

Immaculate Heart of Mary Catholic Primary School

292 Harrogate Road, Leeds, West Yorkshire, LS17 6SX

Inspection dates

29–30 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is typically good throughout the school.
- Pupils behave exceptionally well at all times. They are enthusiastic learners and show care and consideration for each other.
- Leaders and governors have established effective systems to check that safeguarding procedures are robust.
- Children quickly settle into the early years, make good progress and are well prepared for Year 1.
- Pupils read confidently and achieve well over time throughout the school.
- Standards in reading and mathematics are now well above average at the end of Year 6.
- Relationships between adults and pupils are very strong, promoting positive attitudes to learning. This is a happy school with a harmonious and caring family atmosphere.
- There is good provision for pupils requiring additional support and as a result they achieve well.
- Teaching assistants very effectively support pupils' learning throughout the school and are a key part of each classroom team.
- Pupils feel safe in school and know how to keep themselves safe in a wide range of situations including the use of the internet.
- Staff morale is high and school leaders and governors continue to raise achievement throughout the school. As a result, the school continues to improve.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively and pupils have improved their understanding of different faiths and other cultures.
- Parents value and support the work of the school.

It is not yet an outstanding school because

- Occasionally, the impact of teaching on pupils' learning and achievement requires improvement. This occurs when lack of challenge prevents some of the most able pupils from making sustained rapid progress and achieving the highest standards.
- Middle leaders and governors are not always rigorous enough in their evaluation of the quality of teaching.
- Although achievement in writing is good overall, fewer pupils reach the higher standards or make better than expected progress in this subject than in reading and mathematics.
- Teachers' marking and guidance is not used consistently to help pupils improve their learning.

Information about this inspection

- The inspectors observed lessons in all year groups and looked at pupils’ work in their books. Two of the lesson observations were carried out jointly with the headteacher and deputy headteacher.
- A meeting was held with three members of the governing body and the lead inspector had a telephone conversation with the Chair of the Governing Body.
- Meetings were held with a representative of the local authority and senior and middle leaders.
- The inspectors observed the school’s work and looked at documentation including, information on pupils’ attainment and progress, behaviour and safety records, the school’s view of its own performance, records of the monitoring of teaching and learning and performance management and safeguarding documents.
- A discussion was held with the school council and informal conversations with pupils took place during lessons and at break times. Inspectors listened to pupils read and talked with them about the books they enjoyed.
- Inspectors took account of 100 responses to Ofsted’s online questionnaire (Parent View) and 62 paper questionnaires. They also spoke with parents at the start of the school day. The inspectors also looked at questionnaires completed by 33 members of staff.

Inspection team

Don Parker, Lead inspector

Additional Inspector

Kathleen McArthur

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- This is an above average sized primary school.
- A large majority of pupils are of White British heritage.
- All children in the early years attend full time.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is below average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher was appointed in January 2015.

What does the school need to do to improve further?

- Further improve pupils' attainment and progress by:
 - ensuring all teaching is consistently good or better in its impact on pupils' learning and achievement over time
 - making sure the most able pupils are always effectively challenged in all subjects
 - ensuring teachers' marking and guidance is always used effectively to help pupils improve their learning
 - providing regular opportunities for pupils to apply their writing skills in other curriculum areas.
- Improve leadership and management by adding further rigour to middle leaders' and governors' evaluation of the impact of teaching on pupils' achievement.

Inspection judgements

The leadership and management are good

- The school has a welcoming and inclusive ethos that ensures pupils and adults are treated with respect. Equal opportunities and the tackling of discrimination are promoted effectively throughout the school. As a result, there are strong relationships between staff and pupils. Staff are a hard working and committed team with high morale, as confirmed in staff questionnaires completed during the inspection.
- The school's curriculum promotes pupils' spiritual, moral, social and cultural development very effectively. This is a strength of the school and it is underpinned by the school's strong family ethos. The impact of this is seen in pupils' respect for themselves and others which contributes to their exceptional behaviour.
- There is a broad and balanced curriculum and since the previous inspection there are greater opportunities for pupils to learn about other faiths, customs, traditions and the need to tackle discrimination. As a result, pupils are well prepared for life in modern Britain.
- The school has begun to develop assessment methods for the new primary curriculum to ensure an effective system is established to accurately track the progress pupils are making throughout the school.
- Leaders have established effective monitoring systems to check improvement in teaching and middle leaders have begun to develop their role in evaluating improvement strategies. However, there is not always enough rigour in middle leaders' checking of the impact of teaching on raising achievement.
- Leaders provide good training for staff who teach pupils needing extra support and this contributes to their good rates of progress.
- The recently appointed headteacher has quickly settled into her role and already has a good knowledge of the strengths of the school. She has planned reviews of the school's leadership and management to identify areas for further improvement.
- Performance management is in place and teachers' pay progression is linked to specific improvement criteria.
- Pupil premium funding is being used effectively to raise the achievement of disadvantaged pupils by increasingly focussing on closing the gap between the attainment of disadvantaged pupils and that of their peers. Parents are overwhelmingly supportive of the school and are appreciative of the staff who know pupils well as individuals and nurture their growth in a caring family atmosphere.
- Safeguarding requirements are fully met and all staff and governors consider keeping pupils safe to be one of their key priorities.
- The school makes good use of primary school sports funding to provide a wide range of sporting activities with specialist coaching and this has provided invaluable professional development for staff in physical education. As a result there has been an increase in competitive sports matches and increased participation in sports clubs.
- The local authority provides a range of support to the school and the school is part of their programme 'Collaboration Towards Excellence'.
- **The governance of the school:**
 - The governing body is highly supportive of the school and committed to its improvement.
 - Since the last inspection, governors have improved their monitoring of school performance by obtaining more detailed knowledge of the school through collecting data and evidence, including the quality of teaching through regular school visits.
 - Governors know the strengths of the school's achievement data and teachers' performance management is closely linked to pay progression.
 - Governors acknowledge the need to further develop their role through more focused evaluation of the impact improvement strategies are having on raising pupils' achievement.
 - Governors effectively check the school's monitoring systems for safeguarding and manage the finances of the school well, including additional funding, such as primary sports funding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are polite, courteous and considerate showing respect for others in their lessons and informally around school.
- Relationships are exemplary and as a result pupils work well in a variety of situations and take care of each other as shown in the very effective way pupils lined up and cleared away calmly and safely in the

cramped conditions of the dining hall.

- Pupils warmly welcome visitors and are very proud of their school.
- Pupils believe bullying is very rare and any misbehaviour is dealt with swiftly and effectively by staff. Parents overwhelmingly agree that the school makes sure that pupils behave well.
- Pupils are keen to learn and work well together and display exceptional attitudes to learning throughout the school.
- Attendance is consistently higher than the national average.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Staff very quickly respond to any concerns that could affect pupils' well-being or learning and ensure the best support is available to help families.
- Safeguarding systems are very securely established and regularly checked and are effectively supported by a staff safeguarding booklet.
- Pupils follow rules in the school and playgrounds and help to keep each other safe.
- Pupils say they feel safe in school and parents agree that their children are very safe and well looked after. Pupils know how to keep themselves safe outside of school and have a growing understanding of the risks of everyday life, for example playing safely and safe use of the internet.

The quality of teaching

is good

- Pupils enjoy school and this is shown in their exceptionally good relationships with teachers and other staff. As a result, pupils always listen carefully and are eager to learn.
- Teachers make good use of information and communication technology (ICT) at the start of lessons to capture pupils' interest and support their learning.
- Teachers have good subject knowledge and make effective use of their questioning skills to reinforce learning and to extend and deepen pupils' thinking.
- Pupils' exemplary attitudes to learning ensure that they work well together. For example, in a Year 4 writing lesson pupils were very effectively discussing the success of each other's work in meeting the lesson's objectives, and in a Year 3 mathematics lesson, pupils were working together to solve problems through the use of challenging open-ended discussions. As a result, rapid progress was sustained in each lesson.
- Phonics (letters and the sounds they make) is taught well and pupils are able to use their phonic skills effectively when sounding out new, unfamiliar words. Pupils read enthusiastically and teachers are fostering pupils' love of reading.
- There is good provision for pupils requiring extra support. Teachers effectively use assessment to identify pupils' learning needs and as a result, pupils make good progress.
- In some classes, teachers do not match learning activities well enough to pupils' needs and as a result, pupils' progress slows. There is not always enough challenge for the most able pupils.
- The school provides appropriate homework for each age group and this effectively supports pupils' learning in their work at school. Parents strongly agree that homework is well matched to pupils' needs.
- Teaching assistants work closely with teachers to support good quality learning when working with either individuals or groups and this helps to accelerate progress.
- Teachers provide regular and accurate marking of pupils' books. However, advice and guidance in books is not consistent and there are not enough opportunities for pupils to respond to marking and tackle misconceptions. As a result, progress is not always as rapid as it could be.
- Pupils are effectively taught punctuation skills in their writing, but teaching does not provide enough opportunities to practise their writing skills in subjects other than English and as a result, pupils do not always make the best possible progress.
- There is effective teaching of key skills in mathematics and this has contributed to greater consistency in pupils' rates of progress throughout the school.

The achievement of pupils

is good

- Most children start in the Reception class with knowledge and skills typical for their age and make good progress by the end of the Reception Year. As a result, a large proportion of children attain a good level of

development and are well prepared for Year 1.

- Pupils make good progress in reading in Year 1 and the proportion of pupils reaching the expected standard in the Year 1 screening check in phonics is well above average.
- Pupils read well across all ages and enjoy their reading. Pupils in Key Stage 2 are confident and fluent readers who are interested in books and read widely.
- Achievement in reading over time has been consistently strong throughout the school with high standards and good achievement. Progress in mathematics has been more variable over time, but leaders have begun to tackle variation in the progress of some groups and as a result there is an improving trend towards more rapid and sustained progress.
- In 2014, attainment in Key Stage 1 declined, but overall was above average. However, too few of the most able pupils attained above average standards. This is because there is not always enough challenge for this group of pupils in lessons. School leaders have recognised this as a priority for further school improvement.
- In 2014, standards at the end of Key Stage 2 were well above average in reading and mathematics whereas standards in writing were above average.
- Overall, pupils' progress from Year 2 to Year 6 is good and at the end of Key Stage 2 in 2014, there was improved progress in mathematics. The proportion of pupils making better progress than expected in reading and mathematics is above average, but below average in writing. Pupils' progress in writing is slower for the most able pupils because they do not have regular opportunities to explore and develop their writing skills across the curriculum.
- The school's current tracking information and work in the books of disabled pupils and those with special educational needs shows this group are making good progress throughout the school. This is a result of very effective extra support that is carefully planned to meet individual learning needs.
- Overall, the most able pupils achieve well. However, on occasions there is not enough challenge in their learning to ensure they make the rates of progress required to reach the highest standards of attainment.
- In 2014, there was a very small proportion of disadvantaged pupils in Year 6 and it is not possible to make a reliable comparison with the attainment and progress of other pupils. However, current school tracking information and work in the books shows that achievement for disadvantaged pupils throughout the school is good and any attainment gap between disadvantaged and other pupils is closing. This is a result of the effective use of the pupil premium funding to provide pupils with well-planned additional support.

The early years provision

is good

- Children entering the Reception class are well supported by staff and as a result, quickly settle into the routines of the class. They behave well and learn to follow instructions, take turns and listen carefully to adults and each other.
- Provision in the early years promotes children's spiritual, moral, social and cultural development very well. As a result, children are confident learners who cooperate with each other in a wide range of activities. Children learn how to keep safe, for example the importance of washing hands.
- Good teaching means that children engage enthusiastically in learning and adults intervene skilfully to extend their learning in play-based activities.
- Activities are well planned to provide imaginative learning opportunities that meet children's interests and learning needs. This ensures children receive good support in all areas of learning, including the development of phonics knowledge (letters and the sounds they make) and as a result, children make good progress from their starting points and are ready to start Year 1.
- The leader of the early years ensures assessment is used very effectively to inform the planning of provision for all children and as a result the needs of all groups of children are met. Good leadership has helped to support a strong team approach committed to ensuring the best provision for all children.
- There is good communication between parents and teachers, including home visits prior to children starting school. Parents are very supportive and regular communication continues and effectively contributes to the good progress made by children.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108035
Local authority	Leeds
Inspection number	449736

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair	Ann O'Brien
Headteacher	Angela Phillips
Date of previous school inspection	8 March 2010
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