

# Holy Name RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	118047
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	312794
<b>Inspection dates</b>	16–17 April 2008
<b>Reporting inspector</b>	Gillian Salter-Smith

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Mary Clark
<b>Headteacher</b>	Mrs Maureen Dyer
<b>Date of previous school inspection</b>	1 March 2005
<b>School address</b>	Dane Park Road Hull HU6 9AA
<b>Telephone number</b>	01482 850286
<b>Fax number</b>	01482 850286

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is smaller than average. It is popular and oversubscribed. Many pupils come from areas with very high levels of social and economic deprivation. The proportion of pupils eligible for free school meals is well above the national average. A higher proportion of pupils than is found in most schools have learning difficulties and/or disabilities. Most pupils are from White British backgrounds. Of the very few pupils from different minority ethnic backgrounds, a very small number have English as an additional language and/or are from refugee or asylum seeking families. Pupils are taught in single-age-group classes in Reception and Key Stage 1. In Key Stage 2 there are three classes with two age groups in each class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Holy Name is a good school. Parents speak highly of this very supportive and caring school where all are valued and staff work as a close-knit team to help pupils reach their potential. Pupils enjoy coming to school and are particularly appreciative of the way staff look after them if they are upset, struggling with their work or experiencing troubles in or out of school. In this supportive environment, which is underpinned by strong Catholic values, pupils achieve well. Most reach the standards of which they are capable, although standards in writing are lower than in mathematics and science, particularly for boys.

Pupils' personal development and well-being are good. During their time in school most pupils develop into thoughtful young people who are happy to take on responsibilities. School assemblies play a strong part in promoting the school's Christian values and high expectations and pupils thoroughly enjoy participating, especially in the singing. Behaviour is satisfactory and staff work well together to ensure a calm environment. Pupils who find it difficult to behave well are very well supported. The well planned approach to personal, social and health education provides pupils with a good understanding of how to stay safe and healthy. The active school council and eco-council give pupils a sense of responsibility for the school and the wider community. Pupils from across the school enjoy the many extra activities offered, especially those for sport and music. Pupils develop many useful social and personal skills. These, alongside their improving literacy, numeracy and information technology skills prepare them well for their futures. Despite the school's strenuous efforts to improve the rate of attendance, it remains below average, in part due to holidays taken in term time and a bout of widespread illness last term.

Classrooms are purposeful, lively places where good teaching provides plenty of challenge and helps pupils to make good progress. Teachers and teaching assistants work together effectively to provide support for those pupils who need additional help with their learning. The school draws on the resources of many local agencies to ensure that every child receive the support that is right for them.

Following recent staff changes, a more settled team of staff is working effectively under the well focused leadership of the headteacher, senior leaders and governors. Recently improved systems to assess and track pupils' progress and increasingly robust monitoring of work in classrooms and pupils' books ensure that the right priorities for improvement are identified. Effective action is taken that leads to improvement, for example in accelerating many pupils' progress in writing. The school has good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Children settle into the Reception class well and make good progress in their personal development. They learn to cooperate with each other and happily follow classroom routines. Staff know the children well and recently improved systems to assess and track children's progress are helping to ensure that learning and play activities are well matched to their needs. Parents are actively encouraged to support their children's learning and many take the opportunity to join their children in the Reception class for a 'Play and Stay' session. Children enthusiastically take part in a wide variety of learning activities that include a good balance between those directed by adults and those they choose for themselves. The recently introduced

programme to develop children's understanding of sounds and letters is helping to accelerate their language development. Children make good progress in all areas of learning. They build effectively from the very low levels of development many have when they start school, especially in language development. However, not all children reach the learning goals expected for their age especially in communication and language development. The outdoor area adjacent to the Reception classroom is in a poor condition restricting opportunities for learning when the children are outdoors.

### **What the school should do to improve further**

- Raise standards in writing, particularly for boys.
- Improve attendance.
- Improve the outdoor facilities for the Reception class and find more ways for the children to learn and play outdoors.

## **Achievement and standards**

### **Grade: 2**

Pupils reach below average standards when they leave school, and this represents good progress from the very low level of development of many of the children when they start school in Reception.

In the 2007 national tests for Year 2 and Year 6 pupils, results were below the national average overall. Boys' standards were lower than girls', especially in writing. The school has paid good attention to improving pupils' writing skills and most pupils in the current Year 6 are on track to meet challenging targets in English, mathematics and science. However, writing is still weaker, especially for boys.

Pupils with learning difficulties and/or disabilities and those with English as an additional language make good progress because they receive very effective support from teachers and teaching assistants.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils is good. Pupils' good social, moral, spiritual and cultural development is underpinned by the caring Catholic values which pervade the school. Pupils understand how to eat healthily and stay safe. Most pupils choose healthy options at lunchtimes. They enjoy the many opportunities they are given to contribute to their own and the wider community. Pupils speak enthusiastically about their roles as school councillors, eco-councillors, buddies, mentors, members of the Youth Parliament and junior community wardens. Most pupils work well together, and through activities such as Young Enterprise and fund raising for those less fortunate than themselves they gain an awareness of the needs of others and develop useful skills for their future lives. The school uses rewards well to promote good attendance and staff are rigorous in following up any pupil absences. However, attendance remains below average. This is partly because some pupils go on holiday during term time and because of an unusual bout of illness in the spring term. Pupils' behaviour is satisfactory overall although the behaviour of some pupils is very challenging. All staff work well together to manage potentially disruptive behaviour and a calm and caring atmosphere is created in which learning can take place.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good and helps pupils to make good progress. Most lessons seen during the inspection were good and none was inadequate. Lessons are well planned and structured and pupils know what they are expected to learn. Teachers have a secure knowledge of the subjects taught. This helps them to plan small steps in learning and provide a good variety of activities that pupils enjoy. Relationships are good between staff and pupils. The inappropriate behaviour of pupils who find it difficult to behave well is managed effectively to ensure that learning can take place. Teachers know the pupils well. They assess and track pupils' progress closely and use this information to set challenging work in lessons and match tasks to pupils' needs. Pupils have clear targets for literacy and numeracy that help them to know how to improve their work. Teachers mark pupils' work regularly and they give plenty of encouragement and useful guidance on how to do even better. However, pupils do not always have the opportunity to respond to the comments or make improvements to their work. Occasionally, teachers talk for too long, and pupils are not active enough which reduces their progress.

### Curriculum and other activities

#### Grade: 2

The curriculum supports pupils' good personal development and academic progress.

Literacy and numeracy are well planned and taught as separate subjects but opportunities for using and improving writing skills in the subjects across the curriculum, though beginning to develop, are not yet widespread.

A well planned programme of personal, social and health education alongside carefully planned opportunities for pupils to talk about their experiences and feelings support their personal development well. A wide variety of extra activities, particularly in sport and music, is well supported and enjoyed by pupils from all year groups. Visits and visitors to school help to enrich learning and include a Year 6 residential visit in the summer term. The school has recognised the need to support pupils who move into Key Stage 1 who have not yet reached a level of development typical for their age. The development of the continuity of approaches to learning from Reception into Key Stage 1 is at an early stage.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. Pupils are very appreciative of the high quality personal support they receive, especially when they are upset, struggling with their work or unhappy because of problems at home. Relationships are good. All staff are very committed to, and are successful in, ensuring children are safe, happy and healthy. Risk assessments, child protection procedures and safeguarding checks are rigorously performed and meet requirements. Vulnerable pupils including those with learning difficulties and disabilities are supported well. The school's good communications with parents and close links with a wide range of external agencies ensure that pupils receive the right specialist help to meet their needs. Close links with the neighbouring secondary school ensure pupils are well prepared for the next stage of their education. Recently improved systems for tracking pupils' progress are working well. Anyone who is falling behind

is given extra help to boost their learning. Most pupils know how well they are doing and how to improve their work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides calm and experienced leadership and deploys staff well to ensure pupils make good progress and fulfill their potential. The school has successfully prioritised key areas for development which are firmly focused on raising standards and improving attendance. The evaluation of teaching and scrutiny of pupils' work by middle leaders in all key subject areas is becoming more rigorous and focused. This, together with a more consistent approach to assessment and better tracking of pupils' progress is leading to improvement across the school. Strong links with parents, the church, the community and a wide range of partners enhance both the curriculum and the quality of care and guidance available for pupils. Governors know and support the school well and are closely involved in its work. Finances are well managed and the school provides good value for money.

Improvement since the last inspection is good because standards are rising and pupils' progress is accelerating. Following a period of change, a more settled staff team is now in place and the school has good capacity to improve further.

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## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

## Text from letter to pupils explaining the findings of the inspection

18 April 2008

Dear Pupils

Inspection of Holy Name RC Primary School, Kingston-upon-Hull, HU6 9AA

Thank you so much for making myself and Mrs Wallis very welcome when we came to inspect your school. We enjoyed meeting and talking to you about your school. It is important that you know what we found out and what we have said about your school to your families and carers.

It was good to hear how much you enjoy school. I'm not surprised because Holy Name is a good school. All the staff work well as a team to help you to feel happy in school and to help you to do your best. Your school does a great deal to make sure that you get the help that you need in your work or with any other problems or difficulties you may have. You are making good progress in your school work because you are well taught and well supported by all the staff. You are developing into sensible young people who want to do well and are keen to take on responsibilities. We were impressed by all that you take on through the school council, the eco-council, the Youth parliament, as mentors and buddies, and as young community wardens.

Your school is well organised and run by the headteacher, senior leaders and governors. They know what works well and what more needs to be done to help you even more. We have agreed with the school that a few things need to be improved.

- The school needs to help you make your writing better, especially for some of the boys.
- The outdoor area for the youngest children needs to be improved so that they can enjoy learning and playing out in the fresh air more often.
- Some pupils need to improve their attendance and the school will continue to work with you and your families to encourage you to come to school regularly and not miss out on any important lessons and other activities.

You can help by going to school every day that you can, enjoying your lessons and trying your best. We do hope that you make the most of the rest your time at Holy Name RC School and we wish you well for the future.

Yours sincerely

Gillian Salter-Smith

Lead inspector