

# Holy Family Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	106772
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	356026
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	Rosemary Eaton

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

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<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>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter O'Neill
<b>Headteacher</b>	Mr Paul McLaughlin
<b>Date of previous school inspection</b>	13 September 2007
<b>School address</b>	Kirton Lane Stainforth, Doncaster South Yorkshire DN7 5BL
<b>Telephone number</b>	01302 841283
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed eight lessons, each taught by a different teacher. Meetings were held with groups of pupils, governors and staff. The inspection team observed the school's work and looked at a range of documents including the school's plans for its future development, safeguarding policies and records, samples of pupils' work, and assessment information. The 53 questionnaires returned by parents and carers were analysed as were those completed by pupils and staff.

- The degree of challenge English lessons pose to the most able pupils, to determine whether they are reaching high enough levels.
- How effectively teaching and the curriculum meet the needs of boys.
- The success of actions taken by leaders to drive up standards and achievement in writing.
- The effectiveness of the school's strategies for promoting regular attendance.

## Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average. Most pupils are White British. The largest minority ethnic group is made up of children from Traveller families. An above average proportion of pupils have special educational needs and/or disabilities. Several of these pupils have behavioural, emotional and social difficulties. Since the previous inspection there have been a number of staff changes, including the appointment of a new deputy headteacher. The school has gained the Basic Skills Charter Mark.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

'We're all happy here and we learn a lot.' In a few words, pupils sum up the key features of this good school. Since the previous inspection, thoughtful and determined leadership has ensured that the school has retained its caring and inclusive ethos whilst the quality of teaching has improved significantly. As a result pupils' learning and progress are now good and standards are rising in reading, writing and mathematics. Self-evaluation is systematic and thorough and provides leaders, including governors, with an accurate view of the school's strengths and where more development is still needed. Staff share the commitment to pupils' welfare and achievement, appreciate the part they each play in moving the school forward and help to ensure its good capacity for sustained improvement.

When they join the Nursery, the skills of most children are below or even well below the expectations for their age. Good teaching and well-organised opportunities for learning in the classrooms lead to good progress during the Early Years Foundation Stage. However, children do not all reach the levels expected by the time they start Year 1 and activities outdoors are not always as well planned or easily available to children. By the end of Year 6, attainment is broadly average, although pupils' writing is weaker than their reading and mathematics. In most respects, teachers have high expectations of pupils. For example, they make sure that work is matched well to what different groups need to learn next. However, pupils are not always required to write neatly and displays of written work in classrooms and corridors often contain many uncorrected spelling and punctuation errors. This means that pupils do not appreciate the importance of taking care over all aspects of their writing.

Pupils feel safe in school, reflecting the close attention the school pays to looking after them and providing each one with the support they need. They behave well and care about each other, readily taking on all manner of responsibilities within the school. Strong partnerships with parents and carers and a host of agencies and organisations enhance the curriculum, and the care and support provided, helping to secure pupils' good achievement and their general well-being.

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

- Improve the levels reached by children in the Early Years Foundation Stage by:
  - providing more opportunities for them to choose to learn in an outdoor setting
  - ensuring that activities outdoors reflect the good quality provision indoors.
- Improve standards in writing throughout the school by ensuring that:

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- teachers have consistently high expectation of pupils' handwriting and the presentation of their written work
- better use is made of opportunities for pupils to talk together in order to organise their ideas
- displays of pupils' writing set high standards for others to reach.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils' good behaviour in lessons contributes to their ability to work independently. They seldom need prompting to stay on task. Very good relationships between pupils and with adults mean that all boys and girls are keen to contribute to discussions, secure in the knowledge that their views will be respected and their efforts acknowledged. Pupils enjoy opportunities to talk together and they work cooperatively with partners or as part of a team. They try hard to succeed at tasks, but do not always take enough care over their written work. For example, younger pupils form letters inaccurately and older ones sometimes print rather than use cursive script.

Attainment fluctuates year-on-year according to the starting points of each pupil in the relatively small year groups. However, there is a clear trend of improvement, with increases in the numbers reaching both the expected and higher levels in reading, writing and mathematics. Writing is the weakest area of learning from the Early Years Foundation Stage onwards. Pupils with special educational needs and/or disabilities make good progress, as do those from Traveller backgrounds. Boys and girls make equally good progress as they move up through the school.

Pupils are certain that 'teachers care for us' and this helps them to feel so safe. They rightly consider this to be a healthy school. They think highly of the quality of school lunches and the school council is proud of the part it played in changes such as the introduction of meal choices and the salad bar. Growing, cooking and eating fruit and vegetables contribute to pupils' good awareness of healthy eating principles. Pupils make a very good contribution to the school, for example, by acting as play leaders, eco-warriors and monitors. They support a number of global causes, such as donating funds to a village in Vietnam, and are now seeking ways to make a difference to their local community. Different groups of pupils relate extremely well to each other; 'We all have lots of friends.' they say. Although in many ways pupils are prepared well for their future lives, their attendance is no more than average and their skills in key areas such as writing are not fully developed.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers make good use of the information they collect about pupils' attainment and progress. They adapt activities, for example, in English lessons, so they are just hard enough for particular groups of pupils, such as the most able. Teaching assistants make strong contributions to lessons and learning, especially through the support they give to those with special educational needs and/or disabilities. Agreed strategies for managing the behaviour of particular pupils are followed consistently so the learning of all pupils is uninterrupted. Teachers use questions well to check pupils' understanding and encourage them to think hard. They make sure that lessons are motivating for both girls and boys. There are some, but not enough, opportunities for pupils to talk to each other in order to clarify and organise their ideas prior to writing them down, and the focus of these discussions is not always clear enough. Teachers do not routinely draw pupils' attention to the importance of clear handwriting and neat presentation or comment on this when they mark work.

Strong features of the curriculum include the very popular residential visits which are open to all pupils in Years 4, 5 and 6. An annual week of activities enables all pupils to learn about and appreciate the culture of Travellers. Sports' partnerships allow the school to offer a wide range of opportunities, including coaching by football and rugby professionals. Resources, such as books, have recently been enhanced to help motivate boys to read. Links between subjects, to provide memorable experiences and help pupils

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appreciate the relevance of what they learn, are being developed. Displays around the school inform pupils and celebrate their achievement but do not consistently set the highest standards, especially where writing is concerned.

The school knows each pupil and their circumstances well and pays close attention to their individual needs, for example, when preparing pupils to move on to the next stage in their education. Staff quickly intervene to support pupils where there are concerns about their progress or behaviour. As a result pupils with recognised behavioural difficulties learn to control their emotions, responding to the sensitive work of classroom staff and the learning mentor. The parent support adviser plays a pivotal role in responding to parents' and carers' needs, providing advice and practical help relating to a wide range of issues. The school's work is enhanced by very close partnerships with a wide range of agencies, such as the Traveller support service and those for pupils with special educational needs and/or disabilities. Attendance has improved significantly as a result of the school's rigorous procedures.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and senior team make sure that teachers are aware of the progress pupils throughout the school make each term. As a result teachers know that they are all accountable for attainment at the end of Year 6. Again, the extent to which teachers are involved in analysing the progress made by pupils in their class has increased. They use the data well to identify any pupils who are in danger of failing to meet their targets, going on to plan how each of these pupils will be supported. All this means that the drive for improvement is shared and so has become much more effective.

Teaching is monitored systematically, with plans to involve middle leaders in the process. The governing body fulfils its responsibilities well, for example, by ensuring that safeguarding and child protection procedures meet current requirements, with staff receiving good quality training in all aspects of safeguarding. Additionally, pupils learn to take steps to keep themselves safe, if they go out 'trick or treating', for example. Governors are involved in evaluating the work of the school but are anxious to develop their role further, including by strengthening the links between individual governors and staff with particular responsibilities, such as subject leaders. Pupils are certain that they are all treated fairly. The school works hard to ensure that none are disadvantaged, ensuring that potentially vulnerable pupils have equal opportunities to attend the breakfast club or go on residential visits. Holy Family's close-knit community includes parents and carers. It has strong links with its immediate locality and reaches out to the global

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community. Its next planned step is to forge links with a school serving a community that contrasts with its own.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When they join the Nursery, children's language skills and their personal, social and emotional development are often particularly weak. They make good progress during the Early Years Foundation Stage, so the gaps between their skills and those expected nationally are narrowed, but not usually closed entirely. Progress tends to be slower in writing, particularly that of boys. Staff provide a good range of learning opportunities overall, but those indoors are more extensive and well-planned. For example, there is often little outdoors to motivate children to write and activities do not always mirror what is being learned indoors. Additionally, children across the key stage have only limited opportunities to choose to learn outdoors. Relationships between children and adults are strong and children's behaviour is managed well. Children quickly learn simple ways to stay healthy, for example, by washing their hands before eating. Adults observe and record children's learning frequently and use this information to plan the next steps in learning and ensure that teaching is closely focused on individual needs. Parents and carers are encouraged to be involved in assessing their children's progress and to contribute to the good quality records, known as 'learning journeys'. Staff keep parents and carers well informed through home visits, newsletters and notices, together with opportunities for discussion at the start and end of each day. Teamwork between staff is a strong feature of the provision, ensuring that information is shared and approaches are consistent.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers returning the questionnaire was average for a school of this type. The responses were very positive overall and they nearly all reflected the findings of the inspection. For example, the inspectors support the view that teaching is good. Several parents and carers wrote comments to praise the school, for example, for the support provided to meet individual needs and the, 'safe and loving environment', again, in line with the inspectors' judgements. A very small number had some concerns about the way pupils' behaviour is managed. The inspectors looked closely at this and found that behaviour is managed very well, according to the needs of the child in question. The school acknowledges that there is occasional bullying and it has suitable procedures to handle this. Pupils told the inspectors that there is very little bullying and that staff deal with it at once. In this instance inspectors are not able to endorse parents' and carers' views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Family Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	60	21	40	0	0	0	0
The school keeps my child safe	41	77	12	23	0	0	0	0
My school informs me about my child's progress	31	58	20	38	1	2	1	2
My child is making enough progress at this school	28	53	24	45	1	2	0	0
The teaching is good at this school	31	58	22	42	0	0	0	0
The school helps me to support my child's learning	28	53	24	45	1	2	0	0
The school helps my child to have a healthy lifestyle	33	62	20	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	49	24	45	1	2	0	0
The school meets my child's particular needs	27	51	24	45	1	2	0	0
The school deals effectively with unacceptable behaviour	31	58	17	32	3	6	0	0
The school takes account of my suggestions and concerns	27	51	20	38	0	0	0	0
The school is led and managed effectively	30	57	20	38	2	4	0	0
Overall, I am happy with my child's experience at this school	34	64	16	30	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



22 October 2010

Dear Pupils

**Inspection of Holy Family Catholic Primary School, Doncaster DN7 5BL**

Thank you very much for being so polite and helpful during your school's inspection. We felt very welcome and enjoyed our short time with you. Special thanks go to the groups of pupils that gave up their time to talk to us. We found that yours is a good school. These are some of the things that it does well.

- You make good progress in your learning, because you have good teaching.
- You behave well and take on lots of responsibilities in order to help others and make the school a happy place for everyone.
- You feel safe in school, because the staff take good care of you.
- You learn a great deal about how to keep healthy – we agree with you that the school dinners are good.
- The school works very hard to make sure you all have equal opportunities to learn and develop.
- You have good opportunities to go on residential visits.
- The school's leaders and the governors have made sure that your school has improved well since the last time it was inspected.

We have asked the school to do two things to help it improve even more:

- make sure that the children in the Nursery and Reception classes have more chances to learn outside
- improve your writing by helping you to write more neatly and giving you more opportunities to talk to each other about what you are going to write. You can help by paying much more attention to your handwriting and presentation. This will help you a great deal when you move to secondary school and when you are adults.

We send our very best wishes to each one of you.

Yours sincerely

Mrs Rosemary Eaton

Lead inspector

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