

Inspection of Holy Family Catholic Primary School

Netherton Road, Worksop, Nottinghamshire S80 2SF

Inspection dates: 7 and 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Holy Family Primary School is a shining example of a caring, welcoming and happy school. The school's mission statement of the 'five promises' is at the heart of everything it does. This is an inclusive school where everyone cares for each other and learns together. Leaders have created a supportive and nurturing environment in which pupils are safe and thrive. This, together with teachers' consistently high expectations, helps pupils to achieve well.

Pupils are polite, well mannered and courteous. They are respectful and value each other's differences. One pupil, echoing the views of others, told an inspector: 'It doesn't matter what you believe in, or who you are, we are all the same inside.' Pupils behave sensibly and work hard in lessons. They like having the chance to earn 'mission points' for positive behaviour. Pupils say that bullying is rare. Staff are quick to resolve any bullying issues that arise.

Leaders organise a range of outings and special events to support pupils' learning. For example, pupils enjoy their outdoor learning sessions and residential trips. Pupils can also attend school clubs, such as choir and football. Pupils enjoy their responsibilities, which include sports leaders and house captains.

What does the school do well and what does it need to do better?

Leaders have worked effectively to develop a curriculum that suits the needs of their pupils. In each year group, pupils study a wide range of subjects. In each subject, leaders have considered carefully what pupils need to learn and in what order. In a few subjects, leaders have not specified the knowledge that pupils need to acquire in each unit of work or topic. This makes it difficult for teachers to work out what pupils should know and remember over time in these subjects. Leaders are sorting this out. They have plans for this work to be completed by the end of the year.

Leaders have considered how best to help pupils remember their previous learning. Pupils recall their prior learning during the 'meetings' at the start of lessons. Teachers check what pupils know frequently. This helps them to plan what pupils need to learn next. Teacher model and present new ideas well before pupils practise independently. This results in an effective and consistent approach to teaching across the school.

Across the school, pupils have access to a wide range of books. They enjoy reading. Leaders prioritise reading and are determined to make sure that all pupils can read well. In the Nursery, staff read a range of stories, rhymes and books with children and introduce them to phonics. This focus on learning to read continues into Reception and beyond. Leaders have worked hard to make sure that pupils' reading books are matched to the sounds they learn. This builds pupils' confidence. Pupils who struggle with reading have support to help them catch up.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders and staff work together to identify pupils' needs quickly. Teachers know the individual needs of pupils well and work closely with support staff so that all pupils can access the curriculum. Pupils show respect for those with SEND. They support them and look after them.

Children in the early years get off to a good start. There is a sharp focus on developing pupils' vocabulary. The learning environment is purposeful, and children learn well together. Staff make sure that children respect each other and learn about differences and diversity. For example, children learn bhangra dancing and get to taste Romanian food. Leaders use many skills of the parents and carers to enhance children's learning.

Behaviour around school and in lessons is good. Pupils know right from wrong and understand why rules are important. They know the importance of keeping everyone safe and of being honest. Pupils' spiritual development is very well promoted through assemblies and prayers.

Pupils elect house captains and take part in charity work. Pupils learn about the importance of respecting everyone and their differences, such as faith and gender. They know that not all families are the same as theirs. Leaders have organised the curriculum so that pupils are being prepared for life in modern Britain. However, some pupils' understanding of fundamental British values and different faiths is fragile. Pupils know how to keep themselves safe, fit and healthy.

Staff morale is high. Staff feel well supported by leaders and governors. Governors and leaders monitor staff workload and well-being and ensure that staff are not overburdened. Governors keep a close eye on many aspects of the school, such as the safeguarding of pupils.

Safeguarding

The arrangements for safeguarding are effective.

Staff are highly vigilant, extremely caring and work together to keep pupils safe. They are well trained and know what to do, who to talk to and how to record any concern.

Leaders act quickly to provide support for vulnerable pupils and their families. Regular meetings of the safeguarding team ensure that the right support is provided at the right time.

Safeguarding is threaded through the 'five promises' of keeping everyone safe and looking after the world around us. Pupils know how to stay safe when using the internet and when out of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge that pupils need to learn in some subjects is not sufficiently well planned and sequenced. Where this is the case, it is not yet fully clear exactly what knowledge pupils should learn and by when, to build their knowledge over time. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders should ensure that curriculum thinking for all subjects sets out the knowledge that all pupils, from Nursery through to Year 6, should know and by when. For this reason, the transitional arrangements have been applied.
- Some pupils do not have a developed understanding of fundamental British values and other faiths and cultures. Leaders should ensure that pupils develop a deeper understanding of these aspects of the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122820
Local authority	Nottinghamshire County Council
Inspection number	10227300
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	215
Appropriate authority	The governing body
Chair of governing body	Catherine Grand
Headteacher	Chris Bratt (Acting headteacher)
Website	www.holyfamily.notts.sch.uk
Date of previous inspection	4 and 5 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- This Catholic school is part of the Diocese of Hallam. The most recent section 48 inspection took place on 21 June 2018. This is an inspection of the school's religious character.
- The acting headteacher is in post until September 2022. A new headteacher will take up post in September 2022.
- The school has an after-school club operating on the site. This provision is managed by the school.
- The school has a nursery that admits three-year-olds.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors met with the acting headteacher, senior leaders and a range of staff.
- Inspectors met with members of the governing body. The lead inspector spoke to a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics, science and art. For each deep dive, inspectors met with subject leaders to discuss the curriculum, spoke with teachers, and spoke with pupils about their learning. They visited lessons and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. Inspectors met with staff and considered responses to Ofsted's staff survey.

Inspection team

Kirsty Norbury, lead inspector

Her Majesty's Inspector

Paul Lowther

Ofsted Inspector

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