

# The Holy Family Catholic Primary School

Netherton Road, Worksop, S80 2SF

**Inspection dates** 15–16 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children make an exceptionally good start in the foundation unit because of the high quality learning environment and imaginative teaching. They are well prepared for Year 1.
- Pupils continue to make good progress and their achievement in English and mathematics is above average by the time they leave school.
- The school provides a very caring and nurturing place for pupils to do well in their learning and development.
- The quality of teaching is generally good, and some is outstanding. Teachers are developing their skills to ensure pupils receive the best teaching methods.
- Pupils' good spiritual, moral, social and cultural development is a strength of the school.
- Pupils are well behaved and feel safe. Parents and carers, as well as staff, agree. Pupils behave well in lessons and around the school. They are courteous and respectful to each other and adults. Their positive attitudes to learning help them to achieve well.
- Parents and carers are highly positive about the school and the new headteacher. They appreciate the swift improvements already made in their children's learning since September 2012.
- The new headteacher has rapidly gained the high confidence of parents and carers, pupils and staff. Governors are now more focused on making sure that all pupils make even better progress in every year group.
- There is a culture of mutual respect between staff and pupils.

### It is not yet an outstanding school because

- There are some minor inconsistencies in the quality of teaching because work set by teachers is not always challenging, particularly for the more-able pupils.
- There are not enough opportunities for pupils to lead their own and each other's learning.
- Subject leaders have an increased role across the school but opportunities for them to monitor and improve pupils' progress in their subjects are not yet fully developed.

## Information about this inspection

- The inspectors observed 15 lessons, of which six were jointly observed with senior leaders. In addition, inspectors made a number of other short visits to lessons and observed teaching assistants working with small groups. They looked at a wide sample of work completed by pupils. They also heard pupils reading and observed children at play and lunch times.
- Discussions were held with two groups of pupils, members of the Governing Body, and a range of other leaders. This included the staff in charge of literacy and numeracy, as well as the Early Years Foundation Stage. Inspectors spoke with the local authority representative, and also took account of 24 responses to a staff questionnaire.
- Inspectors looked at school planning, monitoring and evaluation documentation, including the school's own data and analysis of pupils' progress from when they joined the school, performance management information, safeguarding information and records relating to behaviour and attendance.
- Inspectors took account of 12 responses to the online questionnaire (Parent View) as well letters received from parents. They also met with parents.

## Inspection team

Paul Delbridge-Smith, Lead inspector	Additional Inspector
Sara Storer	Additional Inspector

## Full report

### Information about this school

- Holy Family Catholic Primary school is average in size.
- A new headteacher joined the school in September 2012.
- The majority of pupils are White British. The proportions of pupils from minority ethnic backgrounds and of those who speak English as an additional language is below average and increasing.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is much lower than the national average.
- The proportion of pupils who are known to be eligible for additional income provided to the school (the pupil premium) is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise teaching and learning to the highest levels, and so further improve pupils' achievement, by:
  - sharing examples of exceptionally good teaching so that staff can learn from the best teachers
  - making sure that work is challenging for all pupils in all lessons, particularly the more-able
  - giving pupils a greater role in leading their own learning and that of others, as well as in making decisions about the school
  - making sure that no time is wasted in moving pupils' learning on in lessons, particularly when they finish activities quickly
  - building on the excellent support provided by teaching assistants so they can have a greater impact on pupils' learning.
- Improve the effectiveness of leadership and management by:
  - increasing opportunities for subject leaders to check that their work is contributing to improving pupils' progress, particularly so that pupils attainment in reading is as good as it is in writing and mathematics
  - ensuring that governors take a more central role in supporting school leaders to further improve the quality of teaching and the impact of leaders and managers on raising pupils' attainment
  - ensuring that subject leaders and managers routinely demonstrate their impact and effectiveness on improving pupils' attainment, in relation to their responsibilities .

## Inspection judgements

### The achievement of pupils is good

- Attainment on entry to the school is generally below average. There are an increasing number of pupils arriving with additional language needs and the proportion of pupils from minority ethnic groups is rising each year. Children receive an exceptionally good education in the foundation unit, and as a result they make good progress so they are well prepared for Year 1.
- Pupils continue to make good progress across the school in all subjects, and more so in Key Stage 2 than in Key Stage 1, particularly in their reading. After a dip in reading results in 2012 at Key Stage 1, pupils' progress is now rising faster because new teaching methods, books and resources have been introduced recently to improve standards in the teaching of phonics (the sounds that letters make).
- Pupils enjoy reading and do so confidently and independently, and parents take an active role in supporting their child's reading. They recognise the swift action taken by the headteacher to improve pupils' enjoyment of reading.
- Attainment at the end of Year 6 rose further in 2012 and pupils' results in national tests were above average, particularly in English. Projections for 2013 and beyond confirm this continued upward trend and more pupils are set to achieve at higher levels.
- Data are regularly collected and reviewed at meetings to monitor pupils' progress. The school is now using this to set more aspirational targets for pupils, and to focus more sharply on ensuring rates of progress continue to rise across the school.
- Pupils develop their skills in writing and problem solving particularly well and have many opportunities to practise them. Pupils enjoy working together to find solutions to real life problems. Their teachers encourage them to write at length, and to use expression and highly emotive language to develop their good written and oral communication skills further. They are looking forward to the new information and communication technology (ICT) facilities which will help them build on their already excellent understanding and use of computers in their learning.
- Pupils know their targets for continued success but do not always get enough opportunities to review their work in relation to success criteria to help them achieve those targets. Consequently they are not always clear about what they can do to improve their own work.
- Pupils benefit from extra support in lessons, with teaching assistants providing well-planned sessions for groups of pupils who either need extending or more time to learn. Leaders have identified mathematics as a current whole-school focus for boosting girls' achievement further. For instance, in all classes there is emphasis on providing real life scenarios for pupils to use and apply their good problem solving and communication skills.
- Disabled pupils and those who have special educational needs, or who are supported by pupil premium funding, make good and sometimes outstanding progress so that they do at least as well as other pupils by the time they leave in Year 6.

### The quality of teaching is good

- Pupils feel they are taught well, and parents and carers agree. Teaching observed during the

inspection was generally good, with some examples of outstanding practice found in the foundation unit as well as in Year 6. A few lessons require improvement because activities are not always tightly matched to individual learning needs to ensure pupils can reach the highest levels, and opportunities were missed to allow pupils to demonstrate what they knew and had learned.

- Teachers know their pupils very well and are quick to give them help whenever problems arise. Pupils have great confidence in their teachers and support staff, with whom they have excellent relationships. This, along with encouragement for pupils to work regularly with talk partners, contributes to their good progress. In an outstanding Year 6 lesson, pupils independently developed their chronological report of an investigation into 'the earth and beyond'. Facilitated carefully by the teacher and teaching assistant, the pupils wrote excellent plans, whilst also showing awe and wonder in the topic.
- Teachers skilfully question pupils about their learning, prompting them to share their thoughts, feelings, emotions and opinions through regular class discussions. A striking example of this was seen in the foundation unit where the teachers provide a rich and enabling environment which continuously promotes children's language, communication and interaction skills, as well as their problem solving and reasoning skills when learning about the natural world.
- Pupils routinely demonstrate their excellent social, moral and spiritual development. In a Year 5 lesson, pupils demonstrated high levels of empathy when they put themselves in the role of a poor child from the Victorian era and were asked to reflect on their living conditions and about what they ate during these times. However, pupils do not always have enough opportunities to be part of decision-making processes in the school, for example there is not a school council.
- Teachers' planning shows that pupils' needs and abilities are considered when developing activities and tasks for them to do. There is a clear emphasis placed on making sure that all learning is real, stimulating, and innovative and that it promotes creative thinking. What it does not always promote is the role of the pupil in leading their own learning or that of others, and sometimes pupils are not as active in their learning as they are able to be.
- Support for pupils in lessons is excellent. Teaching assistants are highly skilled and motivated to provide the best support for the individuals or groups of pupils they work with. Particularly effective was the work of an assistant who took a group of more-able pupils in a Year 4 lesson when learning about weights and measures of real life objects. The level of challenge was good and pupils were continuously pressed to express their reasoning for their answers and choices.
- Work is marked regularly and carefully and comments are generally used effectively to show pupils the next steps towards achieving their targets. In some marking in Key Stage 1, the language used by the teacher was sometimes too difficult for pupils to read and understand. Pupils are keen to share their learning targets, and parents and carers say they are kept well informed about their children's targets for success.
- The best examples of teaching are not fully shared across the school. Improved systems have been introduced for monitoring and developing teachers' skills. As a consequence, teachers will get more opportunities to share and reflect on each other's expertise, and will benefit from better targeted professional development.

- Pupils have very positive attitudes to their learning and life at school. In this attractive and well-resourced learning environment, the firmly-established classroom routines promote pupils' engagement in learning very effectively.
- Pupils' are well behaved in lessons and around the school. Low-level disruption is uncommon and occurs only on the rare occasions when work does not fully engage pupils. Pupils routinely demonstrate their respect for each other, and the school provides regular opportunities for them to reflect about their friendships, feelings, differences, beliefs and values.
- Pupils say they feel safe and know how to stay safe, particularly when using the internet and social networking technologies. Any issues are quickly sorted out because adults are always available for them to speak to if they have any concerns. Parents and carers agree.
- Older pupils enjoy supporting younger pupils during play and lunch times, and act as buddies to help them to play and learn safely. Sometimes their behaviour can be a little lively outside of the classroom.
- Pupils have a well-developed understanding about different types of bullying, particularly cyber-bullying. They say 'bullying does not happen at this school because we love and care for each other'. However, they are aware that sometimes name-calling can be hurtful, but that this is dealt with immediately by adults.
- Pastoral care and support are at the heart of the school's work. Expectations of good behaviour are carefully laid out in line with the school's core values, and all staff routinely demonstrate their commitment to these.
- Pupils with additional learning or language needs are fully integrated into each class, are supported exceptionally well by teaching assistants, and take full advantage of the opportunities provided by the school for them to learn and enjoy. A specialist language assistant is supporting well the increasing number of pupils from minority ethnic backgrounds who are joining the school.
- Attendance rates are average, and the school is working increasingly successfully with the rising number of parents and carers from minority ethnic backgrounds to ensure they understand the school's expectations of them for their children's attendance and punctuality.

### **The leadership and management** are good

- The headteacher and deputy headteacher have vision, energy and determination to make their school the very best. They have correctly focused on improving the quality of teaching throughout the school, and as a result, achievement has improved and continues to improve. Aspirational targets have been set for children to achieve a minimum expected and 'non-negotiable' level of progress in every subject and in every class to accelerate pupils' progress across the school.
- Senior leaders have communicated very clearly their high ambitions and expectations of all staff in contributing tangibly to the continued improvement of the school. They have revised systems for managing the performance of all staff, so that there is now much tighter accountability for every member of staff's role in the school.

- There is shared leadership and management of the Early Years Foundation Stage and Key Stage 1. This is a recent development and builds on the successful leadership of the foundation unit to ensure pupils continue to make at least good progress at this vital next stage of their development.
  - Actions have been taken by leaders to improve the quality of the learning environment and to improve the resources for teaching and learning, particularly new ICT and reading resources, which the pupils are looking forward to using.
  - Procedures to judge the quality of teaching and its impact on the progress of pupils is now much stronger than in the past; this is as a result of changes made to the way in which all staff are monitored and appraised of their work. Leaders and managers use information about the progress of groups of pupils very well to plan appropriate interventions for any pupil who is in need of further support. However, subject leaders do not always look specifically at the progress of groups of pupils with additional learning or language needs across the school, and have not in the past been held accountable for pupils' progress in literacy and numeracy.
  - Senior leaders are excellent role models for other leaders in school to learn from. Staff are highly confident and complimentary about senior leaders, as are parents and carers, and also pupils.
  - Safeguarding procedures meet statutory requirements.
  - The local authority plays a limited role within the school as much of the support is given by the Diocese.
  - **The governance of the school:**
    - Governance of the school is good. Governors know what is happening in the school and have an accurate view of what still needs to be done to further improve the school so that it can be outstanding. They know about the quality of teaching and where there is stronger teaching. They accurately account for the performance of pupils in relation to other pupils nationally, and in relation to other schools. They demonstrate a good knowledge of the use of additional funding, such as the pupil premium, and clearly account for the positive impact this is having on the pupils who attract the funding. However, governors agree they have not always checked that leaders and managers with additional paid responsibilities have performed their duties effectively. They recognise they need further training in order to strengthen their roles and provide stronger governance so they can play a more central role than they have done previously in helping the school to improve.
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## 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

<b>Unique reference number</b>	122820
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	403499

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maria Carroll
<b>Headteacher</b>	Angela Heald
<b>Date of previous school inspection</b>	4 December 2007
<b>Telephone number</b>	01909 473917
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