

Holy Name Catholic Voluntary Academy

Otley Old Road, Cookridge, Leeds, West Yorkshire LS16 6NF

Inspection dates

10–11 July 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher and head of school are determined that pupils should achieve their best. Governors, trustees and staff share their vision and ambition for the school.
- The school is a happy and welcoming place. Pupils are keen to attend. They behave well in lessons and around the school. They are polite and treat each other and adults with respect.
- The quality of teaching is good. Pupils enjoy learning. Most make strong progress in basic skills. The teaching of reading is exceptionally strong, especially in Reception, and pupils develop a love of books and learning that they take with them through the school.
- Outstanding teaching and leadership in the early years ensure that all children make substantial gains in their learning. Good induction and work with parents and families ensure that children get off to an excellent start. They enjoy a wide range of activities that develop their confidence and enthusiasm for learning.
- A trend of improving outcomes is evident. Most pupils make strong progress from their starting points on entry to school.
- A culture of safeguarding is well established. Staff are vigilant and secure arrangements are in place to keep pupils safe.
- Parents and carers are generally very supportive of the school but some would like better communication about their children's progress, their work and the school's plans.
- Effective leadership is concentrated in a few people. Middle leadership is developing but is not firmly established, especially in leading teaching and assessment across the foundation subjects. Leaders have plans to extend this.
- Despite a wide range of activities and experiences that pupils enjoy, the curriculum lacks clarity about how knowledge and skills are progressively developed as pupils move through the school. Expectations of pupils' spelling and writing are inconsistent across the wider curriculum.
- Occasionally the most able pupils complete too much undemanding work before starting tasks that represent a challenge. Some pupils find the work too easy, especially those in classes which have had changes of teacher during the year.
- Members of the governing body draw effectively on their expertise to challenge and support school leaders. However, information and reporting about the impact of the pupil premium funding are limited. This reduces their oversight of the impact that this funding has.

Full report

What does the school need to do to improve further?

- Develop the quality of teaching, assessment and pupils' outcomes even further by:
 - making sure that all pupils, especially the most able, are challenged in non-core subjects and all topics
 - ensuring that expectations of pupils' spelling and writing are consistently high across all subjects
 - improving planning and assessment across the curriculum so that pupils' knowledge, understanding and skills in all subjects progressively develop.
- Deepen the impact of leadership and management on pupils' achievement by:
 - developing the leadership skills of staff, especially those who are responsible for planning and evaluating learning in non-core subjects
 - refining reporting about the impact that the pupil premium funding has on the school's disadvantaged pupils so that leaders and governors can take informed decisions to enable these pupils to make stronger progress
 - improving communication with parents about their children's progress, the school's plans and its work.

Inspection judgements

Effectiveness of leadership and management

Good

- The partnership of the executive headteacher and head of school is aiding the school's improvement effectively. Their ambition, for all pupils to be the best they can be, has led to determined work to secure clear procedures for behaviour, assessment and learning.
- Careful monitoring and support by leaders have progressively led to strong teaching, especially in reading, and good outcomes for most pupils in writing and mathematics. Leaders' checks are thorough and lead to focused feedback and support for staff. An entitlement to continuing professional development and training, including with partner schools in the trust, has helped to develop the quality of teaching and attract new staff. This is helping leaders and governors to tackle a small number of absence and retention issues.
- Staff told inspectors that they are held to account. They say that consideration is given to their workload so that it is managed well and they feel well supported.
- Much work is undertaken by senior leaders. School improvement plans set out a convincing agenda for further change and development of the school. Middle leaders are getting to grips with their responsibilities, but there is scope to extend and develop leadership more broadly across the school, particularly in relation to using and developing the wider subject knowledge and skills of staff.
- Leaders are determined that pupils have the right provision to enable them to raise their reading, writing and mathematics skills. For example, investments in new reading schemes, books, online homework activities and computer suites are successfully helping to extend and improve pupils' achievement in key subjects.
- The curriculum is underpinned by a broad and clear intent to provide a wide range of quality experiences for pupils. Pupils participate enthusiastically in extra-curricular clubs and events that contribute to their spiritual, moral, social and cultural development. Life in modern Britain and British values of respect, tolerance and the rule of law are reflected in many activities. This work aligns well with the school's status as a faith school. Pupils demonstrate their responsibilities of care, service and respect in a range of charity work in their local community.
- However, there is much less clarity about the impact of topic work, including in non-core subjects such as design and technology, art and geography, on pupils' development and progress.
- Staff work supportively with parents, particularly in the early years and key stage 1. Parents are mostly very positive about the school and expressed these views in the online survey during this inspection. They typically say, 'This school has improved immensely since becoming an academy and my child is happy, well looked after and enjoys going to school and taking part in engaging activities.' Some parents expressed concern about the turnover in staffing and would like more communication, especially about their children's progress.

Governance of the school

- Governors and academy-board members work together effectively to provide good governance. They use their expertise in safeguarding, leadership and teaching well to challenge and support school leaders in equal measure. They have high expectations and give strong support to the executive headteacher in planning the development and strategic direction of the school.
- Board members are starting to receive reports from a wider range of people than the executive headteacher. However, as this development is at an early stage, they undertake visits to assure themselves of the quality of teaching and pupils' learning. They make sure that additional funding such as that for physical education and sports and funding to support pupils who have special educational needs (SEN) and/or disabilities is used effectively.
- Reporting on the outcomes achieved by pupils who are eligible for the pupil premium funding is too narrowly focused on those pupils who are at the end of a key stage. Currently, information is not always drawn together well enough to help board members keep good oversight of the progress and achievements of the small number of these disadvantaged pupils in the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding procedures are consistent and a strong culture is established across the school. Good, supportive relationships with pupils are carefully nurtured by staff. Consequently, pupils say that they would tell a member of staff if they were troubled and are very confident that staff would help them. Pupils, from the youngest children in Reception class through to the oldest in the school, are aware of risks and how to keep safe at school. In discussions with inspectors, they said that there is nowhere they feel unsafe at school. Leaders ensure that procedures are known and implemented. All staff receive regular training and updates. Leaders and board members ensure that the required checks and records are kept for all adults who work with children. The central record of recruitment checks meets requirements. Board members are determined to keep pupils and staff safe. They ask questions and check that the school is prepared for various scenarios, including a serious incident.

Quality of teaching, learning and assessment

Good

- Teaching is typically good over time. Teachers' knowledge and skills in the teaching of early reading, writing and mathematics skills are exceptionally strong.
- Teachers use their assessments of pupils' attainment in reading, writing and mathematics to plan activities that build firmly upon what pupils already know and understand.
- Typically, pupils settle to tasks quickly and quietly and bring much concentration to bear on reading, writing and mathematical tasks. Some tasks were well chosen to challenge all pupils, such as a 100-word limit on a written report. Year 4 pupils, intrigued by the task, weighed their words carefully, often revising phrases or removing

one word for a better one.

- Consistently good approaches to the teaching of reading are a strength of the school. Pupils develop quickly into confident readers. Book choices are appropriate, but occasionally pupils, wishing to improve and achieve the best they can, choose books that stretch them a little too much. They approach such books with typical resilience and they 'give it a chapter', demonstrating their aspiration to challenge themselves.
- Observations of learning and scrutiny of pupils' books found that generally the quality of teaching in mathematics ensures that pupils are building knowledge of all operations securely and that they have opportunities to develop their skills.
- Questioning was effective at times in prompting pupils to deepen their thinking. For example, they identified and traced historical sources to delve into the reasons for an event. They are developing the skills to review and learn from their mistakes and to remember key information.
- Teaching assistants and experienced staff are used effectively to support pupils' learning. For example, a group of pupils who have SEN and/or disabilities are effectively supported to keep track of their counting of time. The task of skipping and counting aloud helped staff to identify where pupils struggled, and they put additional tasks in place to overcome the difficulties.
- Pupils occasionally find work too easy and some groups, such as the most able, are not challenged enough, especially in mathematics. In key stage 2, some pupils say that teachers initially challenged them a lot but do so less and less as they move through the year.
- Strong teaching and learning are less evident in 'topic work'. Teachers create interesting activities that are much enjoyed by pupils, but do not consistently identify what pupils have learned and then follow through to extend or deepen it. As they move up the school, pupils sometimes repeat similar activities so their knowledge, skills and understanding are inconsistently developed.
- Expectations of written work are not maintained well enough. Pupils do not transfer the knowledge and skills they have learned in their writing lessons to other subjects and cross-curricular topics.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' enjoyment of school is demonstrated in high levels of attendance. Much positive work takes place to reduce persistent absence. Packages of support for children and their families are especially effective in reintegrating pupils into school following long-term absence through illness.
- Strong and effective working with health and social-care professionals enables the school to respond quickly to any children who are in need and to support vulnerable pupils and families.
- Pupils value the school's encouragement to be as healthy as possible. They praise the

extensive opportunities to participate in games and try out different sports such as rugby and triathlons. They are learning about the importance of a balanced diet and some pupils say the quality of school lunches is fantastic.

- Pupils are absorbing the school's values and learning what it means to be a good citizen and care for others. Opportunities to undertake charity work, to become milk or work monitors, to serve on the school council or to become a Year 6 'buddy' to help younger children settle into school are highly prized.
- Pupils' awareness of other cultures and diversity is emerging. Leaders recognise that this is an area to build upon.

Behaviour

- The behaviour of pupils is good in lessons and at social times.
- Pupils, parents and staff say that behaviour has greatly improved over the last three years. This is reflected in the welcoming atmosphere in the school. Pupils are proud of their school, are respectful, listen to each other and take pride in their work.
- The oldest pupils are positive about the way the school has developed. They say that work has changed, and expectations are clearer. In lessons, pupils respond to the consistent application of the behaviour policy, rewards and sanctions.
- Pupils are progressively developing their confidence as learners. They can reflect and have opportunities to practise, develop and improve their work.
- Behavioural incidents have decreased steadily during the year, rates of exclusion are low, and bullying is rare. Although many parents are concerned about bullying, inspectors' discussions with pupils and the school's records show that it is rare. However, pupils are sometimes unclear about what is and is not bullying or have misconceptions.
- Pupils are developing an awareness of risk, particularly in relation to the use of social media. Some pupils and parents told inspectors they would like more support to deal with this before pupils move up to their secondary school. School plans show that this is something that leaders are developing and investing in.

Outcomes for pupils

Good

- Outcomes in the school are good. From their starting points current pupils, including those in early years, are achieving well. A trend of improvement is evident at each key stage and an increasing number of pupils are achieving greater depth in reading, writing and mathematics at key stage 1 and in writing at key stage 2. The proportion of pupils who achieve the higher standard in reading and mathematics by the end of Year 6 was above average in 2016 and 2017.
- In 2016 and 2017, the proportion of pupils who met the expected standard in the Year 1 phonics screening check exceeded the national average.
- Over the last two years many pupils have achieved the expected standards in reading, writing and mathematics. Published information also shows that by the end of Year 6 pupils continue to make even more gains in writing, spelling, punctuation, grammar

and mathematics. Their progress in reading is good and reflects the high profile it has in the school.

- The school makes every effort to encourage pupils to read. Throughout the school almost all pupils make rapid progress in learning to read. Pupils have access to high-quality texts. They understand what they are reading and use creative words in their stories.
- The small number of pupils who have SEN and/or disabilities make at least expected progress from their starting points in response to the steps the school takes to help them overcome barriers to learning. Individual files and records show that early help in the form of reasonable adjustments or additional support is enabling some children to make even greater progress in reading and mathematics.
- Although pupils are given challenging work to do, activities for the most able are sometimes too easy. As a result, some pupils do not make as much progress as they might.
- Disadvantaged pupils make variable progress. The school is responding with additional support to close the gaps in their learning, but the impact of this has yet to be assessed.
- Pupils' achievement in other subjects is not thoroughly captured within current assessment and moderation systems. Leaders have plans to develop this aspect of the school's work.
- Pupils were keen to explain to inspectors that they feel well prepared for moving up a class in school. Year 6 were keen to explain that they are feeling confident and assured about their transfer to secondary school.

Early years provision

Outstanding

- Teaching is highly effective. The very stimulating learning environment and engaging resources are selected with care and used exceptionally well to support learning. Children respond with great enthusiasm to the wealth of stimulating indoor and outdoor activities. They thoroughly enjoy tending to their fruit and vegetable plants, constructing with blocks, making leaf lasagne and smoothies in a 'mud kitchen' and experimenting with various-sized containers in the water trays.
- Every opportunity is taken to develop children's literacy, numeracy and social and personal skills. They are keen to learn and there is a real buzz and a purposeful enthusiasm to master and develop reading, writing and counting.
- Because of the effective teaching, almost all children recognise words and sounds easily and know how to make the sounds. For example, staff demonstrate sounds and say: 'Let me see those tongues against your teeth.' Daily phonics sessions are fun and fast-paced, with all children joining in and sounding out, singing and spelling along to music.
- Resources are wide-ranging and used effectively to support learning. Children often choose to make themselves comfortable and read a book they have selected from the carefully chosen and extensive range. Their concentration and levels of engagement are high.

- Current Reception children, including those from vulnerable groups, have made swift progress in their learning in response to the high expectations staff have of them. The most able can write their own sentences, their use of capital letters is established and spellings are mostly accurate. Almost all children can write sentences that are dictated to them. Children use words in an adventurous way in their enthusiasm to write, but do not always spell them correctly.
- Leadership of the early years is exceptionally strong. The leader has high expectations and is unwavering in her determination for each child to achieve their best. She works effectively in partnership with parents and has a thorough understanding of every child's strengths and areas for development. This knowledge is shared effectively across the small staff team so that children's development and welfare needs are met consistently by all adults.
- The proportion of children achieving a good level of development is above average and has risen consistently since the school opened. Current tracking information shows that all children have made strong progress from their starting points in each of the areas of learning. Children below their chronological age on entry are catching up quickly. Children are well prepared for Year 1 and collaboration between teachers supports children's transition very well.
- Children behave very well and relationships between staff and children are exemplary. Children respond to the sensitive guidance and care of teaching staff and recognise that their actions have consequences. Almost all children are confident and persevere with activities. They are developing independence at a rapid rate and work alongside, and with, each other in pairs and small groups. Children learn to make decisions and assess risks. For example, they are aware of risks and what they should do to stay safe in the sun and play safely together.

School details

Unique reference number	142004
Local authority	Leeds
Inspection number	10048360

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Joe McDonnell
Headteacher	Peter Hughes (Executive Headteacher)
Telephone number	01132 677532
Website	www.holynameprimary.org.uk
Email address	holyname@holynameleeds.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils who attend the school are of White British backgrounds. Around 10% of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support funded by the pupil premium is lower than is seen nationally. The proportion of pupils who have SEN and/or disabilities is lower than average.
- The school became an academy in August 2015 and is sponsored by the Bishop Wheeler Catholic Academy Trust. The school has a governing body and some members also sit on the academy board.
- Leadership of the school is shared between an executive headteacher and a head of school. The school has experienced some staffing turbulence since it opened, due to staff absences and a few staff leaving for promoted posts.
- The school meets the government's 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 teaching in each class. They visited 10 lessons to look at teaching and learning, including some with school leaders.
- Inspectors scrutinised a range of pupils' work to see what progress had been made across a range of subjects. They also listened to some pupils read in Years 2, 3 and 6 and discussed reading with them. They talked to pupils at breaktimes, in lessons and as they moved around the school.
- Inspectors met with members of the governing body and had discussions with a representative of Bishop Wheeler Catholic Trust.
- Meetings were held with pupils to discuss their views on their learning and well-being, and with parents to gain their views about the school.
- Inspectors met with senior leaders and other staff who have responsibilities for aspects of the school's work, including the use of the pupil premium funding and the support provided for pupils who have SEN and/or disabilities.
- Inspectors examined a range of documents, including the school's self-evaluation, improvement plans, pupils' assessment information and records of checks on the quality of teaching. The inspectors looked at records of attendance, behaviour, minutes of governing body meetings and safeguarding information.
- Inspectors took account of 70 responses to Ofsted's online survey, Parent View, and inspection questionnaires completed by 15 staff and 59 pupils from Year 1 to Year 6.

Inspection team

Gina White, lead inspector

Her Majesty's Inspector

Adrian Fearn

Ofsted Inspector

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