

# Immaculate Heart of Mary Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	108035
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	337013
<b>Inspection dates</b>	8–9 March 2010
<b>Reporting inspector</b>	Derek Pattinson

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	399
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Ann O'Brien
<b>Headteacher</b>	Mr Shaun Dudgeon
<b>Date of previous school inspection</b>	22 November 2006
<b>School address</b>	292 Harrogate Road Leeds West Yorkshire LS17 6SX
<b>Telephone number</b>	0113 3368690
<b>Fax number</b>	0113 2930295
<b>Email address</b>	dudgeos01@leedslearning.net

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, observed almost all teachers in school during the inspection. They held meetings with governors, staff and groups of pupils. They observed the school's work; and looked at the school development plan, the latest reports to governors from the School Improvement Partner, the most recent national and school data on attainment and progress, the latest attendance figures and children's work from the Early Years Foundation Stage as well as samples of pupils' work from other age groups. In addition, 196 questionnaires returned from parents and carers were analysed, along with those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well all pupils are learning, especially those in Key Stage 1
- whether there are weaknesses in teaching that are holding pupils back
- the pupils' knowledge of how well they are doing and how to improve
- how lively and exciting is the school's curriculum
- the effectiveness of leaders and managers in driving forward improvement.

## Information about the school

This is a larger than average primary school on the northern outskirts of Leeds. About half the children live in the surrounding area; the rest are from further afield. The percentage of pupils from minority ethnic groups is much smaller than that found nationally. Numbers who speak English as an additional language are very small. Far fewer numbers of children enter and leave the school between the Reception class and Year 6 than in most other schools. The proportions of pupils known to be eligible for free school meals and who have special educational needs and/or disabilities are much smaller than typically found. The school achieved Healthy Schools' Status in 2009. Two new assistant headteachers were appointed in September 2008.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Children learn well in the Early Years Foundation Stage because of good provision and leadership. They make good progress and attain standards that are above average by the end of Year 6 in English, mathematics and science. The school nurtures pupils' all-round development well. Pupils' spiritual, moral, social and cultural development is good, with excellent assemblies reflecting the school's Catholic ethos. The school maintains a broad and enriched curriculum and it has made a start in linking subjects imaginatively. Good quality displays of pupils' work adorn walls and corridors. Strengths in teaching outweigh areas in need of development. Pupils' learning thrives on empathy, trust and respect. Staff give lots of praise which motivates pupils. However, the use of marking and targets are not used consistently to help pupils move forward. The ends of lessons do not always reflect the better beginnings, although even these sometimes go on for too long restricting the time pupils have to work independently. Very occasionally, the needs of the highest attaining pupils are not addressed effectively. The school is well led by the headteacher and a recently strengthened senior leadership team. Morale is high and teamwork is strong. However, responsibilities are not yet equitable to ensure that leaders make the best possible contribution to school improvement. The supportive and satisfactory governing body does not seek out first-hand evidence well enough to help it hold the school to account.

Effective self-evaluation has led to clear improvements since the last inspection. The school has a number of strong features which help explain its good capacity to improve further. These include:

- a strong and extended senior leadership team
- an embedded tracking system which helps teachers check regularly on how well pupils are doing
- pupils' excellent attendance and behaviour which explain their thirst for knowledge
- development planning that is sharply focused and priorities that are pursued rigorously
- a strong track record of above average standards over a number of years.

## What does the school need to do to improve further?

- Improve all teaching to that of the best by:
  - ensuring pupils have sufficient time to work independently
  - maintaining a brisk pace in all lessons
  - always addressing the needs of the highest attaining pupils

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- always providing opportunities for pupils to share what they have learnt so that teachers can plan and implement effective next steps
- Ensure all pupils know their targets, the level at which they are working and what they must do to improve.
- Improve leadership, management and governance by:
  - providing a more equitable distribution of responsibilities to enable all leaders to make the best possible contribution to school improvement
- -ensuring governors acquire more knowledge about the school from first-hand experience to supplement information from other sources so that they can more effectively hold the school to account for what it achieves.

**Outcomes for individuals and groups of pupils****2**

Pupils have very good attitudes to their work, which has a positive impact on their achievement. Their behaviour in lessons and attendance are both excellent, which help ensure that they make good progress as they move through the school. As a result, standards are usually above average by the end of Year 6 in mathematics and science. In English, pupils have performed a little less well in the recent past, especially in writing. However, the gap between subjects is now narrowing. Evidence from lesson observations during the inspection indicates that pupils are on track to reach above average standards in English, mathematics and science this year. This is because a recent focus on improving writing, especially for boys, is proving successful in helping to raise standards. Furthermore, senior leaders are rapidly becoming skilled at analysing data to check on how well pupils are performing so that they can be given extra support if they begin to fall behind. Pupils with special educational needs and/or disabilities also make good progress, largely because of the good support they receive.

Pupils collaborate well and are given many opportunities to use speaking and listening skills to improve their understanding. These developing personal and social skills add much to their achievement and to their development as 'well-rounded' individuals, preparing them well for their future lives. However, they are not always sure of how to improve their work which at times slows their progress. They are keen to adopt healthy lifestyles and energetically either lead or join in the daily 'wake up, shake up' exercises which they say helps their brains to 'get in gear'. Pupils make a good contribution to their school community, such as through the establishing of a trim trail. They take on responsibilities, such as prefects, guides and ambassadors, with maturity and enthusiasm. Their improving skills and confidence ensure they contribute well to the local community, such as, through their involvement in 'clean up' days and performances by the school choir at a nearby hospice.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The good teaching is founded on very good relationships which underpin all learning. Adults in the classroom help raise pupils' self-esteem and support their learning well. Good subject knowledge engages pupils' interest, learning objectives are clear and resources are used well to promote understanding. Teaching assistants add much to the quality of teaching and help to accelerate pupils' learning. On some occasions, the pace of teaching slows and at these times pupils' rate of learning also slows. Conclusions to lessons are sometimes too short or hardly feature at all. Thus, opportunities are missed to review learning and lead pupils towards the next step. Marking varies in quality, but is improving steadily.

The well planned and organised curriculum provides pupils with a wide range of interesting and engaging activities. Good quality displays, such as the 'Great Barrier Reef' display of underwater scenes in Year 6, stimulate pupils' imagination and contribute significantly to their learning. Information and communication technology, and art are strong features. French and Spanish add further enrichment. A varied range of after-school clubs and activities are well supported by pupils of all ages. Links between subjects provide good opportunities for writing, for example, as part of a study of Australia and when pupils wrote about the Second World War.

Staff know pupils very well and give much time to their care and support. Pupils thrive as a result of this positive climate, The school creates strong partnerships with outside agencies which help to ensure that the small number of vulnerable pupils have the support they need to make good progress both academically and personally. Parents and carers comment very favourably on how the staff make them and their children feel

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welcome. Attendance is promoted extremely well resulting in high outcomes. Transfer arrangements are effective when pupils move schools which ensure a smooth transition.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

There is a shared vision of how the school is to develop and staff contribute well to decision making. Self-evaluation is mostly accurate and priorities for development are the right ones to help secure further improvement. The senior leadership team is effective because it undertakes regular and rigorous checks on the school's work. However, responsibilities are not evenly shared out. External partnerships such as with the parish church and the high school are good. The school is successful in promoting positive links with parents and carers, most of whom comment favourably on the school's work and its 'warm, welcoming and very friendly' staff. The school has improved from satisfactory at the last inspection to good. It provides good value for money. Equal opportunities are embedded well in the school's way of life, an aspect which pleases parents and carers very much. Discrimination is not tolerated: pupils are helped very well to understand how to treat others.

The promotion of community cohesion is strong within the school and the local community. However, pupils' understanding of worldwide issues and faiths and cultures beyond the immediate locality are more limited. Governors are supportive of the school. However, their knowledge of strengths and what needs to be done is largely gained from what they are told or from what they read rather than from first-hand experience. This limits the governing body's effectiveness.

At the time of the inspection, safeguarding procedures fully meet requirements. The school acts promptly on any issues brought to its attention. Good robust systems are established to keep pupils safe from harm including restricted access for visitors. The governing body is very alert to health and safety risks.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Early Years Foundation Stage is successful in laying down secure foundations for future learning. Children enter school from many different settings and some lack any pre-school experience. Nevertheless, starting points are typically as expected when they begin in the Reception Year. Good induction arrangements ensure that children settle quickly, join in and make friends. They make good progress because of the good teaching. As a result, when children enter Key Stage 1, most are working a little above what is expected. Classrooms and outdoor areas are stimulating and used well, with a wide range of sometimes exciting resources to encourage children to explore and investigate. Adults use questioning effectively to help children make good progress. Relationships between adults and children are warm and friendly and teamwork is strong. As a result of this warm and caring environment, children are happy, feel safe and are keen to learn. The small number of vulnerable children and those who speak English as an additional language are supported well.

There is a good balance between activities organised by teachers and those chosen by children. However, sometimes when activities do not lend themselves to teaching in large groups, learning is less effective. Leadership is good. Leaders know what works well and what needs doing. For example, it has rightly focused on children's knowledge and understanding, which has led to improvement. Parents and carers comment on the 'wonderful provision' and agree that their children get off to a good start. Thorough and effective assessment arrangements, to which parents and carers contribute, inform planning and ensure that learning is well matched to children's needs. As a result, children with special educational needs and/or disabilities are identified early and are supported well.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### **Views of parents and carers**

Parents and carers are overwhelmingly positive about the way their children are educated and nurtured in school. Only a very small number of negative responses was received with no pattern of negative responses emerging. All feel that their children are kept safe and almost all believe their children enjoy school and that a healthy lifestyle is promoted. Inspectors found no evidence to support the very small number who said that the school did not take account of suggestions or deal effectively with their concerns. Inspectors agree with most of the many positive views expressed by parents, including the view held by many that this is a good school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Immaculate Heart of Mary Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 196 completed questionnaires by the end of the on-site inspection. In total, there are 399 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	155	79	36	18	2	1	0	0
The school keeps my child safe	163	83	29	15	0	0	0	0
The school informs me about my child's progress	115	59	73	37	4	2	1	1
My child is making enough progress at this school	119	61	67	34	4	2	2	1
The teaching is good at this school	130	66	58	30	2	1	1	1
The school helps me to support my child's learning	127	65	58	30	5	3	1	1
The school helps my child to have a healthy lifestyle	127	65	60	31	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	127	65	52	27	1	1	0	0
The school meets my child's particular needs	123	63	58	30	6	3	1	1
The school deals effectively with unacceptable behaviour	121	62	66	34	2	1	0	0
The school takes account of my suggestions and concerns	100	51	80	41	7	4	1	1
The school is led and managed effectively	138	70	49	25	3	2	1	1
Overall, I am happy with my child's experience at this school	146	74	41	21	4	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Dear Pupils

Inspection of Immaculate Heart of Mary Catholic Primary School, Leeds, LS17 6SX

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We very much enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told us that you like your school very much and believe that you go to a good school. We are pleased to say that we agree with you! There are lots of things that are really good about your school.

- We especially like the friendly atmosphere and the way in which staff take good care of you so that you feel safe and happy.
- We are pleased that almost all of you come to school often and arrive on time.
- You behave very well in lessons and around the school, and work hard.
- You know about the importance of staying healthy and keeping safe.
- Most of you make better progress as you move through the school in English, mathematics and science than pupils in many other schools do.
- We judge that most teaching is good, which helps you make good progress.

We have found just a few things your headteacher, teachers and governors could do to make your school even better than it is now.

- I have asked them to make all teaching good and I have given them some ways to help them achieve this.
- Your teachers should make sure that you know your targets, the level you are working at and what you must do to improve.
- I have asked the governors to try to visit more often so they can see for themselves the good things that are happening in your school.
- I have also asked that responsibilities among the school leaders can be shared out more evenly so that you can be helped to make even better progress.

I was pleased by the way your headteacher and all school staff work hard to give you a good education. Thank you again for being so helpful when we inspected your school. It was really good to find you are happy and doing well.

Yours sincerely

Mr Derek Pattinson

Lead inspector

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