

Holy Name Catholic Primary School

Inspection report

Unique Reference Number	104634
Local authority	Liverpool
Inspection number	377106
Inspection dates	27–28 March 2012
Lead inspector	Judith Tolley

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	346
Appropriate authority	The governing body
Chair	Carole Glennon
Headteacher	Anne Radford
Date of previous school inspection	16 July 2007
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Introduction

Inspection team

Judith Tolley
Terry Bond
Jean Tarry

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 18 lessons, including joint observations with the headteacher, and saw 14 teachers. Inspectors also made short visits to phonics (letters and their sounds) lessons and guided reading sessions across the school, led by teachers and trained assistants. Meetings were held with groups of pupils, members of the governing body and school staff, including senior and middle managers. The inspectors scrutinised pupils' work, observed the school's work and looked at a number of documents, including the school development plan and the school's analysis of pupils' progress. They also analysed 109 parents' and carers' questionnaires and others completed by pupils and staff. No responses to the online questionnaire (Parent View) were available when planning the inspection.

Information about the school

Holy Name Catholic Primary School is larger than average. Pupils are predominantly of White British heritage. The proportion of pupils who are disabled and those with special educational needs is lower than average. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils who speak English as an additional language is broadly average but has increased significantly since the last inspection. The school meets current floor standards, which set the minimum expectations for attainment and progress. The school holds a number of awards including the Basic Skills Award, Dyslexia Friendly School, Inclusion Mark, International School and Primary Geography Quality 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. By the end of Year 6, attainment in reading, writing and mathematics is broadly average and pupils' achievement from their starting points is good. Reading is generally strong. Pupils enjoy reading and most read with fluency and understanding. Spelling is comparatively weak. Some pupils lack a sound grasp of letters and their sounds (phonics) to spell more difficult words. The school is not outstanding because there remain some minor inconsistencies in the quality of teaching. In some lessons opportunities are missed to meet precisely the needs of groups of differing ability and accelerate their progress.
- Teaching is good. The school provides very effectively for disabled pupils and those with special educational needs and those with limited English. Teachers plan lessons so that pupils are engaged and excited by activities. The emphasis on speaking and on problem-solving across the school effectively increases pupils' confidence and independence as well as developing their communication and social skills. Assessment information is not always used precisely enough in lessons, so that some pupils find work too difficult. Marking is regular but its quality is not consistent, so that some pupils are unsure about how to improve their work.
- Behaviour is good. Attendance is above average. Pupils have very positive attitudes, are keen to take responsibility and are courteous and polite. They say that school is fun and that they feel safe.
- The school's work is monitored closely to provide clear direction. Action to address weaknesses has proved successful and indicates the school's good capacity to improve further. The curriculum has been adapted to meet changing needs and to promote the communication skills of pupils. Although subject specialists provide good advice and support, their role in leading and spreading best practice in teaching is not fully developed.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching to that of the best by:
 - using assessment information more effectively in lesson planning to meet the needs of groups of differing ability within classes more precisely
 - improving the quality and consistency of the written guidance pupils receive so that they know exactly how to improve their work and involving pupils themselves in deciding next steps
 - developing the role of subject specialists so that they can more effectively spread best practice and ensure greater consistency in teaching.
- Improve the quality of pupils' writing further by:
 - increasing pupils' confidence and competence in spelling by introducing a consistent approach to the teaching of phonics across the school
 - increasing the opportunities pupils have to write imaginatively and at length.

Main Report

Achievement of pupils

Parents and carers have very positive views about the school and agree with inspectors that achievement is good. Many pupils join the school with attainment which is well below average in relation to that expected for their age. They make good progress in the Early Years Foundation Stage, particularly in developing their communication and social skills. Pupils continue to make good progress as they move through the school in relation to their starting points. Progress is slowed initially for some pupils who join the school with little or no English. Because of the effective support they receive, coupled with the emphasis on speaking in lessons, they soon become proficient in English and their progress then accelerates so that, by the end of Year 6, all pupils achieve equally well and there is no significant difference in the achievement of different groups. As a result of very well-tailored intervention programmes and individual support for pupils who are disabled and those with special educational needs, these pupils also make good progress and are able to participate fully in activities alongside their classmates.

By the end of Year 2, pupils' attainment in reading, writing and mathematics is below average. By the end of Year 6, attainment in mathematics and in reading and other aspects of English is broadly average. Most pupils read a variety of texts fluently and with understanding. They skim and scan for information and write successfully for a variety of purposes. However, pupils' performance in writing imaginatively and creatively is less secure because opportunities for them to do this are limited and the quality of their writing is hampered by inaccuracies in spelling and by the quality of their handwriting. Some pupils have difficulty with spellings because of insecure knowledge of letters and sounds. As a result of the emphasis on speaking and collaborative working, pupils are confident and articulate in expressing their ideas and explaining their views. Most pupils apply their mathematical skills confidently to solve problems.

In lessons learning is good and pupils participate enthusiastically in activities, especially when working with a partner or a small group to explore ideas and solve problems. In a Year 6 mathematics lesson, for instance, pupils displayed great interest and enthusiasm, working collaboratively to decode and create their own equations in algebra and were keen to demonstrate and explain their thinking to the rest of the class. Pupils respond positively to frequent opportunities they are given to explore ways of solving problems and confidently explain their conclusions to the rest of the class, having discussed their ideas with a partner.

Quality of teaching

Parents and carers say that teaching is good. Inspection findings endorse this view although there remain some minor inconsistencies across the school. Teachers give clear demonstrations and explanations so that pupils rapidly understand new ideas. Teachers are skilful in their use of questioning to support and extend pupils' thinking both in whole-class activities and when they monitor their progress during tasks. Pupils, including the youngest, are frequently asked to share and explain their thinking to others. In a Year 1 and 2 science lesson, pupils worked together to decide the conditions plants needed for healthy growth and to plan an investigation to see if their predictions were correct. This effectively develops their speaking and listening skills and promotes their respect for the views of others. Teachers use the curriculum well so that, in most lessons, problem-solving activities engage pupils' interest and pupils are actively encouraged to discuss ideas with others to find solutions or to clarify their understanding of new ideas. This promotes pupils' confidence and independence as learners. In a Year 3 and 4 English lesson, for instance, pupils were able to learn from others about how to improve a piece of persuasive writing by acting as 'magpies' to gather suggestions from other groups. The curriculum provides ample opportunity for pupils' spiritual, moral, social and cultural development and the approach that teachers take with these areas of learning is highly effective.

Teachers use assessment information effectively to place pupils in teaching groups and to plan pupils' next steps and, in the most effective lessons, they plan in detail for groups of differing ability within classes. For example, in a Year 6 English lesson, pupils made swift progress in their work about writing a diary because of the way the lesson was broken up into sections and questioning used very effectively to support and extend their thinking. However, on occasions, some pupils find work too difficult; resources provided lack the guidance some lower-attaining pupils need so that their progress slows. Marking is regular but does not always give pupils sufficient guidance about how to improve their work.

Behaviour and safety of pupils

Behaviour is good. Parents, carers and pupils are confident that any poor behaviour is dealt with effectively and promptly. Behaviour in lessons is outstanding and around the school it is good. Pupils say lessons are fun and are enthusiastic about their learning and their reading. They enjoy school and attendance is above average. They have very good relationships with each other and are courteous and polite. Pupils display high levels of concentration and, when working in pairs or groups, organise themselves quickly and effectively. Pupils know how to stay safe and healthy and

have a good understanding of the risks to which they may be exposed, both within and outside of school. Pupils say they enjoy extra-curricular activities, including sport and music, and know the importance of a healthy diet. Pupils have a good understanding of the different forms that bullying can take. Incidences of bullying are rare and parents, carers and pupils express confidence in the school's systems for dealing with such occurrences. Pupils are proud of their school and their achievements, for instance helping younger pupils to settle into the school and their work within the local community. They take responsibilities seriously, for instance as school councillors, members of the Eco Committee, playground leaders and as buddies for younger children and those new to the school.

Leadership and management

Leadership and management are good. The headteacher provides very clear educational direction, based firmly on a rigorous analysis of pupils' progress, close monitoring and an accurate evaluation of the school's work. Members of the governing body play an active part in the school's self-evaluation, monitoring and improvement-planning processes and are becoming increasingly involved in the day-to-day life of the school. Strategies to improve the quality of teaching, such as joint planning across year groups, have proved successful in sharing good practice. Although subject specialists use their expertise to good effect in helping to plan the curriculum, their involvement in driving improvement in teaching and in spreading the best practice in their subjects across the school is at the early stages of development. As a result, minor inconsistencies in teaching remain. Safeguarding procedures meet requirements, policies are regularly reviewed by the governing body, and staff kept up to date with training. Issues from the previous inspection have been tackled successfully.

The curriculum is good and ensures a balance of activities. Although in lessons there are some inconsistencies in matching work to ability, overall the curriculum meets the needs of pupils well. The wide range of intervention and support programmes is regularly reviewed and adapted to meet changing needs. As a result, the promotion of equality of opportunity for success is good. The focus on speaking and the emphasis on collaborative learning have had a positive impact upon pupils' progress as well as on their independence as learners. Although pupils have frequent opportunities to practise their writing and reading in a variety of contexts, opportunities are missed for pupils to write at length and imaginatively and there are some inconsistencies in the teaching of phonics across the school. Visitors and visits, including a residential visit, as well as after-school clubs and opportunities to work with artists and writers, are all greatly valued by pupils and enrich the taught curriculum. Pupils also benefit from specialist teaching in music, physical education and French. They learn to reflect and appreciate their own skills and the skills of others. Any suggestion of discrimination is firmly addressed. Pupils celebrate each other's diverse cultures and beliefs. This reflective approach, together with collaborative work, is very successful in increasing pupils' confidence and promotes their spiritual, moral, social and cultural development effectively.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



29 March 2012

Dear Pupils

Inspection of Holy Name Catholic Primary School, Liverpool, L10 9LG

I would like to thank you on behalf of the inspectors for making us so welcome when we inspected your school recently. We really enjoyed talking to you all and hearing your views. Your school is a good one. Your behaviour in lessons is outstanding and we were impressed by how courteous and polite you were. You do a lot to help improve the school, for instance through the school council, as buddies for younger children and in helping pupils joining the school to settle in and feel welcome.

You make good progress and you reach the same standards as other pupils nationally. We did notice that some of you sometimes found tasks too difficult, so we have asked the teachers to make sure you always get the right amount of support you need to make sure you can all complete tasks successfully. Some of you struggle to spell correctly and a few pupils have difficulty with their reading because they are not very confident in applying their knowledge of phonics (the sounds letters make). We have asked the school to put this right and to give you more opportunities to write imaginatively. You work really well with a partner and in small groups to solve problems. We were impressed at how confident you were in exploring new ideas and explaining your own ideas clearly to others. Teachers plan your work carefully for different lessons and we noticed how much you enjoyed solving problems. We have asked them to work together to make sure that all lessons are as good as the best. We found that although some of you get good guidance about how to improve your work, this is not always the case, so we have asked your teachers to make sure you all get good advice. You can all help by deciding how to improve your work yourselves.

The headteacher and staff are working to make your school even better. You can all help by continuing to work hard. I wish you every success for the future and hope that you continue to enjoy your learning.

Yours sincerely

Judith Tolley
Lead inspector

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