

# Holy Rosary and St Anne's Catholic Primary School

Leopold Street, Leeds, West Yorkshire, LS7 4AW

## Inspection dates

5–6 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children get off to an excellent start in the Early Years Foundation Stage. They make rapid progress from generally very low starting points.
- By the end of Key Stage 2, nearly all pupils make the progress expected of them in English and mathematics. The proportion making better progress than this is rising and compares favourably with national figures.
- Pupils known to be eligible for the pupil premium and pupils who are disabled or with special educational needs also make good and improving progress because of the effective support they receive.
- The pastoral support team provides excellent care and support for all pupils and their families, especially for pupils who join the school at other than normal times and the large number of pupils that speak English as an additional language. As a result, they also make good progress.
- Pupils behave well. They say that behaviour has improved greatly in recent years. They feel very safe in school. Attendance is consistently above average.
- The headteacher provides very strong and determined leadership. She is supported well by other leaders and managers and by a knowledgeable and challenging governing body. There is a crystal clear vision of how successful the school can be. It is based on a relentless and highly effective drive to improve the quality of teaching and achievement.

### It is not yet an outstanding school because

- Although teaching is good with some that is outstanding, not enough is yet outstanding to take achievement to the next level.

## Information about this inspection

- Inspectors observed 15 lessons. They observed the teaching of phonics (letters and the sounds that they make) and listened to a group of Year 2 pupils read. Inspectors also observed the support provided for pupils who speak English as an additional language.
- Inspectors held meetings with senior and middle leaders and managers, the pastoral support team, two groups of pupils, three members of the governing body, and a representative from the local authority.
- Inspectors looked at a wide range of documentation including: the school's self-evaluation summary and development plan; policies and procedures regarding safeguarding; records and data relating to behaviour and attendance; records of monitoring teaching and learning; records of professional development for staff; data relating to pupils' achievement; and minutes of meetings of the governing body.
- Inspectors looked at summaries of the school's questionnaires sent out to parents. There were not enough parental responses on Parent View, the on-line site for parents, to generate a summary of parents' views.

## Inspection team

Stephen Wall, Lead inspector

Additional Inspector

Geoffrey Yates

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (pupils known to be eligible for free school meals, looked after children and the children of serving armed forces personnel) is well above average.
- Over 90% of pupils are from minority ethnic backgrounds, chiefly of Black Caribbean and Black African heritage.
- About half of the pupils speak English as an additional language.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils who join and/or leave the school at other than normal times is well above average.
- There have been a significant number of staffing changes over the last three years.
- The school meets the current government floor targets that set minimum expectations for attainment and progress.

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

- Increase the proportion of teaching that is outstanding and thus raise achievement further by:
  - making sure that the work pupils are given in some lessons is neither too easy nor too hard
  - sharing outstanding practice more regularly and effectively
  - ensuring that teachers explain routinely important new words clearly at the start of each lesson and check pupils' understanding before pupils tackle work on their own
  - making sure that teachers use questioning consistently well to encourage pupils to give extended answers and develop their speaking skills further.

## Inspection judgements

### The achievement of pupils

**is good**

- Children join the Early Years Foundation Stage with skills that are generally well below those typically expected for their age. They make very rapid progress because teaching is very skilful at making sure that each child's needs are met.
- Staffing changes in Key Stage 1 have improved the quality of teaching. As a result, pupils are making much better progress. Attainment has also improved and is close to national averages by the end of Year 2 in writing and mathematics.
- New methods of teaching phonics (letters and the sounds that they make) are bringing about very rapid progress in pupils' reading skills. Consequently, attainment in reading is above average.
- Attainment by the end of Key Stage 2 has risen significantly since the previous inspection and is now average. School data, confirmed by inspection evidence, show that the upward trend is set to continue.
- By the end of Key Stage 2, the proportion of pupils making the progress expected of them has grown since the previous inspection, as has the proportion of pupils doing better than this. Nearly all pupils do as well as expected given their starting points and the proportion doing better than this compares favourably with national figures.
- Leaders and managers have tightened procedures for checking on the progress of all groups of pupils. The resulting information is used effectively to make sure that appropriate support is provided for individual pupils.
- As a result of the focus on equality of opportunity for all, a previous gap between how well pupils known to be eligible for free school meals (pupils in receipt of pupil premium funding) and pupils with special educational needs achieve in comparison to other pupils has closed rapidly. Their attainment is in line with similar pupils nationally and progress is good and similar to other pupils in the school who are not known to be eligible for the pupil premium.
- Leaders and managers have also worked effectively to improve the achievement of pupils who speak English as an additional language and those from minority ethnic backgrounds. Close work with a partner school and specialist support have resulted in these groups of pupils now making good and improving progress.
- The pastoral support team is rigorous in assessing the individual needs of the large number of pupils who join the school at other than normal times. This is followed up with detailed action plans and sharply focused support. As a result, the vast majority of these pupils make good progress from their often very low starting points.

### The quality of teaching

**is good**

- In the Early Years Foundation Stage, outstanding teaching and a wide range of stimulating and exciting activities, both indoors and outside, enable pupils to make very rapid progress.
- In Key Stages 1 and 2, most teaching is good with some that is outstanding. Its quality has improved significantly since the previous inspection because leadership has tackled weaker teaching rigorously. Checking on the quality of teaching and setting higher expectations have also played an important part in raising the overall quality of teaching and achievement.
- Teachers have good subject knowledge. Most teachers plan their lessons to make sure that pupils are given work that gets the best out of them. Occasionally, however, some pupils find the work too easy or too hard and this slows progress.
- Some teaching does not routinely explain important words clearly enough, especially for pupils whose knowledge of English is weak. This leads to occasional confusion for some pupils and, again, slows progress.
- Most teaching uses questioning well to make pupils think deeply about their answers.

Sometimes, however, teachers accept answers that are too short or not challenging enough. This does not encourage the development of pupils' speaking skills consistently well.

- Where teaching is outstanding, all groups of pupils are exceptionally clear about what is expected of them and work with great enthusiasm because teaching is fast and exciting. In one Key Stage 2 mathematics lesson on addition, for example, the teacher made sure that every pupil understood fully the important mathematical vocabulary for the lesson before pupils set to work on solving problems of different levels of difficulty matched exactly to their needs. They tackled difficult problems with huge enjoyment and made outstanding progress.
- Teaching assistants provide very effective support for pupils who are disabled or with a statement of special educational needs. Provision for pupils who speak English as an additional language is well thought-out and effective.
- Teachers mark pupils' written work regularly. Their comments are of good quality in helping pupils understand what they need to do to improve their work.

### **The behaviour and safety of pupils** are good

- Pupils behave well. Most are proud of their school. They enjoy coming to school as seen in their consistently above-average attendance. Pupils say that in recent years behaviour has improved. 'We don't mess around as much in lessons anymore because lessons are more interesting,' is a typical comment.
- School records confirm a decrease in incidents of poor behaviour over the last three years.
- In a few lessons, pupils' concentration wanes when they are not clear about what they are meant to be doing or if they find the work too easy or too hard.
- Pupils say that bullying of any kind is rare and that it is dealt with swiftly and fairly on the few occasions when it happens.
- Pupils understand risk and how to deal with or avoid potentially dangerous situations. They are fully aware of the dangers posed by using the internet inappropriately.
- Procedures and policies for safeguarding pupils are fully in place and give no cause for concern.
- The pastoral support team provides excellent support for pupils and their families. For example, they make home visits to families who have moved into the area to assess their needs and make them feel part of the community. They ensure that pupils who join the school at other than normal times have a 'buddy' to help them settle in quickly so that they are fully welcomed and included in the school community. The chaplaincy team provides strong support for pupils and their families, especially those who are new to the area.
- Most parents are pleased with the standard of behaviour in the school.

### **The leadership and management** are good

- The headteacher provides the school with excellent leadership. She is supported effectively by other leaders and managers in the school.
- Leaders and managers know the strengths of the school and where it could do better. Planning for future improvement is sharply focused on getting the best for each pupil.
- The headteacher and other senior leaders have laid out their stall that teaching which is less than good is unacceptable. This approach has eradicated inadequate teaching and has turned almost all teaching into good or better. The quality of teaching is checked on meticulously and rigorously. Leadership uses the outcomes to set targets for improvement that are incorporated in the performance management of staff. Teachers are fully aware of the link between improving performance and pay progression.
- However, leadership accepts that the school does not use existing outstanding practice effectively enough to raise further the quality of teaching.

- The improvements in the quality of teaching and achievement since the previous inspection show clearly that the school is capable of continuing to improve strongly in future.
  - The stimulating curriculum and the wide range of extra activities outside the classroom make a strong contribution to pupils' enjoyment, achievement and their personal development. Pupils are especially enthusiastic about the school choir and the wider musical life of the school. Their good behaviour, cultural awareness and tolerance of those who are different show pupils' strong spiritual, moral, social and cultural development.
  - The school works very closely with parents. For example, workshops on reading and mathematics for parents are regular and well-attended. As a result, parental support for and satisfaction with the school is strong.
  - The local authority has provided good support for the school in improving the quality of teaching and achievement.
  - **The governance of the school:**
    - The governing body knows the school well and uses information astutely to compare the school's effectiveness with other similar schools locally and nationally. It provides good support and challenge in the quest for improvement. It knows how good teaching is and what needs to be done to improve it further, including the importance of performance management and its link to pay progression. Governors regularly take part in training to keep their skills up to date. They have a good handle on the school's finances and ensure not only that pupil premium funding is used appropriately, but check on its impact on the achievement of pupils known to be eligible for its receipt.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108037
<b>Local authority</b>	Leeds
<b>Inspection number</b>	405148

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

<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>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Doreen Mills
<b>Headteacher</b>	Elizabeth McDonagh-Smith
<b>Date of previous school inspection</b>	14 June 2011
<b>Telephone number</b>	0113 3368433
<b>Fax number</b>	0113 2623305
<b>Email address</b>	secretary@st-annes.leeds.sch.uk



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