

St Francis Catholic Primary School, Morley

Highcliffe Road, Morley, Leeds, West Yorkshire, LS27 9LX

Inspection dates

5–6 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities make good progress overall from their starting points. They leave Year 6 with above average standards in reading, writing and mathematics.
- Pupils' achievement in reading is outstanding. Their understanding of letters and the sounds they make (phonics) is extremely well established by the end of Year 1 and built upon strongly throughout school.
- Children are well prepared for their future education from the good start that they make in the early years. They are inquisitive and eager to learn.
- The overall quality of teaching is good. Teachers' expectations are high and pupils learn in a bright and stimulating environment. Thoughtful questions deepen pupils' knowledge and understanding.
- Pupils' behaviour is outstanding. They are very considerate towards others, well organised and attentive. They have an extremely good knowledge of how to keep themselves safe in many different situations.
- The well-planned curriculum makes a positive contribution to pupils' spiritual, moral, cultural and social development. They participate in a wide range of creative, investigative and sporting activities.
- The headteacher and deputy headteacher provide clear and sustained leadership which is leading to increasingly high standards in many aspects of the school's work. They are well supported by purposeful senior leaders and an effective governing body.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding overall. As a result, pupils do not always make the very best rates of progress they could.
- Guidance to pupils through teachers' marking of work, which is good overall, does not always ensure that pupils improve their own work, especially in writing and mathematics.
- On a few occasions the work given to extend pupils' learning, including for the most able, is not sufficiently challenging.
- Occasionally, pupils are set work which is not matched precisely enough to their learning needs.

Information about this inspection

- The inspectors observed lessons throughout the school and conducted several shorter observations of teaching and learning. They included observations carried out jointly with the headteacher. The inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 32 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to many parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- The school is smaller than an average-sized primary school. The number on roll has increased by almost a third since the previous inspection and continues to rise.
- Approximately one pupil in 20 is supported through school action. This is below the national average. About one pupil in 50 is supported at school action plus or has a statement of special educational needs. This is well below the national average.
- The pupil premium funding provides support for about one in 5 pupils. This is about the national average overall. (The pupil premium is additional government funding to support disadvantaged pupils known to be eligible for free school meals and those children that are looked after children by the local authority.)
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is close to the national average. Fewer than average speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- In September 2014 the school opened a Nursery class for children aged three to four years old to attend part-time.
- Currently children enter the Reception class from 17 different pre-school settings.
- The school has a breakfast- and after-school club run and managed by the governing body.
- About a third of the teachers are new to the school in the last two years, including some new to the profession.

What does the school need to do to improve further?

- Build on the already good teaching to further increase pupils' achievement by:
 - ensuring that extension work, particularly for the most-able pupils, deepens their learning and is sufficiently challenging
 - making sure that tasks in lessons are always accurately matched to pupils' skills, knowledge and understanding, so they can tackle the work they are given
 - making full use of marking and feedback to provide precise and appropriate guidance for pupils to enable them to improve their own work speedily.

Inspection judgements

The leadership and management are good

- This is an extremely harmonious community. The school tackles any issues of discrimination well and promotes equality of opportunity.
- The headteacher and deputy headteacher provide calm and purposeful leadership, which contributes well to school development and improvement. They are supported well by senior leaders and middle leaders, some of whom are new to their roles and all are increasingly responsible for raising achievement. As a result, pupils' standards and the quality of teaching have continued to develop and are sometimes outstanding. Leaders at all levels demonstrate that the school has the capacity for sustained improvement.
- The headteacher and other senior staff set good examples to all staff and are skilled in observing teaching and setting challenging but achievable targets for other staff to aspire to. They ensure that staff have access to good training and professional development opportunities. As a result, the quality of teaching is good and developing well, despite recent staff changes.
- The school makes good use of robust procedures to measure and analyse individual pupils' progress and this is central to further accelerating achievement. A good range of monitoring activities including lesson observations, discussions with pupils and reviews of their work ensures that the view leaders have of how well the school is doing is accurate overall. Leaders are further developing procedures to compare the overall progress made by all different groups of learners more sharply, as numbers on roll increase.
- The additional funding for disadvantaged pupils is used well and has a positive impact on narrowing the gap between the standards they reach and those of other pupils. Pupils' individual learning needs are clearly identified and they are given support in and out of the classroom as required.
- The local authority has to provide only a little support to the school, for example, through a regular review of the school's strengths and areas for improvement. The school takes a positive role in several aspects of work with other schools, including the development of assessment and the curriculum.
- Staff are held to account for the progress their pupils make and are subject to meeting stringent criteria linked to pupils' achievement to reach the next salary level.
- The school promotes pupils' spiritual, moral, social and cultural development well. The highly positive and supportive ethos helps all pupils to grow in confidence and self-assurance. British values are promoted well, including an emerging understanding of democracy through roles on the school council, eco-awareness and a sense of community, including work with the elderly. The pupils show significant empathy with those in different or difficult circumstances through, for example, their work in religious education or thoughtful discussions promoted by children's literature, such as 'Goodnight Mr Tom.'
- The school uses the new primary school sport funding well. This has successfully contributed to the development of teachers' skills in the teaching of physical education and led to increased and highly effective participation in many sports and inter-school team games. A key feature is the employment and support of a sport apprentice, which contributes both to the school's work and to the wider development of sport in the school.
- The procedures to keep pupils safe and secure meet statutory requirements. They are based on extremely good record-keeping, monitoring and effective communication.
- **The governance of the school:**
 - Governors ensure that the school's aims for the quality of learning and the drive for the highest standards are at the core of its work. These aims are very evident on the school's website and feature in all the school policies. The governing body is led and managed well. There is a good balance of skills and experience. The governors are well informed through detailed reports from the headteacher linked to the school improvement plan and their own checks on the school's work. The governing body has a good understanding of key data on pupils' progress especially through national indicators, such as the data dashboard. They are increasingly well informed about the progress of different groups of learners and use this knowledge to challenge the leadership. The governing body has reviewed its effectiveness and improved the structure of committees to ensure full accountability.
 - There are very rigorous procedures to ensure that statutory requirements, including safeguarding, are met. Several governors provide significant expertise in aspects of child protection and health and safety. Governors are appropriately involved in making decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. Finances are managed well with a good level of expertise. There are regular budget reviews, including reviews of the use of pupil premium and sport funding, to ensure that expenditure is aimed at securing at least good achievement.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils are very polite and considerate towards each other and they respond extremely well to the care that all adults show them. Pupils are extremely proud of their school. Pupils, including the youngest children in the early years, wear their uniforms with pride and take very good care of their property. Pupils work books are free from graffiti and well organised.
- Pupils have extremely positive learning attitudes. They move quickly and efficiently to their tasks and work outstandingly well with others. Even on the few occasions when their work is not appropriately challenging they remain focused.
- Pupils play and work together very well. Classrooms are calm, orderly and attractive. The school makes excellent use of outdoor spaces at breaks, lunchtimes and during outdoor learning sessions to help pupils develop cooperation and other social skills. This is a particularly good improvement in the early years.
- The school's breakfast club provides a friendly start to the day and prepares pupils well for a busy day's work.
- Pupils behave responsibly towards others. They are very sure that everyone is friendly and happy to be together. Excellent relationships are quickly established in the early years and children share and work together well. Older pupils take their responsibilities as school councillors and in other organisations seriously. In particular, they are proud to be buddies to new children in the early years and keen to help them to learn the routines and settle in.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel safe and their parents unanimously agree. They have an excellent understanding of potential bullying situations, including racial and homophobic concerns. For example, they are very clear that other users of the Internet may not be who they say they are and that they should be very cautious in all aspects of social media. They also appreciate its potential for good.
- Pupils understand that their behaviour affects others and know that they should always try to be kind and considerate. They make excellent use of the 'Friendship Bench' in the playground to support each other. They are clear that there are extremely few incidents of bullying or poor behaviour and confident that staff will address any concerns quickly. This is confirmed by school records.
- Attendance is above national averages and rising further. Pupils are punctual. They are well prepared for work. The school has rigorous procedures to monitor and improve attendance and works well with other professionals to address any concerns speedily.
- Pupils are extremely well prepared for keeping themselves safe in later life. Programmes of personal, social and health education, including work with health and emergency services, ensure that pupils have a strong understanding of the dangers of drugs and alcohol, for example. Cycling proficiency courses, road safety and residential outdoor adventure trips help pupils to identify and manage risks.

The quality of teaching is good

- Teachers have high expectations for all groups of pupils. As a result, pupils are ambitious and aim high. This is evident in the pride they take in presenting their work well and achieving their targets.
- The headteacher and her staff quickly form excellent relationships with pupils and so a calm yet purposeful atmosphere is established. As a result, pupils know that they come to school to learn and are ready and able to do so.
- The teaching of reading is extremely effective. The regular and systematic teaching of letters and sounds ensures a very firm basis for future learning. From the early years onwards, children read regularly to adults, which boosts their progress. Pupils' comprehension skills, including their ability to make deductions and inferences, are developed well through challenging guided reading sessions. Good quality children's literature is central to many topics and themes that pupils study.
- All adults take care to reinforce pupils' progress in speaking, listening and reading through careful and accurate pronunciation, particularly of key words and phrases they are studying.
- Teachers and teaching assistants ask carefully considered questions to help pupils secure new knowledge and develop their thinking skills. They rarely accept superficial or simplistic answers and usually ask supplementary questions to address any misunderstandings.
- The learning needs of disabled pupils and those who have special educational needs are understood well

and all staff who work with them are well informed. Effective teaching of reading and writing skills ensures that these pupils learn well in all subjects. Any work to help targeted groups specifically with their literacy or numeracy skills is closely linked to their work in class and so this thoroughly reinforces their learning.

- The most-able pupils are taught well overall. They are often persistent and well organised. They build quickly and systematically on their skills in literacy and numeracy and attain above average standards as a result. They use accurate technical vocabulary such as 'complex and compound' sentences to share ideas and enrich their written and other work.
- Writing skills are taught well overall. Pupils' basic skills, including spelling, grammar and punctuation, are taught thoroughly. Pupils apply these skills well in interesting themes and topics such as diaries, biographies and persuasive reports.
- The teaching of mathematics is good. Pupils' mental and calculation skills are taught systematically through carefully planned activities which build on earlier learning. Pupils regularly apply their skills in real-life problem-solving situations and make good use of homework to reinforce their understanding.
- Despite some good examples, teachers' comments in marking and feedback do not consistently provide precise enough guidance for pupils to improve their own work and reach the next stage in their learning. Pupils do not always act on the advice given and this is not fully addressed.
- Sometimes, additional work in writing and mathematics to extend pupils' learning, particularly for the most able, is not any harder than the task they have already completed. Consequently, despite pupils' hard work, they do not make all the progress they could.
- On a few occasions, teachers do not ensure that the tasks they give to pupils are suitably matched to the skills and understanding that their pupils have. For example, in a mathematics investigation, some pupils did not know how to complete the calculations they needed to solve the problem.

The achievement of pupils is good

- All groups of pupils achieve well from their individual starting points in the early years and increasingly reach above average standards by time they leave in Year 6.
- Standards reached in national tests by pupils at the end of Year 6 in 2014 were above average. Standards have generally risen well over the last three years after a dip following the previous inspection. They have also been above average in tests for English grammar, spelling and punctuation for the last two years. Standards in reading are particularly high.
- Standards reached by pupils at the end of Year 2 in 2014 in reading, writing and mathematics were above average. They have also generally risen over time and are increasingly above average, building well on the achievement of children in the early years.
- The most-able pupils reach above average standards in Year 6. In tests for mathematics and English grammar, punctuation and spelling a good proportion of pupils reach levels normally expected for pupils more than three years older (Level 6). The most-able pupils take high levels of responsibility for organising and managing their own work and supporting others in their learning. They are systematic and logical in planning and researching their work, both at school and at home.
- School data show that disadvantaged pupils supported by the pupil premium funding make good progress and achieve well across the school. In 2014, the proportion of disadvantaged pupils in Year 6 was too small to be statistically significant and to enable comparison with non-disadvantaged pupils in the school and nationally. This was also the case in the two previous years. However, the school's own data on pupils' progress shows that through well-targeted support and the effective use of pupil premium funding, the gap between disadvantaged pupils and others is reducing.
- Disabled pupils and those who have special educational needs make good progress. Their individual needs are checked accurately and precisely. Specific tuition in basic literacy and numeracy skills, alongside highly sensitive care, boosts their learning and promotes their involvement in all that the school offers.
- Pupils' achievement in reading is outstanding. They make very quick gains in understanding phonics. Consequently, all pupils in Year 1 in 2014 achieved the pass level in national phonics checks, building on previous high results. By Year 6 in 2014, almost all pupils reached higher than expected levels. Pupils read with confidence, expression and enthusiasm. They have an excellent knowledge of the style of different authors and the way that these authors use language to develop plot and characters.
- Pupils make good progress in writing and there have been generally good improvements since the previous inspection. They write neatly and take a pride in their handwriting. Progress is increasingly consistent, although the proportion of pupils achieving above average levels in writing by Year 2 was below that of reading and mathematics. Pupils often write at length for a wide range of purposes.
- Pupils' achievement in mathematics is good. It is sometimes outstanding by the end of Year 6. Most pupils

use their calculation skills well in solving mathematical problems and investigations based on real-life situations. They have a good knowledge of shape and measure and are accurate and precise in their work.

- The few pupils who speak English as an additional language make good progress and also increasingly achieve above average standards by time they leave.
- Pupils achieve well in their physical education. They rise to the challenge of specialist coaching and support. They are developing good skills for team games, such as making effective use of space, moving and passing a ball and playing close attention to what their team mates are doing. They show good levels of stamina.
- Although pupils increasingly reach above average standards by time they leave, their progress is not consistently the best it can be throughout school. The inconsistencies in the quality of teaching inhibit pupils from making outstanding progress overall.

The early years provision

is good

- Good leadership and management of the early years provision have ensured that children have continued to achieve well since the previous inspection and standards are generally rising for all groups of learners. This is based on generally good procedures to track children's progress and these are being developed to identify the achievement of different groups and abilities in both the Reception and the new Nursery.
- Relationships are excellent. The school establishes very good relationships with parents from the start through rigorous induction procedures. These procedures enable the teacher to build a good initial knowledge of each child's starting point.
- Children's starting points are generally typical for their age. Children of all abilities make good progress particularly in communication skills, reading and writing, mathematics and in their personal and social development. As a result, they are well prepared overall for their next stage of learning.
- Disadvantaged children achieve well, making particularly good gains in their early language and communication skills. They are confident in talking to adults and other children. They feel safe and secure.
- The most-able children make good progress because they make rapid gains in key skills such as phonics and addition and subtraction. They engage in exciting problem-solving activities, such as investigating the effects of water flowing down pipes at different heights.
- Children of all abilities work and play very well together and they concentrate well in all that they do. Resources are accessible and largely of high quality. Classrooms and outdoor areas in both the new Nursery and in Reception are bright and stimulating and this is a good improvement since the previous inspection. Children's behaviour and safety are outstanding. They feel extremely safe and are well cared for. Their spiritual, moral, social and cultural development is promoted well and they are curious about the world about them. The review sessions provide good opportunities for children to reflect on their work and make decisions about their future learning.
- The quality of teaching is good. Teachers' expectations are high. Staff are well trained and experienced in their roles. They have a good knowledge of the needs of young children and have high expectations of them.
- Teaching assistants and other adults are deployed well to have a maximum impact on children's achievement across all areas of learning.

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

Unique reference number	108016
Local authority	Leeds
Inspection number	448374

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Edwin Kirkwood
Headteacher	Jane Burns
Date of previous school inspection	22 June 2010
Telephone number	0113 323 0554
Fax number	0113 253 8141
Email address	j.whitfield@stfrancismorley.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

