

Holy Family VA RC Primary School

Inspection report

Unique Reference Number	136080
Local authority	Salford
Inspection number	382024
Inspection dates	14–15 February 2012
Lead inspector	Mark Colley

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair	Christine Trueman
Headteacher	Anna Shanley
Date of previous school inspection	N/A
School address	3 Lower Seedley Road Salford M6 5WX
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Introduction

Inspection team

Mark Colley

Additional inspector

Patricia Cope

Additional inspector

Steve Rigby

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 14 lessons and 10 teachers. These included short visits to a range of phonics (teaching of letters and sounds) sessions taught by teachers and trained assistants. They also sampled pupils' work and heard a number of pupils read. Meetings were held with groups of pupils, the Chair and Vice-Chair of the Governing Body and school staff, including senior and middle managers. Inspectors took account of the responses to the on-line questionnaire (Parent View) when planning the inspection, observed the school's work and looked at a number of documents, including the school development plan, the safeguarding policies, and the school's analysis of pupils' progress. They also analysed 44 parental questionnaires and others completed by pupils and staff.

Information about the school

Holy Family VA RC Primary School is a broadly average-sized school opened in January 2011. The proportion of pupils from minority ethnic groups is well above that found in schools nationally as is the proportion who speak English as an additional language. The percentage of pupils known to be eligible for free schools meals is well above the national average. The percentages of pupils supported at school action, school action plus or with a statement of special educational needs are below that found nationally. The school meets the current government floor standard.

Both the substantive headteacher and deputy headteacher left the school in July 2011. The local authority and school governors put an acting headteacher in place. These arrangements initially planned for a term have been extended for the academic year. There have been further changes in key leadership roles in school since September, but the school have now appointed a number of key staff to start in the summer term and are in the process of recruiting a permanent headteacher.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. Under the determined and sharply focused leadership of the acting headteacher, pupils enjoy their experiences in a safe, happy and nurturing environment. Parents and carers who responded to the questionnaire are overwhelmingly supportive of the school. The school is not good because attainment in mathematics is below average and progress not rapid enough; and leadership roles, particularly with regard to monitoring and evaluation, are not sufficiently embedded to improve teaching from satisfactory to good.
- Pupils' achievement is satisfactory. From starting points which are below those expected for their age, children make more rapid progress in the Early Years Foundation Stage. Attainment is broadly average in English and below average in mathematics by the end of Year 6. An increasing proportion of pupils, as observed across school, are reaching higher attainment. This represents satisfactory and improving progress overall.
- Pupils' behaviour is satisfactory overall. They typically behave well in lessons and around the school site. They know the importance of a healthy lifestyle and have a good understanding of how to keep themselves safe in various situations, including when using the internet.
- The quality of teaching is satisfactory rather than good because assessment information is not always used well enough to identify how learning can be fully accelerated. Consequently, tasks in lessons do not always challenge all pupils to achieve their full potential, particularly in mathematics. Currently teachers are not making the most of opportunities to further develop basic skills such as literacy, numeracy and information and communication technology (ICT) across the curriculum
- Leadership and management are satisfactory. The acting headteacher has rapidly identified the key improvements needed to move the school forward. The considerable changes in leadership across school since its opening more

than a year ago have disrupted the monitoring and evaluation of teaching, learning and the performance of staff so that teaching and achievement are not yet improved from satisfactory to good

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress across school, particularly in mathematics, by ensuring that:
 - assessment information is used more consistently to match work to the need and ability of all pupils and to build on their prior learning.
 - teachers develop a more systematic approach to the teaching of mathematics, giving pupils greater opportunity to apply their skills in problem-solving activities
 - pupils have a greater opportunity to work independently and in groups applying their basic skills in literacy, numeracy and ICT across the curriculum.

- Fully embed leadership and management roles at all levels so that:
 - more teaching is consistently good and better
 - subject leaders take a more active role in monitoring the quality of teaching and pupils' outcomes across school
 - assessment data gives a more precise and regular picture of pupils' progress.

Main Report

Achievement of pupils

The large majority of parents who responded to the inspection questionnaire stated that their children are helped to make good progress. Inspectors judge that overall pupils make satisfactory progress. Children start school with knowledge and skills that are below those typical of children of their age. They make good progress in the Early Years Foundation Stage, and their lessons provide a firm foundation for further learning. Nevertheless, many children have lower-than-average writing and number skills when they start Year 1. Through Key Stage 1 and lower Key Stage 2 they make satisfactory progress. They then make more accelerated progress in the later stages of Key Stage 2 particularly in Year 6, as a result of well-focused activities, high expectations and a brisk pace of learning. By Year 6 attainment is overall broadly average but weaker in mathematics than English.

A range of evidence, including lessons observed, demonstrates that pupils make faster progress in reading and writing than in mathematics. This is because sometimes pupils lack the range of strategies to solve problems and do not always understand what they needed to do to make further progress.

Lower-ability pupils and those who have special educational needs are making satisfactory and improving progress through a structured programme of intervention strategies and small group work. A good example of this was observed where a teaching assistant worked effectively with three Key Stage 1 pupils to target their understanding of place value. Pupils quickly built confidence and consolidated their understanding of tens and units linked to money and buying produce. Steps taken to accelerate younger children's development of reading through structured learning of letters and sounds are having a positive impact. This is built upon steadily in Years 1 and 2 and consequently, pupils develop broadly average reading skills at the end of Key Stage 1. Reading intervention across the school is increasing the proportion of pupils with a reading age at or above their chronological age. When pupils leave school in year 6 their attainment in reading is broadly average.

Quality of teaching

Teaching is mostly satisfactory and there is some that is good. In all lessons teachers have good relationships with pupils. In the best lessons questioning is used well to assess pupils' understanding and extend their learning further. A good example of this was in a Year 6 lesson where pupils responded with excitement to the teacher's enthusiastic delivery. Pupils worked well in groups to compare contemporary poems, were engrossed in discussion and made good progress in highlighting similarities and differences in style and approach. Teaching assistants show a good awareness of pupils' progress by reviewing their learning and understanding in lessons to check and, if required, redirect their focus. However, this was not evident in all the lessons observed. The quality of teaching is satisfactory rather than good, because assessment is not always used rigorously enough and this results in work that does not always fully challenge pupils to achieve their potential. Furthermore although marking, particularly in English and some year groups, gives pupils clear guidance in how to improve their work, this is not consistent across mathematics or the school. Within the planned curriculum there are not enough opportunities to promote pupils' writing, numeracy and ICT skills in other subjects. Evidence observed by inspectors in pupils' topic, science and religious education books shows pupils having a wide range of opportunities to develop their writing but teachers are not making the most of opportunities to reinforce numeracy. Connections are not always made to the development of pupils' writing identified within their literacy books.

Teachers are less confident in their teaching of mathematics and, on occasion, less effective subject knowledge and the limited range of strategies given to pupils to aid their mathematical work slows progress. In a number of mathematics lessons observed pupils did not benefit from enough time to discuss and reflect on their thinking and could have had greater opportunity to use their mathematical skills in problem-solving activities.

Disabled pupils and those who have special educational needs receive effective support. Their progress in lessons is assured through effective team working between teachers and teaching assistants. The impact of teaching on pupils' spiritual, moral, social and cultural development is satisfactory overall. Their spiritual development is accelerated well, through the school's Catholic ethos and its celebration of the diversity of pupils' heritage. Pupils have a range of cultural opportunities through the arts and music with, for example, all Year 4 pupils playing

a brass instrument. Almost all parents and carers who responded to the inspection questionnaire considered that their children are well taught and this is despite significant changes in staffing across school.

Behaviour and safety of pupils

A small minority of parents and carers expressed concerns about behaviour and how effectively the school deals with poor behaviour. Pupils' behaviour, as seen in class and around the school during the inspection and from records held by the school, identifies behaviour as satisfactory over time. Inspectors did see a minority of lessons with low level disruption and this was seen when learning was not suitably matched to meet pupils' abilities and interests. Predominantly pupils are considerate to adults and one another, displaying positive attitudes to their learning and responding quickly to teachers' requests. The school work well with a small number of pupils who find it difficult to behave. Clear systems and good relationships with key staff ensure they make a positive contribution in class.

Attendance is above average and pupils are punctual. Policies and procedures for both behaviour and safety are up to date and were recently approved by the governing body. Pupils have a clear understanding of the need to lead a safe lifestyle and have a good understanding of a variety of safety issues. Pupils are well informed of the different forms of bullying and state that it is rare in school but always dealt with swiftly and effectively by staff. The school uses the expertise of a range of outside agencies to provide support for pupils experiencing difficulties that affect their learning. Pupils in receipt of this support attend school regularly and most make satisfactory progress in their personal development and their academic work.

Leadership and management

Staff changes across school since its opening in January 2011 have hindered any real continuity in leadership and management. Despite this, the acting headteacher has introduced rigorous systems to monitor provision and pupils' progress. Staff, parents and carers, the governing body and pupils are highly supportive and share her ambitious vision for the school. Although at early stages, the systems provide a good foundation on which to plan further improvement. There are clear action plans for development supported by well-targeted professional development.

Self-evaluation is accurate and the school knows its strengths and weaknesses well. However, key leadership appointments are yet to take up their posts and there has been limited time for new leadership roles to fully embed the planned changes. Subject leadership roles have only recently been put in place and, although these leaders have made good progress in planning key curriculum areas, they are still developing their role in monitoring teaching and learning within their areas of expertise. Data systems that record pupils' attainment do not give an indicator of progress often enough to provide comprehensive guidance for all staff.

The school's strategies to safeguard pupils fully meet statutory requirements and include robust recruitment procedures and thorough assessment of risks. The school has established effective partnerships with outside agencies and families to protect children whose circumstances make them vulnerable. The school effectively

promotes equality of opportunity and tackles discrimination. It is highly inclusive and welcoming of all pupils. Disabled pupils and those who have special educational needs, including those with behavioural difficulties, are well supported so that they make good gains in their personal and social development. The school provides a satisfactory curriculum that meets the needs and interests of pupils. They are effective in their development of social, moral, spiritual and cultural aspects of pupils' learning but understand that these areas could be more consistently developed across all subject areas.

The governing body have a good understanding of the school's strengths and areas for further development. Effective support in the Early Years Foundation Stage has been provided; staffing has been more stable here, leading to good provision indoors. Further work is still needed to fully develop outdoor provision to match the quality found inside. The school have a clear understanding of the quality of teaching across all classes. They can evidence the improvements around teaching and learning in the classrooms where teachers have been in place since the school opened.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 February 2012

Dear Pupils

Inspection of Holy Family VA RC Primary School, Salford, M6 5WX

Thank you for talking to us and helping us when we inspected your school. We enjoyed talking to you and hearing some of you read. In your questionnaire responses, most of you say you are happy with all aspects of school life. However, a few of you say that behaviour could be better in school.

You go to a satisfactory school. These are some of the best things about it.

- Nursery and Reception children have lots of fun and enjoy learning while they play in the Early Years Foundation Stage
- All adults take good care of you and you told us that you feel safe and that adults are always there to listen and help you if a problem arises in school.
- Your work is getting better and you are make satisfactory progress, reaching broadly average standards in English although slightly lower in mathematics.

To make the school even better, I have asked it to:

- check that each one of you is given work in lessons which will enable you to achieve as well as you can and to see that you make enough progress
- make sure that all teachers consistently plan tasks in mathematics lessons which match your needs and help you learn better
- give you more opportunity to learn together and concentrate on your English, mathematics and ICT in all your lessons
- give leaders time to check that your lessons are good and you are achieving as well as you should

I hope you will play your part by working hard and to do your best to make your school even better.

Yours sincerely

Mark Colley
Lead inspector

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