the full impact of improvement initiatives.

Governance is good. The governing body is exceptionally well informed as they work closely with the school council and the staff. They are astute in their use of funding and in their appointment of staff. They ensure that statutory requirements, including safeguarding, are fully met. Safeguarding is good, the site is maintained safely and securely and all staff training is up to date and frequently enhanced by reminders of procedures around school. Good policies that are easily understood by everyone have strengthened safety and contributed well to parental understanding of school systems. The school is a very cohesive community with a good understanding of its religious, ethnic and socio-economic context in the local community. However, evaluation of community cohesion is not systematic and the school has limited links with national and global communities. The school's work in promoting equality of opportunity and tackling discrimination is satisfactory. It is very successful in developing understanding of difference and in celebrating diversity. It is also aware of the need to reduce the gap in the attainment of different groups of pupils. It is working hard to achieve this but currently attainment is uneven between different groups.

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	2
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	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

Most children start Nursery with skills that are well below age-related expectations, especially in communication, language and literacy, and personal and social development. However, excellent arrangements to familiarise them with school and an outstanding learning environment, both in and out of doors, ensure that children settle quickly and thrive. By the end of Reception, 70% of children have achieved age-related expectations in communication, language and literacy, and personal and social development. All pupils

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make good progress from their starting points. Teaching is good and an outstanding curriculum that includes topics like 'pirates' hidden treasure' stimulates children's imagination and enables them to be confident, independent learners. Children's progress is carefully monitored by their key workers and informs lesson planning. It also identifies children who need additional help and support very early in their school career. There is a high regard for health and safety. Children are very well cared for.

Leadership and management are very effective. All staff work as a strong cohesive team and plan across the provision. They value the role of parents and carers and encourage them to be involved in their child's learning. There are excellent links with the local children's centre to ensure continuity and the sharing of good practice, including the tracking of children's progress. Close working with Year 1 eases the transition of children into the main school and ensures continuity of provision so children continue to thrive and make progress in the new environment.

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 proportion of parents and carers who responded to the questionnaire was in line with other primary schools. Overall, responses were overwhelmingly positive. This was fully reflected in a discussion with parents and carers who unanimously expressed their thanks to the school for all the help and support they had received. These parents and carers view the school as an extension of their family. Praise was given for the work of the Early Years Foundation Stage and the help given to pupils who are beginning to learn English. Parents and carers value the workshops that develop their skills so that they can help their children. They also appreciate the social events. Many said, 'we love this school'.

Only five parents and carers wrote comments on the questionnaires. Three were very positive and are reflected in the discussion with parents. Two comments related to concerns about behaviour. Inspection evidence shows that, overall, pupils behave well in class and around school. Where poor behaviour occurs staff are very effective in managing it.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Rosary and St Anne's 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	64	31	36	0	0	0	0
The school keeps my child safe	54	63	30	35	1	1	0	0
My school informs me about my child's progress	49	57	36	42	0	0	0	0
My child is making enough progress at this school	36	42	47	55	0	0	0	0
The teaching is good at this school	41	48	43	50	0	0	0	0
The school helps me to support my child's learning	50	58	35	41	0	0	0	0
The school helps my child to have a healthy lifestyle	35	41	51	59	0	0	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)	29	34	53	62	1	1	0	0
The school meets my child's particular needs	37	43	46	53	0	0	0	0
The school deals effectively with unacceptable behaviour	37	43	41	48	3	3	1	1
The school takes account of my suggestions and concerns	23	27	55	64	4	5	0	0
The school is led and managed effectively	40	47	44	51	1	1	0	0
Overall, I am happy with my child's experience at this school	48	56	37	43	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 June 2011

Dear Pupils

Inspection of Holy Rosary and St Anne's Catholic Primary School, Leeds, LS7 4AW

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special 'thank you' goes to the pupils who gave up some of their time to talk to us about their work and activities. We thought your singing was beautiful and we can understand why your school is called 'The Singing School'.

You attend a satisfactory school where the headteacher and all the staff ensure that you are very well cared for and safe. We think that a lot of improvements have been made to help you make better progress. We were very impressed by how well you understand how to improve your work and know what your targets are. Your targets are helping you to do better in English and mathematics. Most of you are making satisfactory progress in lessons but children in the Nursery and Reception classes are making good progress. Your attendance is excellent and your behaviour is good. You enjoy school and all the activities you are offered. We agree with you when you say you know how to stay safe and healthy.

We have asked your school leaders to do the following two things to improve your school further:

- help you to improve your work in English and mathematics
- help teachers to make sure that all of their teaching is at least good.

You can help to improve your school by working hard at your targets and learning to assess your own work.

Yours sincerely

Carmen Markham
Lead inspector

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