

Inspection of Holy Spirit Catholic Primary Academy

Bath Road, Heckmondwike, West Yorkshire WF16 9EA

Inspection dates: 13 and 14 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

'Learning is contagious at this school.' This pupil's view reflects that of many others. This is because leaders have built a new curriculum which is rewarding and purposeful. Pupils gain the knowledge and skills that they need for the next stage of their education.

Leaders have made sure that the school is a caring and safe place for pupils to learn. Pupils benefit from the positive relationships that they have with staff and other pupils. Adults have high expectations for pupils' learning and behaviour. Pupils respond well to these. When children do occasionally fall out, they quickly 'make peace' with each other. Pupils are confident that if they reported any concerns, including about bullying, these would be dealt with properly by staff.

Pupils enjoy the many opportunities that are available to broaden their horizons. Many pupils are proud of having taken part in a sporting competition. Staff make leading a healthy lifestyle and taking part in high-quality sport, such as the physical education fundamentals programme, a key feature of daily life.

Leaders, including governors, have ensured that this is a school that is at the heart of the community. Pupils are active citizens. They raise funds for local and international charities. They know that the small actions they take make a big difference to others.

What does the school do well and what does it need to do better?

Leaders have accelerated the pace of school improvement since the last inspection. They have designed an ambitious curriculum for pupils. This sets out the key knowledge that leaders want pupils to learn. Teachers provide opportunities for pupils to recall and build on what they have learned before. This helps pupils to remember new things. As a result, pupils achieve well. They talk about what they have learned across the curriculum. Year 1 pupils, for example, speak confidently about the impact that Florence Nightingale had on healthcare.

While leaders have carefully considered the curriculum, processes to check how well it is taught are less developed. For example, there is variance in how well subject leaders check that elements of their subjects are established in the early years. As a result, some subject leaders do not have a consistent picture of how well the curriculum serves all pupils.

Leaders place a high importance on teaching pupils to read. They have introduced a new programme to teach phonics. Staff have received appropriate training to help them teach early reading well. Teachers ensure that pupils remember what they are learning through daily teaching and practice. Pupils read books that match the sounds that they are learning. Pupils who need extra support get the help that they need to become more confident readers. As a result, pupils learn to read well. They are proud when they read with confidence, fluency and expression. There is a love of reading throughout the school. Children and staff talk with passion about their

favourite authors and stories.

Children in the early years get a positive start to their education. Routines are well established. These support children to become confident and independent learners. Adults have warm and supportive interactions with children. Leaders and teachers place a clear focus on early language and mathematics. Children achieve well across all areas of learning.

Leaders ensure that pupils with SEND are identified early and that their needs are met. Well-trained staff work with pupils to ensure that they can access the curriculum and achieve. For example, pupils' use of the new sensory room ensures that children are appropriately settled before entering their classroom.

The school's 12 virtues are a shared language across all areas of school life. As a result, pupils' spiritual and moral education is strong. Leaders ensure that the personal, social and health education curriculum gives pupils an age-appropriate understanding of healthy relationships. Pupils understand diversity and the need to treat everyone equally. Pupils are familiar with the school's behaviour systems. These systems help to achieve a calm and purposeful environment in the school.

Trust leaders and the school's academy council work well together. They know the school well. They ensure that leaders' actions make a positive difference to improve the quality of education for all pupils. Trust leaders and governors are challenging school leaders to improve pupils' attendance. Too many pupils miss school too often. They do not access the quality curriculum as regularly as others. This hinders their achievement.

Staff, including teachers at the early stage of their careers, value the opportunities that they have for development. They enjoy working with other schools within the trust and benefit from these networks. Staff appreciate that leaders are approachable and supportive. They value the fact that, during a time where much has changed, leaders have managed staff well-being and workload well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders see the safeguarding of pupils and their families as a high priority. They ensure that the necessary checks are made on adults who work with pupils. All staff have received the safeguarding training that they need. This means all adults have the knowledge and skills to identify pupils who may be at risk of harm. Staff understand the systems for reporting concerns about pupils' welfare. Leaders work well with other agencies to ensure that pupils and families have the support that they need. Staff teach pupils how to be safe in a range of situations, including when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' actions to improve the quality of the curriculum have not been matched by actions to check the implementation. This means that subject leaders do not have a clear picture of how the curriculum meets the needs of all pupils. Senior leaders need to support subject leaders to better check the implementation of the curriculum in order to ensure continuous improvement.
- Too many pupils are persistently absent from school. This means that they are missing out on aspects of their education. Leaders should intensify actions to work effectively with parents and carers to improve attendance for all pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	148849
Local authority	Kirklees
Inspection number	10240168
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	Board of trustees
Chair of trust	Antonia Dorsey
Headteacher	John Cooper
Website	www.holyspiritprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Holy Spirit Catholic Primary Academy converted to become an academy school in December 2021. When its predecessor school, Holy Spirit Catholic Primary School, was last inspected by Ofsted in September 2021, it was judged to be good.
- The academy is part of the Blessed Peter Snow Catholic Academy Trust.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met the headteacher, deputy headteacher, the special educational needs coordinator and the early years leader.

- The trust's director of education met with the inspectors, as did the chair of the academy council.
- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Pupils' behaviour and safety were evaluated on arrival at school and at breaktimes. Inspectors also scrutinised leaders' records of pupils' behaviour.
- Senior safeguarding leaders met inspectors to discuss recruitment and safeguarding records. Inspectors reviewed the school's single central record of the checks undertaken on adults who work with pupils in the school.
- Inspectors scrutinised documents related to safeguarding and spoke to the school's designated safeguarding leaders. They spoke to staff and pupils about their safeguarding knowledge.
- Inspectors met groups of pupils. Inspectors spoke to parents during the inspection. Inspectors also reviewed responses to Ofsted's online survey, Ofsted Parent View, and survey responses from staff and pupils.

Inspection team

Lee Wilson, lead inspector

Ofsted Inspector

Stephanie Innes-Taylor

His Majesty's Inspector

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