

Holy Rosary and St Anne's Catholic Primary School

Inspection report

Unique Reference Number	108037
Local Authority	Leeds
Inspection number	309577
Inspection dates	5–6 November 2007
Reporting inspector	Keith Bardon

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 on roll	
School	246
Appropriate authority	The governing body
Chair	Mrs D Mills
Headteacher	Mrs Kathryn Carter
Date of previous school inspection	22 September 2003
School address	Leopold Street Leeds West Yorkshire LS7 4AW
Telephone number	0113 2621287
Fax number	0113 2623305

Age group	3–11
Inspection dates	5–6 November 2007
Inspection number	309577

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary serves an area of substantial disadvantage a few miles from the city centre. Three quarters of pupils are from minority ethnic backgrounds, predominantly Black Caribbean and Black African. Almost a quarter speak English as an additional language and a total of 26 different languages is spoken by pupils on roll at the school. Almost one in ten pupils is from a refugee family seeking asylum. The proportion of pupils with learning difficulties and/or disabilities is a little above average and the number with a statement of special educational need is average. Since it was last inspected the school has experienced a large number of staff changes, including several headteachers. The current headteacher took up the post a little over a year ago and the deputy headteacher joined at the start of the present school year. Privately managed out-of-school care is available to pupils and the school provides parental and study support.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Holy Rosary and St Anne's is a satisfactory school that is showing clear signs of improvement under the focused and determined leadership of the headteacher. Many of the effective management procedures that have recently been put in place are being implemented rigorously and impacting positively on better achievement.

After several years of instability resulting from frequent changes of senior staff, the school now has strong and consistent leadership. However, despite the improvements already made, there is much work still to be done. On entry, children's attainment is much lower than is normally expected for their age. Pupils make steady progress as they move through the school. However, this is not enough to raise attainment significantly and standards at the end of Year 6 are below average in English, mathematics and science. There are early signs of improvement, but standards have to rise further.

Pupils' attendance is satisfactory and most are happy at school. Older pupils, in particular, say that they would like more lessons in which they do things for themselves. Inspectors agree that the curriculum does not provide pupils with enough practical opportunities to develop their skills. Most pupils behave well and try hard with their work, particularly when lessons are lively and interesting. The school is increasingly giving pupils more responsibility for their own behaviour, to which most respond positively.

Overall, pupils feel safe and secure in school. They have a good understanding of how to lead a healthy lifestyle and the consequences of doing so. Recent changes to better promote pupils' sense of self-worth have resulted in the increased confidence of older pupils, together with a heightened sense of social responsibility. The personal and academic skills pupils develop provide a satisfactory platform for the future.

While the quality of teaching and learning is satisfactory with some good features, there is a lack of consistency and as a result, teaching promotes satisfactory rather than good progress. The school's productive involvement in the local authority's Intensive Support Programme has helped bring about good improvements in lesson planning, assessment and teachers' marking. There are weaknesses in the way in which lessons are organised for pupils of differing abilities and in the range of teaching approaches used. The school pays careful attention to pupils' care and welfare, and procedures to keep them safe are firmly in place. Systems to track pupils' progress are well structured and produce accurate data.

The school's management team is relatively new and while the experienced headteacher and deputy headteacher are providing a strong lead, other staff are still developing the skills they need to make a full contribution. Governors play a full and active part and have supported many of the recent changes with well-considered financial decisions. Strategies are in place to take the school forward but many are new and their impact on pupils' attainment and achievement has still to be fully realised.

Effectiveness of the Foundation Stage

Grade: 3

When they first join the Nursery, many children lack the skills and knowledge normally found at this age. Although they make satisfactory progress, the proportion of children who reach the expected standard by the end of Reception is low. This is especially the case in language and mathematics, particularly in the areas of linking letters and sounds and remembering and

using numbers. Most children behave well at school and learn to work and play effectively alongside others, although a minority have difficulty paying attention and lack social skills. Management and the quality of teaching are satisfactory and improving under the clear guidance of the recently appointed Foundation Stage leader. Strategies to improve important aspects, such as the assessment of children's progress and cohesive planning across both Nursery and Reception have been put in place, but require further development. Provision in the Foundation Stage is satisfactory and children are provided with enjoyable activities that interest them. The classrooms have recently been extensively reorganised and refitted and provide a welcoming and spacious environment with new and bright equipment.

What the school should do to improve further

- Raise standards in English, mathematics and science.
- Improve the quality of teaching and learning so that it is consistently good and meets the learning needs of all groups of pupils.
- Broaden the curriculum in order to give pupils more practical opportunities to learn.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Standards vary from year to year but are generally below average. Pupils make steady progress in Years 1 and 2 but not quickly enough to raise standards substantially and pupils' attainment is below average at the end of Year 2. Teachers' assessments indicated a slight improvement in 2007 and this is continuing. After several years of standards being below or well below average, Year 6 pupils attained average standards in the 2007 national tests. Results met or exceeded the targets set for pupils' performance in 2007. The targets have been reduced for 2008, but they provide satisfactory challenge for a much lower attaining year group which contains more pupils who find learning difficult. In comparison with the picture nationally, pupils from black ethnic backgrounds make at least satisfactory and at times, good progress. Pupils with learning difficulties and/or disabilities maintain a similar rate of satisfactory progress to other pupils. Pupils who arrive speaking no English or who are at an early stage learning the language make good progress in their basic speech.

Personal development and well-being

Grade: 3

While most pupils enjoy school and attend regularly, they feel lessons would be more interesting if they were given greater opportunities to do things for themselves. Pupils generally feel safe and well cared for. Year 3 pupils describe staff as 'like your family'. Most pupils behave well, although a minority require attention from staff to prevent them from disrupting others. Pupils from the many different cultural backgrounds socialise well and there is no racial tension. They recognise the importance of leading a healthy life and many take regular exercise. Pupils' spiritual, moral, social and cultural development is satisfactory. Most grow in confidence and their self-esteem is now growing as a result of them having more responsibilities, for example, as school councillors. Pupils acquire a satisfactory range of personal and academic skills in preparation for future learning and life.

Quality of provision

Teaching and learning

Grade: 3

While the quality of teaching varies across the school, there are positive features that are common to all year groups. Teachers generally have good subject knowledge, their explanations are usually clear and lessons thoroughly planned. However, there is not always enough specific provision for the range of abilities within a class. The newly introduced policy for marking pupil's work and ensuring that they achieve learning objectives in each lesson is consistently applied throughout the school. As a result, pupils receive clear feedback about their work and what they need to do to improve. Teaching assistants are used effectively to provide support to individual pupils and enhance teaching. There is a close correlation between the quality of teaching and the standard of behaviour. When teaching is brisk and tasks are challenging and interesting, pupils respond well, enjoy learning and make good progress. However, when the teaching is satisfactory, tasks are often less demanding and pupils become restless. The newly introduced whole-school system for managing pupils' behaviour is enabling most to work in a positive atmosphere. In weaker lessons, there is not enough variety in teaching styles and too few opportunities for pupils to put forward their ideas and respond to open ended questions.

Curriculum and other activities

Grade: 3

The curriculum enables pupils' of all ages to make satisfactory progress. There is a strong emphasis on literacy and numeracy but the curriculum in other subjects lacks a range of creative, investigative and practical activities to enliven teaching and stimulate learning. The effects are clearly evident in science, where pupils show reasonable knowledge of scientific facts but lack enquiry skills.

The school has recently introduced a wider range of activities to enrich the curriculum and make it more suited to the diverse needs of pupils. For example, the recent 'Black History' week very effectively celebrated the heritage and culture of pupils' ethnicity. The well structured programme for personal, social and health education is having a positive impact on behaviour as pupils learn to take responsibility and come to recognise the consequences of their actions on others. There is a very good range of extra-curricular activities that appeal to pupils' very wide range of aptitudes and interests, including an annual residential visit to Northumberland.

Care, guidance and support

Grade: 3

The school provides a good quality of care and welfare for the pupils. Staff have good informal knowledge of pupils and their families. Systems to safeguard pupils are in place and staff are trained in child protection issues. Younger pupils have a few concerns about bullying. However, they agree that they can readily turn to staff for help with this or anything else that may be worrying them. The school draws on expertise from an extensive range of outside agencies to strengthen provision for the very wide range of needs, including the increasing number of pupils from Eastern European countries for whom English is a new language. There is good support for the parents as well as pupils. For example, participation in 'Investors in Families' is an effective means of encouraging parents to be involved in their child's learning and the family support team provides additional valued help and guidance. The academic guidance pupils

receive is satisfactory. There are new and robust systems in place to provide staff with the information they need about pupils' progress. These have started to provide clear data that are used to track the progress of individual pupils and to ensure that they meet their targets. As yet, these procedures do not provide the information the school needs to monitor pupils' progress by gender, ethnicity or other factors.

Leadership and management

Grade: 3

The appointment of the current headteacher has provided much needed stability and a clear vision for improvement. She has quickly implemented well-structured and rigorous management procedures. These are becoming established but are relatively new and are not yet impacting fully on all the school's work. The appointment of the experienced deputy headteacher at the beginning of this school year has strengthened the leadership team further. A strong and effective partnership has been forged between the headteacher and deputy headteacher. Systems to check on how well the school is performing are effective and provide an accurate picture of its strengths and areas for development. The atmosphere in school is very positive and staff share a common sense of purpose and direction. This, in conjunction with the contribution made by the hard working and supportive governing body, provides the school with the capacity to improve in the future. Teachers with leadership responsibilities make a satisfactory contribution to school management, but have yet to acquire the full range of skills they need to make detailed evaluations of their areas of responsibility. The decision to employ so many teachers new to the profession was made after careful consideration of the school's future needs, particularly the continuity of teaching and learning. This is typical of the clear vision of the headteacher who has the confidence of staff, parents and pupils.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel welcome. We thoroughly enjoyed finding out about the work you do and a special thanks to those who talked with us about the school.

We were pleased to hear that you enjoy most things about school and that you feel that if you have a problem you can turn to your teachers for help. We listened carefully when you told us about the lessons you thought were not very interesting. We agree that some lessons could be more fun and have asked teachers to provide more opportunities for you to join in, be involved more and do things for yourselves. You must play your part by behaving really well and being prepared to think and make decisions for yourselves. Most of you behave quite well in lessons and around school but there are a few of you who need to try much harder to behave well all the time.

What we saw in your books and in lessons showed us that you are making steady progress and gradually learning new things. The school is giving you a satisfactory standard of education at present. We feel that with everyone working really well together you could do even better and reach higher standards. This is what we have told the school. You need to play your part in this by trying really hard to produce your best work all the time and meeting the targets teachers set you as quickly as possible. In turn, teachers will be looking at how they can make their lessons even better to help you to learn even more.

We know the school has gone through a lot of changes in recent years but the headteacher and staff are working hard to provide you with a good quality and interesting education. You are well looked after by teachers, and it was lovely to hear Year 3 pupils describe them as 'like your family'. The way everyone gets on with each other gave us a great deal of pleasure, particularly as many of you come from very different backgrounds. Thank you once again for a very enjoyable two days and I wish you lots of luck in the future.