

Holy Rood Catholic Primary School

Shaw Street, Barnsley, South Yorkshire S70 6JL

Inspection dates

21–22 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the previous inspection, the pace of school improvement has not been good. Teaching, pupils' outcomes, and leadership and management still require improvement.
- In key stages 1 and 2, pupils do not make good progress in writing and mathematics. Standards by the end of Year 6 are too low.
- Disadvantaged pupils do not make good progress. The pupil premium funding is not used to good effect to improve their progress.
- Teaching is not consistently good. Information from assessing pupils is not used well to provide work that reflects pupils' varying needs. Sometimes, expectations of what pupils can achieve are too low and work lacks challenge. This hampers pupils' achievement, especially that of the most able pupils.
- The teaching of writing and mathematics requires improvement. Teaching does not ensure that pupils achieve high levels of accuracy in their writing. Opportunities for pupils to use, apply and practise their mathematical skills are sometimes overlooked.
- Leaders do not review information from assessing pupils effectively. They do not have a clear, accurate or timely picture of how well pupils, and groups of pupils, are doing. Pupils who are falling behind are not identified quickly enough.
- The leadership of teaching requires improvement. Leaders' checks on the quality of teaching do not identify accurately enough those aspects of teaching that require improvement. Leaders' view of teaching is sometimes too generous.

The school has the following strengths

- The headteacher is successfully accelerating the pace of school improvement. Middle leadership has been strengthened.
- As a result of good provision, children in the early years achieve well.
- Pupils who have special educational needs and/or disabilities receive good provision and achieve well.
- Reading and phonics are well taught across the school. Pupils make good progress in reading.
- Pupils behave well. Their conduct and attitudes to learning are strong. Pupils feel safe and are kept safe.
- Pupils enjoy learning, and this is reflected in their good attendance. Their spiritual, moral, social and cultural development is promoted well. They have a good understanding of British values.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in key stages 1 and 2 so that it is consistently good, especially in writing and mathematics, by making sure that:
 - teachers' assessments are used well to plan work that meets pupils' varying needs and abilities
 - expectations of what pupils can achieve are consistently high
 - feedback to pupils provides pupils with a precise understanding of how to improve their work, and that errors are identified and corrected
 - all teaching assistants are given clear direction from the teacher and have a good understanding of their role
 - pupils in all year groups are given good opportunities to apply, use and practise their mathematical skills
 - pupils achieve high levels of accuracy in writing.
- Improve the impact of leadership and management, including governance, by making sure that:
 - the information from assessing pupils is reviewed to provide a clear, accurate and timely picture of how well pupils, and groups of pupils, are doing
 - checks on the quality of teaching accurately identify the aspects of teaching that require improvement, and that these are reflected in the training provided
 - the funding used to support disadvantaged pupils is effective and enables these pupils to achieve well.

An external review of the use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, the pace of school improvement has not been good enough to ensure that pupils achieve well. A long period of time without a substantive headteacher in place, as well as numerous staffing changes, has hampered efforts to improve the school. A new headteacher is now in post and the pace of improvement is starting to speed up. However, leaders are yet to ensure that teaching in key stages 1 and 2 is good. As a result, pupils are not achieving well. Leadership and management, therefore, require improvement.
- Arrangements to assess pupils' skills and knowledge and progress over time have not been effective in enabling pupils to achieve well. The information does not provide a clear enough picture as to how well pupils are doing, and to pinpoint individuals or groups of pupils who are falling behind.
- The leadership of teaching requires improvement. Checks on the quality of teaching overall do not accurately pinpoint specific areas for improvement in teachers' knowledge and skills. Sometimes, leaders' views of the quality of teaching are overgenerous. Training provided does not always reflect their needs closely enough.
- Leaders have not ensured that the funding for disadvantaged pupils is used well. Although leaders know how the money is spent, it is not having a consistently positive impact on improving pupils' learning and outcomes. Additional funding for pupils who have special educational needs and/or disabilities, however, is used effectively. Strong leadership, good teaching and effective support for these pupils ensure that they make good progress.
- The new headteacher is driving improvement forward. Improvements are starting to come through. A clearer vision for the school has been established. The weakest teaching has been identified and eradicated. The appraisal system has now been strengthened. It ensures that any pay progression is linked to how well pupils are learning.
- Middle leadership is strengthening. The headteacher is working effectively to build a leadership team that has clearly identified roles. Curriculum revisions and improvements, for example, are now under way. As a result, the pace of improvement is starting to gather some momentum.
- The curriculum is engaging. This is reflected in pupils' positive attitudes to learning and good behaviour. Leaders ensure that pupils are given regular opportunities to learn about different faiths and cultures, as well as to develop a clear understanding of British values. Pupils often experience visits and special events to promote their understanding of life choices and lifestyles beyond their everyday experiences. Pupils are encouraged to work as a team and try new challenges, such as outdoor pursuits.
- The primary school physical education (PE) and sport premium funding is used well. PE lessons offer pupils a variety of sports to learn and play, as well as opportunities to understand how to keep themselves healthy and fit.
- Leaders engage well with parents. They have a positive view of the school. Many recognise the positive changes made in the school since the appointment of the new

headteacher, such as in tackling weak teaching and poor attendance.

- The local authority, as well as the diocese, has provided effective support for the school since the new headteacher has taken up post. The local authority acknowledges that under the headteacher's direction, the school is now moving forward at a quicker pace. It has an accurate view of the school's strengths and what it needs to do to further improve. Over time, however, its support has not resulted in ensuring that the quality of education provided is good.

Governance

- Governors understand the school's strengths and where improvements have been made since the headteacher took up post. They also recognise the very weak position the school was in following the last inspection when there was no substantive leadership in the school for a long period of time.
- Governors have supported the leaders in school to eradicate weak teaching. As with the leaders in school, the governors know how pupil premium funding is spent, but they have not challenged the leaders enough to ensure that changes are made so that this funding has a positive impact on the learning and outcomes of disadvantaged pupils.

Safeguarding

- The arrangements for safeguarding are effective. Policies are in place and well understood by leaders, governors and staff. They are also shared with parents and are regularly checked and reviewed. Training for staff is in place and ensures that adults know how to keep pupils safe and what to do if there are concerns around pupils' safety. Furthermore, the school works effectively with external agencies to support pupils and families in the school, where necessary.

Quality of teaching, learning and assessment

Requires improvement

- In key stages 1 and 2, teaching is not consistently good and therefore requires improvement, particularly in writing and mathematics.
- The information collected from teachers' assessments of what pupils know and can do, and their progress, is not used well enough to plan work that meets the varying needs and abilities of pupils and groups of pupils. Teachers' questioning does not elicit good information from pupils to gauge their understanding and knowledge. Teaching does not take advantage of pupils' willingness to participate in learning and to be challenged.
- Expectations of what pupils can achieve are sometimes too low. For example, too often, teachers provide work that is too easy for the most able pupils. These pupils do not regularly receive work that pushes them to reach the higher levels of learning in mathematics and writing.
- Teachers usually follow the school's policy in terms of checking pupils' work in books and offering them feedback. However, the impact of this on improving pupils' learning is too varied. Teachers do not always use information from reviewing pupils' work to

adapt their plans for future learning to reflect their needs. Furthermore, feedback does not always ensure that pupils understand precisely how to improve their work. Errors and misconceptions are not always identified or addressed in a timely manner. This slows pupils' progress.

- The quality of support from teaching assistants also varies. Some are effective in helping pupils in their work because they are given clear direction from the teacher and have a good understanding of their role. However, this is not consistently the case.
- The teaching of mathematics is variable and requires improvement. In some year groups, pupils are given many opportunities to apply, use and practise their skills, including basic skills. However, this is not consistently the case. Too often, work lacks challenge and this hampers pupils' achievement. Some gaps in pupils' learning are evident but pupils do not have enough chances to fill these gaps and reinforce their learning.
- The teaching of writing also requires improvement. Too little focus is placed on achieving high levels of accuracy in writing. Errors in pupils' spelling, punctuation and grammar are often picked up but pupils are not challenged to make corrections and so continue to make the same mistakes. Older pupils continually make very basic errors. This prevents them from reaching or exceeding the expected standards in writing.
- The teaching of reading has improved and is good. Pupils are encouraged to read widely and often. Due to the effective teaching of phonics, pupils are able to read from an early age. They quickly develop a passion for reading and develop strong reading skills such as identifying nuance in texts. The most able pupils are being challenged well and do well.
- Teaching for pupils who have special educational needs and/or disabilities is good. Pupils' needs are well understood and regularly reviewed. Teachers plan well for these pupils, providing strong support and resources to challenge them, as well as to encourage them to work increasingly independently.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are safe in school and they say they feel safe. Pupils say that adults take care of them, and that there is always someone they can go to if they are upset or unsure about what to do. Pupils also say they feel safe because everyone understands the rules, so pupils behave well. There are very few incidents of poor behaviour and behaviour records support this. Parents agree that their children are happy and safe.
- Pupils' safety is promoted in a wide variety of ways. Regular assemblies and special events about road safety and e-safety, for example, help keep pupils safe at home, as well as at school.
- Pupils say bullying is very rare. Parents' views support this, as do the school's records on bullying. Pupils acknowledge that there is some falling out but that they tell an adult and issues are dealt with immediately, meaning that problems do not persist. Pupils understand about different types of bullying, including bullying of a prejudicial nature,

such as homophobic and racist bullying. They are clear that this would not be acceptable and that it does not occur in school. They know what to do if they experience bullying online.

- Pupils' attitudes to learning are positive. They do their best in learning and are ready to learn. They move to lessons and between activities calmly and purposefully, meaning that learning time is not wasted. They do what they are asked, including responding to teachers' comments about their work. Pupils present their work neatly across all subject areas. This shows that they are keen to do well. However, at times, teachers do not have high enough expectations of what the pupils can do.
- Pupils are proud of their school. This shows in the enthusiasm with which they talk about the different trips and events and engage with all activities, including assemblies and singing practice.
- Classrooms are well organised and tidy.
- Pupils know how to keep themselves fit and healthy. They do a lot of work in this area in PE lessons, as well as in certain topics they cover. Most pupils have school dinners and report that they are tasty as well as healthy.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct at all times of the day is good. They approach activities with enthusiasm but also remain calm and polite in their learning and during social times. They need very few reminders about how to behave and always speak respectfully to adults and other pupils. During playtime, pupils play together well, understand the rules and adhere to them.
- Pupils report that the values they learn about link to their faith and they value them highly. These include a significant focus on being kind and considerate to others, doing their best, accepting that all people are different, and respecting and celebrating these differences. These values are clearly lived out in what the pupils do and how they behave at all times. This means that poor behaviour, including bullying, is rare.
- There are very few serious incidents and few minor incidents. Where these occur, adults deal with them quickly and effectively so that problems do not persist and pupils do not repeatedly misbehave. In turn, there are few interruptions to learning.
- Attendance is now above average. Leaders have worked very effectively to make improvements in this area including working with families and external agencies. The attendance of different groups of pupils has improved as a result. The proportion of pupils who are regularly absent has also reduced significantly.

Outcomes for pupils

Requires improvement

- From their starting points, the progress of different groups of pupils in key stages 1 and 2 in writing and mathematics is not rapid enough. This means that the attainment

of pupils is too low. Pupils are not always well prepared for their next stage of learning.

- In writing, outcomes require improvement. Accuracy in writing is slowing pupils' progress and preventing too many pupils from reaching or exceeding the expected standards for their age. In 2016, for example, the proportion of pupils in Year 2 reaching the expected standard in writing was lower than average.
- Outcomes in mathematics are not consistently good. In Year 2 and Year 6 in 2016, standards were below average. Currently, pupils' progress is variable. In some year groups, progress is good and, as a result, the gaps in attainment between pupils in the school and nationally are diminishing. However, this is not always the case. Too often, progress is not rapid enough and low attainment is apparent.
- In reading, as a result of good teaching, including in phonics, pupils are achieving well. Phonics outcomes have improved significantly since the last inspection. This means that pupils are able to read from a young age and use this skill to develop their broader reading skills. Standards in reading across the school are improving well and pupils are making good progress.
- The outcomes of different groups of pupils are variable. While pupils who have special education needs and/or disabilities are doing well, other groups are not. Teaching does not always closely meet the needs of different groups of pupils.
- The achievement of disadvantaged pupils requires improvement. In Year 6 in 2016, disadvantaged pupils made slower progress than other pupils in the school, especially in mathematics. Too few reach the expected levels for their age.
- Outcomes for the most able pupils are not good. Too few pupils reach a greater depth of learning and exceed the expected standards in learning. This is because teachers do not give these pupils work that challenges them often enough.
- Outcomes for pupils who have special educational needs and/or disabilities are good. These pupils' needs are well understood from their starting points and they make good progress.

Early years provision

Good

- Children generally arrive into Reception with levels of development typically below what is expected for their age. From these starting points, children make good progress and a higher than average proportion reach a good level of development, so that they are well prepared for learning in Year 1.
- Assessments of children's skills are done regularly and information is used well to meet both children's needs and interests. Assessment information takes account of gaps in children's learning and development, and activities planned are personalised to close these gaps.
- Teaching is strong and all adults work well with the children. Adults ensure that there are regular opportunities to support children's speaking and listening development, which is often low on entry. Adults also ensure that there is a strong focus on children's personal, social and emotional development so that they are able to thrive in the setting, are willing to work with others and become increasingly independent.
- Different groups of children do well in the early years setting. This includes

disadvantaged children, the most able children and those who have special educational needs and/or disabilities. Due to strong assessment systems and good teaching, the needs of all groups of children are met and progress is rapid.

- Leadership of the early years is strong. Leaders have developed their setting so that there is always an engaging and varied curriculum on offer for children both inside and outside. This supports rapid development across all learning areas, including children's reading, writing and number work. At times, a small minority of children are less keen to engage in writing activities, of which the school is aware.
- The setting and curriculum support children's willingness to try new things well and they are often very willing to step away from their preferred style of learning. The high level of engagement is also supported by a clear system of managing children's behaviour. There are clear routines in place which children follow and understand. As such, learning is rarely disrupted and children approach their learning calmly and purposefully.
- Adults engage with parents well. Parents are pleased with their children's provision and believe that their children are happy and safe, as well as making good progress. Parents also feel well supported by adults in the early years, especially parents of children who have special educational needs and/or disabilities.
- Safeguarding arrangements in the early years are effective so that children are safe and feel safe. Parents report that their children settle well into the provision in the morning.

School details

Unique reference number	106632
Local authority	Barnsley
Inspection number	10031987

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	226
Appropriate authority	Local authority
Chair	Martin McDonagh
Headteacher	Karen Dobson
Telephone number	01226 281 219
Website	www.holyroodschool.co.uk
Email address	headteacher@holyroodschool.co.uk
Date of previous inspection	20–21 May 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a smaller than average-sized primary school.
- The large majority of pupils are of White British heritage.
- A higher than average proportion of pupils speak English as an additional language.
- An average proportion of pupils are disadvantaged.
- The proportion of pupils who have special educational needs and/or disabilities is average.
- Children enter the school in Nursery on a part-time basis and move onto Reception on a full-time basis.
- The school is organised into eight classes.

- The headteacher started in role in January 2016.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in a range of lessons and through a scrutiny of work in pupils' books.
- Inspectors observed and spoke with pupils during lessons and at breaktime. They also met formally with groups of pupils from Year 1 to Year 6. In addition, they spoke with pupils informally during lessons.
- Inspectors listened to some pupils read from Year 2 and Year 6.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body, a representative from the diocese and a representative from the local authority.
- Inspectors observed the school's work and looked at pupils' work and a range of documents, including the school's arrangements for safeguarding, performance management procedures and pupils' attendance data. Information about pupils' progress and attainment was also examined.
- Inspectors considered 29 parental responses to Ofsted's online questionnaire, Parent View, and spoke with parents as they brought their children to school.

Inspection team

Fiona McNally, lead inspector

Ofsted Inspector

Andrew Soutar

Ofsted Inspector

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