

# Holy Family Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	103726
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	376957
<b>Inspection dates</b>	21–22 November 2011
<b>Reporting inspector</b>	David Shears

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>	467
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Caldwell
<b>Headteacher</b>	Carmel Farrelly
<b>Date of previous school inspection</b>	1 February 2007
<b>School address</b>	Penny Park Lane Coventry CV6 2GU
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons taught by 17 different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documents, assessment data and pupils' work. They analysed the questionnaires returned by 211 parents and carers, 41 members of staff and 226 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors evaluated the effectiveness and consistency of teaching in helping all groups of pupils to make good progress, particularly in writing and mathematics.
- They considered the development of core skills within the curriculum, particularly in literacy, numeracy and information and communication technology.
- Inspectors assessed the effectiveness of leaders and managers in bringing about improvements to ensure better progress.
- They analysed what is being done to improve the attendance of pupils and reduce persistent absence.

## Information about the school

Holy Family is a larger-than-average primary school. The very large majority of pupils are of White British origin. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average. The proportion of pupils who speak English as an additional language is lower than the national average and few are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is lower than the national average. The school has attained the Inclusion Quality mark, the International Schools award, Healthy Schools status and their second green flag for Eco-schools.

**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?**

**3**

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

**3**

## Main findings

Holy Family is a satisfactory school. In the majority of classes pupils make satisfactory progress in their learning, though there is excellence in the Early Years Foundation Stage. The quality of care, guidance and support is also excellent and has led to significantly improved rates of attendance. Pupils feel safe and secure and all parents and carers who responded to the questionnaire agreed that their children were safe in school.

Lessons are characterised by good relationships that lead to positive attitudes to learning. Teachers tell pupils what they are going to learn during a lesson and activities are based on this. However, sometimes the level of challenge is too low for some pupils in the class, particularly in writing and mathematics. When this happens it is because not enough account has been taken of previous assessment to fine-tune work to pupils' needs. As a result, the pace of progress drops. Sometimes whole-class teaching lasts too long and so pupils have limited time to independently practise their writing and numeracy skills. There are some good examples of pupils assessing their own and others' work. Teachers complete marking regularly, often with positive comments about the work, but do not consistently tell pupils the next steps in their learning.

Senior leaders have a sound understanding of the strengths and weaknesses of the school. They have established procedures to identify areas for improvement and put in initiatives to support these. For example, a clear focus on phonic knowledge, particularly in Years 1 to 3, has improved reading: pupils in most year groups are now making good progress in this area. This demonstrates the school's satisfactory capacity for sustained improvement. However, the monitoring and evaluation of initiatives by senior managers and governors does not always focus rigorously on the progress pupils make as a result, and this limits the precision of future plans.

The school has recently introduced a new creative curriculum that includes many enrichment activities to broaden the experiences of pupils. As yet, however, there is not a coherent planned programme of opportunities for pupils to reinforce their writing and numeracy skills across other subjects. Middle leaders are keen to develop their subjects and monitor the provision. However, there has not been the opportunity for them to establish a clear assessment programme, making it difficult for them to quantify how well pupils are achieving in each subject.

The teaching in the Early Years Foundation Stage is highly effective, enabling

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children to make outstanding progress in all areas of learning. They have a very positive start to their education. An excellent partnership with parents and carers is established at this early stage, and is maintained throughout pupils' time in the school. School staff work extremely hard to successfully engage parents and carers in helping their children to improve. The care and attention given to pupils for whom circumstances make them vulnerable is exemplary. Pupils make an excellent contribution to the school community through taking on a wide range of responsibilities.

Up to 40% of the 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?**

- Improve teaching and learning in writing and mathematics so that pupils make good progress, by ensuring that:
  - assessment information is used more effectively in lessons so that pupils consistently receive challenging work that is matched to their ability
  - marking consistently gives pupils clear guidance on what they need to do to improve
  - pupils have more opportunities for independent learning.
- Develop clearly planned, regular opportunities through the wider curriculum to support pupils' basic skills in literacy and numeracy.
- Improve the effectiveness of leaders and managers at all levels by ensuring that:
  - the school's main priorities are rigorously monitored and evaluated to demonstrate their impact on the quality of pupils' learning
  - middle leaders are supported in developing assessment within their areas of responsibility so that they have a good understanding of progress and attainment within their subjects
  - the governing body scrutinise school data more closely to effectively challenge the school about the progress and attainment of groups of pupils.

**Outcomes for individuals and groups of pupils****3**

Children arrive in the Early Years Foundation Stage with skills and abilities that are well below the levels expected nationally. They make an excellent start in the Nursery and Reception classes, and move into Year 1 with attainment that is broadly average. In Years 1 to 6, pupils make satisfactory progress overall and achieve satisfactorily, although there are pockets of good progress in some classes, most notably in Year 6. All groups of pupils, including those with special educational needs and/or disabilities and more-able pupils, make at least satisfactory progress overall.

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Pupils with special educational needs and/or disabilities who need external intervention (known as those at school action plus) generally make good progress due to effective support from outside agencies, as do those who speak English as an additional language. Other groups make similar progress to their peers. Pupils make good progress when work is tailored to their needs. For example, in one lesson about fractions, more-able pupils were given challenging problem-solving activities involving calculating fractions of different quantities. However, in another lesson pupils with special educational needs and/or disabilities were not given enough support in organising their writing, which limited their pace of progress.

Pupils behave well in lessons and around the school. They are polite and courteous and have a good understanding of how to live healthy lives, including healthy eating and taking regular exercise. They also have a well-developed knowledge of how to keep themselves safe, including a clear understanding of e-safety. Pupils have a keen sense of right and wrong. They support others extremely well, including through acting as 'Playground Pals' and through a 'Care Club'. They have been involved in the local community in very many ways such as singing in the city of Coventry, donating food parcels to those in need at harvest and contributing to art displays such as one on the theme of peace and reconciliation. Their understanding of other cultures and faiths is satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</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>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers plan lessons to engage the interest of pupils and use technology such as

<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

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the interactive whiteboard to support teaching. Planning gives a clear indication of the activities that pupils are going to do, although these are not always clearly related to skills development. Consequently, tasks are not always closely matched to pupils’ learning needs. Teaching assistants generally support groups of pupils effectively, including those with special educational needs and/or disabilities, although they are not always creatively involved in whole-class teaching. Pupils have useful opportunities to talk with each other about their learning, enabling peer support.

At the beginning of topics, pupils’ interest is engaged because they are asked what they would like to learn through ‘learning feasts’. The school makes use of many partnerships to enrich learning such as the local football club and nearby secondary schools. A residential visit to Wales provides further opportunities in the curriculum to look at a contrasting locality in the United Kingdom. Information and communication technology has been a particular focus since the last inspection and is now becoming a strength within the curriculum. There are increasing cross-curricular links between subjects. However, planned opportunities to practise the core skills of writing and numeracy are still limited.

Exceptional induction and transition arrangements ensure that pupils settle quickly into new settings, whether that is starting school for the first time, moving from one class to the next or beginning their secondary education. The school is extremely tenacious in reaching out to pupils for whom circumstances make them vulnerable, and their families. Rates of attendance have significantly improved through a variety of work with families, including the employment of a learning mentor who, as part of her role, tracks attendance to identify pupils in need of support. Strategies have had a very strong impact on reducing the number of pupils who are persistently absent, which has fallen to below the national average. A wide range of outside agencies is used to provide further help and guidance, having a very positive impact on pupils’ personal development and well-being, and on the progress of some of the most vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<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>1</b>

**How effective are leadership and management?**

Senior leaders have the support of teachers. They have a sound knowledge of what needs to be done to improve the school and action plans give helpful information about how this is to be achieved. Termly assessments give information about the

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attainment of pupils and these are discussed with staff to identify any individuals at risk of underachievement so that they can be given further support. The school has recently produced data that analyses the progress of different groups of pupils and senior managers have identified where improvement is needed. However, the governing body does not routinely scrutinise data to effectively challenge the school about the progress and attainment of groups of pupils. Actions are not yet evaluated in terms of their effectiveness in improving pupils’ progress and attainment. Consequently, though the school works well to eliminate discrimination, some disparities in progress between groups remain.

Governance is satisfactory. Governors support the school and know its broad strengths and weaknesses. Procedures to secure the safeguarding of pupils at the school are clear and well established. In particular, those that relate to child protection are well managed by the headteacher, and all staff receive a good level of training on an annual basis. A comprehensive audit for community cohesion has resulted in a detailed action plan. The school’s own community cohesion is strong and there are good links with the local community. There are strong international links, such as ones with schools in India and Africa. Regular exchanges of information with these have contributed well to the school’s international award. There are other links to support community cohesion at the national level, although these are not as well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</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>3</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>3</b>

## Early Years Foundation Stage

The strengths in the Early Years Foundation Stage have been maintained since the last inspection. The clear induction to the Early Years Foundation Stage ensures that children settle quickly into their new environment, which is bright and stimulating. A



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rich programme of learning throughout the early years curriculum enables children to make outstanding progress through both the Nursery and the two Reception classes. Observations of children’s learning are of a high quality and these are used to plan future lessons so that learning is personalised for each child. All staff, including teachers and teaching assistants, work together as a unified team to ensure that children continue to be stimulated and challenged. Relationships between adults and children are highly positive and children’s safety and welfare are consistently addressed. Children begin to make good relationships with their peers and make highly positive gains in their personal, social and emotional development. The outdoor provision is very well equipped, with activities that support all six areas of learning, so that progress here is equally positive. While children excel in all areas of learning the setting is focusing specifically on planning for problem solving, reasoning and numeracy to ensure that attainment in this area matches the others.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire were positive in their views about the school. All agreed that their pupils were kept safe. Almost all agreed that their children enjoyed school, that the teaching is good, that they are supported in helping their children to improve, that their children were helped to be healthy and that the school is well led and managed. Inspectors found that the school is outstanding in caring for pupils’ pastoral needs. They found that, although there are areas of excellence, teaching and leadership are satisfactory overall.

### 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 211 completed questionnaires by the end of the on-site inspection. In total, there are 467 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	154	73	54	26	2	1	0	0
The school keeps my child safe	164	78	47	22	0	0	0	0
The school informs me about my child’s progress	109	52	89	42	11	5	0	0
My child is making enough progress at this school	127	60	76	36	5	2	0	0
The teaching is good at this school	139	66	67	32	1	0	0	0
The school helps me to support my child’s learning	129	61	76	36	4	2	1	0
The school helps my child to have a healthy lifestyle	126	60	82	39	1	0	1	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)	123	58	75	36	2	1	0	0
The school meets my child’s particular needs	121	57	82	39	3	1	0	0
The school deals effectively with unacceptable behaviour	126	60	76	36	5	2	1	0
The school takes account of my suggestions and concerns	110	52	86	41	10	5	0	0
The school is led and managed effectively	131	62	76	36	1	0	0	0
Overall, I am happy with my child’s experience at this school	147	70	61	29	2	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**

23 November 2011

Dear Pupils



**Inspection of Holy Family Catholic Primary School, Coventry, CV6 2GU**

Thank you for the welcome that we received when we visited your school recently. It was lovely to meet you all and find out about your school.

You told us that you feel safe in school and know how to keep yourselves safe. You also have a good understanding of how to keep healthy and take regular exercise. We saw that your school cares very much about all the pupils and has very good relationships with your parents and carers. We enjoyed hearing about all the important jobs that you do in school and how you help and support people in your local community. We were particularly pleased with the excellent progress that the youngest children make in the Early Years Foundation Stage. You all have a really good start in your learning.

We found that you go to a school that gives you a satisfactory education, which means that some things are good but others can be improved. Most of you make satisfactory progress in your learning, particularly in writing and mathematics, although we can see that you are now making good progress in your reading. Well done.

We have asked your teachers to make sure that you all get work that is just right for you. You can help by telling your teachers if you think it is too easy or too hard. We want them to give you more opportunities to practise your literacy and numeracy skills not just in those lessons but in other subjects too. We have asked that when teachers mark your work they always tell you how you can improve.

We have asked those in charge of the school to check the progress all of you make very carefully so they can make the right changes to help you all make good progress.

Thank you again for looking after us so well. We wish you all the very best in your future lives.

Yours sincerely

David Shears  
Lead inspector

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