

# St Francis of Assisi Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	108025
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	363737
<b>Inspection dates</b>	16–17 June 2011
<b>Reporting inspector</b>	Glynis Bradley-Peat

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bernard McGrath
<b>Headteacher</b>	Ms Patricia Holmes
<b>Date of previous school inspection</b>	21 January 2008
<b>School address</b>	Lady Pit Lane Beeston, Leeds West Yorkshire LS11 6RX
<b>Telephone number</b>	0113 2700978
<b>Fax number</b>	0113 2765997
<b>Email address</b>	holmesp01@leedslearning.net

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observed nine teachers and held meetings with the headteacher, senior leadership team, teaching staff, members of the governing body and pupils. They observed the school's work and looked at pupils' books. The inspectors checked documents including the school improvement plan, systems for tracking pupils' progress, safeguarding documentation and school policies. They also analysed information from 93 questionnaires from parents and carers, in addition to those received from staff and pupils.

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

- Whether the progress across the school is consistently good.
- Whether the attainment and progress information the school keeps is accurate.
- Whether leaders know what areas of weakness are preventing the achievement of pupils from being better.
- Whether the quality of teaching is good and whether this has tackled the downward trend in results at the end of Year 6.

## Information about the school

This is a slightly smaller-than-average-sized primary school. The proportion of pupils known to be eligible for free school meals is higher than average. The percentage of pupils from minority ethnic groups and the number who speak English as an additional language is above average. The proportion of pupils with special educational needs and/or disabilities is above average. The school holds a number of awards including the Inclusion Charter Mark.

**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. Children enter the school with skills that are well below that expected for their age especially in language development and personal skills. By the time pupils leave Year 6 they reach average levels of attainment. This represents good progress from pupils' starting points. Until recently, attainment has been higher in mathematics than in English but according to the school's reliable tracking data it is set to achieve broadly average results in both subjects this year. In the past, attainment has varied from year-to-year because of small numbers of pupils in each year group. Pupils with special educational needs and/or disabilities make good progress because planned work and activities meet their needs well. Small focus groups have a particularly good impact on their learning.

Teaching is good and generally ensures that pupils achieve well both academically and in their personal development and well-being. Although teachers have improved the quality of their questioning, the techniques they use to question pupils and develop their skills in thinking and their confidence in responding do not always allow for the full involvement of all pupils and so do not contribute fully to raising attainment. Lesson objectives vary in quality and, as a result, pupils do not always know or understand what they are supposed to learn. Consequently, they do not know how well they are doing.

Pupils clearly enjoy school; they are well behaved, polite and courteous. They are confident that their views about their school are listened to and they use the 'worry box' to make concerns known. They make a good contribution to the life of the school and have been involved in decision making locally, for example, in the 'Should Dewsbury Road be closed to traffic?' scheme. They have also promoted healthy eating in school through 'Fruity Friday'.

Currently the curriculum is under review and leaders have introduced a more skills-based approach which is beginning to pay dividends. This has included improved opportunities for the Early Years Foundation Stage children to learn outdoors. The tracking data has been improved significantly since the previous inspection and systems have been completely revised. This ensures that leaders are able to analyse and use data more effectively to pinpoint priorities and bring about improvement. The results of a determined focus to improve pupils' level of attainment in all subjects and especially in writing are clear in the raised levels of attainment evident in teacher assessments for this year. Across the school there is a clear determination that the school will continue to move forward and consolidate its strengths. These are among the many examples that demonstrate the school's good capacity to improve further. Although the governing body is keen and supports the school well, it does not challenge or hold it to account for its work well enough. The governing body relies too heavily on the reports of the headteacher and governors do not gather their own independent information. Although the school's self-

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evaluation is effective some members of the governing body are not well enough informed about school improvement strategies or how the school gauges its strengths and weaknesses.

## What does the school need to do to improve further?

- Raise attainment in English and mathematics in both key stages by:
  - ensuring that pupils are sure about what they are expected to learn, and that they know how well they are doing against clear learning objectives
  - improving the use of questioning so that it involves all pupils in preparing answers and thinking hard about their work.
- Improve the impact of governance by:
  - developing their ability to challenge the school so as to become more influential in determining its strategic direction
  - ensuring that all members of the governing body are better informed about and fully involved in school improvement and self-evaluation.

## Outcomes for individuals and groups of pupils

2

Achievement is good and pupils enjoy their learning. They rise well to the challenges presented to them and are prepared to persevere when tasks are tough. For example, in a good mathematics lesson in Year 2 pupils discussed their strategies for solving mathematical problems expressed in words in groups. They clearly found some questions difficult, but did not give up. Eventually they got the right answers and were very pleased with their efforts. This 'mathematical struggle' ensured they made good progress in their learning. Across the school the majority of pupils know how well they are doing, which helps them to know what they need to do make further progress. But, in some classes, pupils are less clear about how well they are achieving.

As pupils reach the end of Year 6, attainment is broadly average. The proportion of pupils gaining higher levels in English and mathematics is increasing. During their time in the school, pupils make good progress overall although this is marginally faster in some year groups than others. Those pupils identified with special educational needs and/or disabilities also make particularly good progress across the school because of a number of well-focused, small group activities. Pupils learning English as an additional language make good progress in their acquisition of English.

Pupils are confident and say that they feel safe and happy in school. Behaviour is good and the few incidents of unacceptable behaviour are generally managed well. Many pupils take on responsibilities such as being a school councillor or monitor and involve themselves well in the life of the school. Preparation for the next stage of education is adequate and pupils develop average levels of basic skills. Pupils' level of attendance has improved since the time of the previous inspection and is broadly average and continues to improve.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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 good overall although there is some variation in the quality across the school. Where teaching is most effective, teachers make good use of time to plan a variety of interesting and engaging activities. This ensures pupils develop their knowledge and skills. As a result, learning moves on at a brisk pace. In a good literacy lesson in Year 5, the teacher used drama and role-play to develop pupils' understanding of difficult vocabulary. Two pupils demonstrated the meaning of the word 'malicious' extremely well. The quality of teachers' questioning is generally good and probes pupils' learning well but in a small minority of lessons teachers ask questions of the whole class in response to 'hands up'. This practice does not ensure that all pupils prepare answers to questions because they know they will not be chosen to answer. Lesson objectives are shared with pupils but sometimes these are not easily understood because the language is difficult or they focus on tasks rather than what pupils are expected to learn. As a result, too many pupils do not know how well they are doing, which affects their attainment and progress in lessons. Teaching assistants ensure that those pupils with special educational needs and/or disabilities make good progress although occasionally they are passive during periods of teacher talk. There is good well-targeted support for pupils at an early stage of learning English as an additional language.

The effective curriculum is broad and balanced and provides good opportunities for pupils to attend extra clubs which they enjoy. Writing and information and communication

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technology skills are beginning to be used well across a number of different subjects. Recent writing in Year 6 concentrated on the history of the Second World War and some good pieces of written work were evident. This is an area which the school is planning to develop further. Visits and visitors to the school enrich the curriculum and enhance learning.

Good attention is given to care, guidance and support. Effective support and close working partnerships support pupils whose circumstances may make them vulnerable in overcoming barriers to learning. Families are well supported through the learning mentor and a high level of care contributes significantly to positive outcomes for pupils. Adults know their pupils extremely well and tailor support to ensure their needs are met. As a result, there is good evidence of improvement in behaviour, attitudes and confidence.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The overall good leadership of the headteacher and her team drives school improvement. All are highly committed to the pupils and are determined that the school should improve further. Equal opportunity is promoted well and the school successfully strives hard to include all pupils. There is no difference in the progress of different groups of pupils. Members of the governing body offer good support to the school but are not always able to hold it to account effectively enough. The school's self-evaluation is generally accurate and leaders clearly know where the strengths and weaknesses lie. This is clearly illustrated by the effective focus on writing across the school. However, sometimes the judgements made by leaders about the quality of teaching are a little over generous. Parents and carers speak highly about the school and praise its work in a number of areas saying, 'The atmosphere in school is always welcoming and friendly.' and 'the school staff are excellent at engaging the children and supporting them in everything they do.' Leaders have evaluated the school's provision for community cohesion through the Stephen Lawrence standard alongside a cluster of other schools. Safeguarding practices are good and are reviewed by the headteacher and the governing body. Members of the governing body and all staff receive up-to-date training in child protection and effective arrangements ensure the safety of all who work in the school. The school deploys its resources well and provides good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress while in the Early Years Foundation Stage. This includes those with special educational needs and/or disabilities because of the good support and care they receive. Children demonstrate concentration and tenacity in completing tasks and work well both independently and together. They develop routines and good learning behaviours. As a result, they are able to organise themselves and use appropriate equipment. For example, children clearly knew to put on aprons when playing in water so their clothes did not get wet. All children mix together well and value the cultures and traditions of others. On occasions, staff ask children to identify words such as animals in their mother tongue as a teaching point for other children. Children have good opportunities to choose their own activities. Good interaction and relationships with adults ensure children develop language and other skills well.

Teachers plan well for all areas of learning both inside and out. The classroom is welcoming and colourful displays are a good feature. The Beeston Travel Agency' is enjoyed by the children who concentrate well while organising their 'holidays'. Teachers track how well children are doing effectively. Home visits ensure children settle quickly into the Nursery and a shared teaching assistant makes the transition to the Reception class seamless.

Knowledgeable leadership and good teamwork provide an effective setting that enables all children to achieve well. A safe, secure setting results in happy, contented children who enjoy their learning and parents and carers who are appreciative of what the school does. Good self-evaluation processes mean that there is continuity in the learning for children and gaps can be addressed. There are good links with outside agencies where necessary.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Approximately a half of parents and carers responded to the inspection questionnaire. Of these, an overwhelming majority expressed very positive views about the school. All say their children enjoy school and are kept safe and all are pleased with their child's experience of school. All parents and carers say the school is led and managed effectively. They all feel that they are well informed about their children's progress and that the teaching is good. All believe the school helps their children to lead a healthy lifestyle. A few parents and carers do not think that the school deals with unacceptable behaviour well enough. During the inspection, behaviour was good in the school and teachers managed it effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Francis of Assisi 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	78	20	22	0	0	0	0
The school keeps my child safe	65	70	27	29	0	0	0	0
My school informs me about my child's progress	62	67	31	33	0	0	0	0
My child is making enough progress at this school	50	54	40	43	2	2	0	0
The teaching is good at this school	64	69	29	31	0	0	0	0
The school helps me to support my child's learning	45	48	44	47	2	2	0	0
The school helps my child to have a healthy lifestyle	45	48	45	48	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)	56	60	33	35	2	2	0	0
The school meets my child's particular needs	44	47	44	47	1	1	0	0
The school deals effectively with unacceptable behaviour	54	58	32	34	6	6	0	0
The school takes account of my suggestions and concerns	35	38	53	57	3	3	0	0
The school is led and managed effectively	50	54	43	46	0	0	0	0
Overall, I am happy with my child's experience at this school	66	71	27	29	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	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



20 June 2011

Dear Pupils

**Inspection of St Francis of Assisi Catholic Primary School, Leeds, LS11 6RX**

Thank you all for making us feel welcome when we inspected your school recently. We are writing to let you know our views. St Francis of Assisi Catholic Primary is a good school. Staff care about you and ensure that you are safe and happy. You know how to keep yourselves healthy and you make a good contribution to school life through the school council and by taking the role of monitors and helpers. This is highly commendable, well done!

You make good progress in school and most of you attend regularly. By the end of Year 6 your attainment is average. The youngest children have lots of room and a variety of activities to help them learn. Your teachers work hard to make your learning enjoyable. We were pleased to see some of you using computers in your lessons to help you with your work. This will help you in your future lives. You have good opportunities to attend clubs and go on visits to places of interest.

Even in a good school like yours, there are always things to be done to improve it even more. Therefore, we have asked your school to do a number of things. These are to raise attainment further in English and mathematics. We have asked teachers to make sure that all of you answer questions in class. We have also asked that teachers help you to know how well you are doing by making lesson objectives easier for you to understand. You can play your part by preparing answers to teachers' questions and by asking if you do not know how well you are doing. We have also asked that members of the governing body make sure they understand the work of the school and what it needs to do to become better.

Thank you for completing the pupil questionnaire and taking time to talk with us. Your contribution to the inspection was extremely helpful.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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