

# Holy Family Catholic Primary School

Netherton Road, Worksop, Nottinghamshire S80 2SF

## Inspection dates

4–5 July 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not taken effective action to address all the areas identified as needing improvement at the last inspection.
- Leaders do not always evaluate the impact of their actions sharply in order to amend plans for further improvement.
- Pupils' outcomes in every key stage have been lower than national averages in recent years.
- The teaching of phonics requires improvement. Pupils' outcomes in phonics have declined.
- The quality of teaching, learning and assessment is inconsistent. Teachers do not routinely plan activities which meet the needs of different groups of pupils. Teaching assistants do not always support pupils' progress effectively.
- Pupils are not always moved on to more challenging work quickly enough.
- The early years leader has not been supported to be fully effective. Some staff do not have the necessary skills to support children as well as they should.

### The school has the following strengths

- The headteacher has brought about considerable improvements since her appointment in September 2016. Pupils behave extremely well. They are polite, confident and caring. Pupils are safe and happy.
- The curriculum is broad and balanced. It provides enriching experiences for pupils of all ages. Pupils' spiritual, moral, social and cultural development is promoted well.
- Some middle leaders have become more effective since the last inspection.
- Attendance is above the national average.
- Teaching is improving. There is some very good practice in the school. Current pupils are making faster progress than in the past.
- Leadership of the provision for pupils who have special educational needs (SEN) and/or disabilities is strong. Pupils are very well supported.
- The school is welcoming and inclusive. The five 'promises' permeate all aspects of the school.
- The early years provision has improved. Leaders have a clear vision and are determined to provide the best for children.

## Full report

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

- Improve the quality of leadership and management by ensuring that:
  - all leaders evaluate the impact of their actions and amend plans accordingly to bring about continued and sustained improvements, including in the early years setting
  - senior leaders support the early years leader to be fully effective in her role.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers use assessment information to plan activities that meet the needs of different groups of pupils
  - teaching assistants have the skills necessary to support pupils' learning, including in the early years
  - teachers move pupils on to challenging work more quickly, including in the early years setting.
- Improve outcomes by:
  - embedding strategies to improve reading across the school
  - monitoring the teaching of phonics more closely and taking action to tackle weaknesses.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since her appointment in September 2016, the headteacher has brought about significant improvement to all areas, following the school's decline since its previous full inspection in November 2012. She has communicated a clear vision for school improvement and shared her high expectations of staff and pupils. Nevertheless, inconsistencies in the quality of education provided by the school remain.
- Leaders understand the school's strengths and weaknesses. They have identified clear priorities, and improvement plans are detailed. However, not all leaders evaluate the impact of their actions with rigour and, therefore, do not amend plans swiftly enough to bring about improvements with enough urgency.
- Senior leaders have not provided sufficient support to the newly appointed early years leader. She has therefore been unable to fully implement her vision for the setting.
- The inspection which took place in January 2018, identified the need to urgently improve the teaching of phonics. Leaders have not been effective in tackling this aspect of the school's work. It has not been given the necessary priority and attention.
- Leaders have ensured that the pupil premium and the primary physical education (PE) and sport funding is used effectively. Leaders allocate the funding carefully. They do not yet evaluate its impact with enough precision to provide governors with the information that they need to hold leaders fully to account for its use.
- The effectiveness of middle leaders is variable. The English leader has taken effective action to improve the quality of English teaching in key stages 1 and 2. The leadership of mathematics is weaker and provision in this area is inconsistent as a result.
- Leaders have improved the quality of teaching, learning and assessment through the sharing of expectations, complemented by supportive coaching. A comprehensive programme of staff training and professional development opportunities supports teachers to develop their practice.
- The curriculum is broad and balanced. Pupils of all ages study a wide range of subjects, including those delivered by specialists, such as French and outdoor learning. Pupils are extremely positive about these opportunities.
- The leadership of the provision for pupils who have SEN and/or disabilities is a strength of the school. The SENCo is strategic in her approach. She monitors and tracks pupils' academic progress and pastoral well-being. She liaises with staff and external agencies so that pupils get the support that they need.
- The headteacher has introduced five 'promises' that encapsulate the school's vision to: look after the world around us, keep everyone safe, keep everyone included, be honest and keep everyone learning. These values permeate all aspects of school life. The vast majority of staff and pupils consider these in all that they do. This contributes to the welcoming and inclusive nature of the school.
- Pupils' spiritual, moral, social and cultural development is promoted well throughout the school. Pupils have a good understanding of fundamental British values.

## Governance of the school

- Governors bring a range of experience and skills to their role. Responsibilities are assigned according to individuals' expertise. They understand the school's strengths and weaknesses. They validate information provided by school leaders, for example, by seeking external advice.
- Since the last inspection, governors have increased the level of their challenge to leaders. For example, middle leaders have been invited to governing body meetings to report on the impact of their actions against the school's priorities.
- Governors have the skills and knowledge to hold leaders to account, and they do so effectively for most aspects of the school's work. They recognise the need to ensure that they seek the detailed information that they need to hold leaders to account for the school's use of the pupil premium and the primary PE and sport funding effectively.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff have received up-to-date training about safeguarding issues and understand their responsibilities and duties. The headteacher ensures that staff are kept well informed about ongoing safeguarding cases so that pupils are well monitored.
- Leaders take appropriate action if they have concerns over a pupil's safety or well-being. They involve external agencies and are tenacious in following up referrals.
- Records are detailed and of high quality and kept securely. They contribute to leaders' ability to closely monitor and support pupils in need.
- Pupils are well cared for. They feel safe in school.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching is inconsistent across the school. Teachers do not routinely use information about what pupils are able to do to plan activities that meet the needs of different groups of learners. All pupils often work on the same activity, regardless of their ability. This means that the most able pupils are not sufficiently challenged and the least able are not effectively supported.
- Pupils are not routinely moved on to more challenging work quickly enough. Pupils say that they sometimes find their work too easy.
- Teachers do not consistently apply the school's feedback policy. Pupils sometimes do not know what they need to do to improve their work.
- The teaching of phonics requires improvement. Some teachers do not have the skills and they lack confidence to be effective in this area of their practice. Pupils' outcomes in phonics have declined in recent years.
- The SENCo has provided clearer direction for teaching assistants. Their effectiveness has improved since the last inspection but remains inconsistent. Not all teaching

assistants are well deployed. They do not all contribute to pupils' progress as well as they should.

- The provision for pupils who speak English as an additional language is inconsistent. The English leader has ensured that teachers know how to support this group of pupils, and their needs are well met. Support for this group of pupils is less effective in mathematics.
- The teaching of English, particularly for older pupils, has improved considerably as the result of good leadership in this area.
- Reading for pleasure is promoted well across the school. Leaders have created an attractive library space that is centrally located. Reading is celebrated through displays. For example, pupils' work, following workshops with a visiting poet, is displayed in corridors. Pupils are expected to read at home and teachers ensure that those who do not have regular opportunities to do so are supported to practise their reading in school. Nevertheless, approaches to improving reading skills are not fully embedded.
- Relationships between teachers and pupils are positive. Pupils are keen to share their views with teachers and to participate in discussions.
- There is some very good teaching in the school. Some teachers plan sequential activities which build on prior learning. Work is well matched to pupils' different abilities, and pupils make good progress. Teaching is particularly strong in Years 2 and 6.
- Where there is strong practice, teachers use questioning and discussion skilfully. Teachers probe pupils' understanding and develop pupils' reasoning skills. They support the least able pupils to work things out for themselves.
- Specialist subject teachers provide a very good quality of teaching, which both enriches pupils' experiences and contributes to strong progress. For example, an inspector observed a French lesson where very carefully planned activities and the use of targeted questioning supported pupils to develop their skills and extend their vocabulary very well.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development is good. Pupils understand the school's values and consider these in their attitude and approach to school life. They are respectful, responsible and kind.
- Teachers support pupils to develop as responsible and independent learners. Pupils are confident and self-assured. They work well collaboratively and independently.
- Pupils understand how to keep themselves safe in a variety of situations. For example, they know how to protect themselves from the potential dangers of the internet, drugs and alcohol.

- Staff celebrate pupils' success. Work by pupils of all abilities and ages is displayed around school. Pupils are keen to achieve awards, including badges earned through progress and effort.
- Much work is undertaken to promote pupils' personal development and to enrich their experiences. For example, pupils from all year groups participate in residential visits, undertaking a variety of activities, including water sports, climbing and archery. There are also opportunities for pupils, of all ages, to develop their leadership skills. For example, older pupils take on roles as house captains and younger pupils are elected as class representatives, known as 'mission leaders'.
- The school is highly inclusive. Pupils understand diversity and are respectful of those who have values and lifestyles that differ from their own. Pupils are equally respectful of those who have additional needs.
- Pupils understand what constitutes bullying. They recognise that some bullying occurs, but they say that it is dealt with swiftly and effectively by staff. Pupils know with whom they can speak if they have any concerns.

## Behaviour

- The behaviour of pupils is good. Leaders have shared clear expectations of pupils' behaviour and introduced a simple system for managing behaviour. Pupils understand the expectations and respond accordingly. They conduct themselves well around school and at unstructured times.
- Most pupils attend very well. Whole school attendance, including that of disadvantaged pupils and those who have SEN and/or disabilities, has increased and is now above the national average. Persistent absence has reduced and is low. Pupils who speak English as an additional language do not attend as well as other pupils. Their rates of absence are higher than the national average.
- The vast majority of pupils behave very well in lessons. When teaching does not meet their needs, some pupils lose focus and concentration. Teachers do not always manage this effectively, which can lead to some low level disruption. Some younger pupils do not always respond to teacher's requests and instructions.

### Outcomes for pupils

### Requires improvement

- In recent years, pupils have made slower progress by the end of key stage 2 than all pupils nationally. In 2017, the proportion of pupils, including disadvantaged pupils, reaching the expected and higher standards in reading, writing and mathematics was below the national average.
- The proportion of pupils reaching the expected and greater depth standards in reading, writing and mathematics by the end of key stage 1 declined in 2018 and is likely to be considerably lower than that seen nationally.
- Pupils currently in Years 4 and 5 are making slower progress than other pupils in the school in reading, writing and mathematics.

- Leaders have not taken swift enough action to improve the quality of teaching of phonics across the school. The proportion of pupils passing the phonics screening check has steadily declined in recent years. In 2017, it was considerably below the national average and declined further in 2018. However, many pupils catch up well by the end of Year 2. In 2017, the proportion of pupils meeting the expected standard by the end of Year 2 was above the national average.
- Attainment in science was below the national average in key stages 1 and 2 in 2017.
- Leaders' tracking information indicates that current pupils are making progress at a similar rate to other pupils nationally. Stronger teaching in Years 2 and 6 is helping pupils to make more rapid progress than other pupils in the school.
- Leaders' expect the proportion of pupils reaching the expected and higher levels in reading, writing and mathematics in 2018 to be similar to that seen by all pupils nationally in 2017.
- Pupils, including disadvantaged pupils, achieve well in the English grammar, punctuation and spelling test. In 2017, the proportion of pupils reaching the expected standard was above the national average.

### Early years provision

### Requires improvement

- The leader of the early years provision has a clear vision and is committed to providing a good quality of education for children when they start school. Since her appointment in January 2018, she has begun to bring about much needed improvement, but her actions have not yet had time to take full effect. A lack of capacity in the senior leadership team has meant that she has not been supported to be fully effective in her role.
- Leaders have identified appropriate priorities for improvement and plans are in place to address these. However, leaders do not evaluate the impact of their actions sharply or regularly. They are therefore unable to amend plans and adapt their actions to continually drive improvement. Plans are not rigorously implemented.
- The quality of teaching is inconsistent. The approach to planning is not fully effective. Adults do not consistently plan activities which meet children's needs. Teachers and adults do not always ensure that all children are actively engaged in purposeful activity.
- Leaders have introduced a new system for assessing and tracking children's progress. This is beginning to support teachers' ability to track children's progress. However, leaders have not ensured that all staff have the skills necessary to use this effectively.
- Teaching assistants do not have the skills that are necessary to support children's learning and development as well as they should. For example, their use of questioning does not develop children's understanding, because they dominate the discussion or take over the direction of the activity.
- Teachers and adults do not always ensure that children demonstrate positive behaviour. A small number of children do not respond to adults' requests or instructions.

- The teaching of phonics is improving. Increasingly, the most able children are well challenged and the least able are well supported. Children who speak English as an additional language are effectively supported and make good progress.
- Leaders emphasise the importance of reading and writing. Activities are planned around a storybook and there are many books available for children to enjoy. The early years leader continually works to develop children's reading skills. For example, when a boy was talking about the shark in his book, the leader supported him to identify the rhyme 'park'.
- Some teaching is good. The early years leader, for example, is skilled in encouraging children's development through questioning and encouraging children to refer to their prior learning.
- The proportion of children, including disadvantaged children, reaching a good level of development has increased steadily over recent years. It is now similar to the national average. The vast majority of children are well prepared to start Year 1.
- The curriculum provides opportunities for children to widen their experiences.
- The behaviour and conduct of the majority of children are good. Children collaborate well. For example, when one child was struggling to reach some painting resources another said, 'Let me help you.' They are respectful of one another. Children are happy.
- There has been considerable investment in the environment of the early years setting. Children benefit from a vibrant, welcoming physical environment that provides a range of stimulus. The setting is very well resourced.
- Safeguarding is effective. Staff liaise with the designated safeguarding lead when they have concerns and appropriate action is taken. Staff know individual children well. This supports safeguarding arrangements.

## School details

Unique reference number	122820
Local authority	Nottinghamshire County Council
Inspection number	10048572

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Catherine Grand
Headteacher	Rachel McEvoy
Telephone number	01909 473 917
Website	<a href="http://www.holyfamily.notts.sch.uk">www.holyfamily.notts.sch.uk</a>
Email address	<a href="mailto:headteacher@holyfamily.notts.sch.uk">headteacher@holyfamily.notts.sch.uk</a>
Date of previous inspection	30 January 2018

## Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is lower than average.
- The proportion of pupils who have SEN and/or disabilities, and those who have an education, health and care plan, is lower than the national average.
- The majority of pupils are White British.
- The proportion of pupils who speak English as an additional language is higher than average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors observed learning in all classes, some jointly with senior leaders.
- Discussions were held with senior and middle leaders, other staff, members of the governing body and the local authority adviser.
- Inspectors looked at pupils' work in lessons and a sample of pupils' books.
- Inspectors observed pupils' behaviour during lessons, around school, at breaktime and at lunchtime.
- Inspectors spoke with pupils in discussion groups, in lessons and informally around the school. The lead inspector listened to a group of pupils reading.
- Inspectors scrutinised a wide range of documents, including the school's self-evaluation, its improvement plans, minutes of meetings of the governing body, information about the attainment and progress of all pupils, records relating to behaviour and safeguarding, and information on the school's website.
- Inspectors considered the 45 responses to Ofsted's online questionnaire, Parent View, and 55 free-text responses. They also spoke to a number of parents before school to ascertain their views.
- Inspectors considered the responses to Ofsted's questionnaires from six pupils and 20 staff.

## Inspection team

Deborah Mosley, lead inspector

Her Majesty's Inspector

Emma Hollis-Brown

Ofsted Inspector

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