

Holy Family Catholic Primary School

Inspection report

Unique Reference Number	119600
Local authority	Blackpool
Inspection number	379848
Inspection dates	22–23 May 2012
Lead inspector	Robert Pye

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Vivien Pickup
Headteacher	Helen Moreton
Date of previous school inspection	15 January 2009
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Introduction

Inspection team

Robert Pye

Additional inspector

Heather Simpson

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 14 lessons or part-lessons, taught by seven teachers. They held meetings with pupils, teachers, support staff, representatives from the local education authority and members of the governing body. They observed the school's work and looked at school development planning and progress monitoring documentation. They listened to pupils read and also examined pupils' workbooks. Inspectors also analysed the 69 questionnaires returned by parents and carers, and those completed by pupils and staff.

Information about the school

Holy Family is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of disabled pupils and those with special educational needs, including those supported at School Action and at School Action Plus and with a statement of special educational needs, is also broadly average. Most pupils are from White British backgrounds. There is an increasing proportion of pupils in Key Stage 1 who have English as an additional language. The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress. The school has nationally-accredited Healthy School status. As an Eco-School, it has received the Bronze award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because pupils' progress is not outstanding, especially in writing. It provides a caring and inclusive environment and pupils achieve well. Parents and carers have high regard for the school's work. This is evident in many positive comments from parents and carers, such as, 'I am really happy with the progress my child is making.'
- Pupils of all ages make good progress. The school is successful in closing any gaps in achievement by different groups of pupils. Those pupils who have special educational needs make the same good progress as that of their peers. Attainment by the end of Key Stage 2 is above average in reading and mathematics. Writing is at least in line with national expectations. Pupils develop quickly into confident readers by the end of Years 2 and 6.
- Teaching is characterised by clear expectations, interesting introductions and opportunities for pupils to use their imagination. The good curriculum widens pupils' knowledge and understanding and enables them to grow into confident and articulate youngsters. At its best, the curriculum enables pupils to apply their writing skills across subjects. Teachers do not always promote more descriptive vocabulary through speaking and listening activities and ensure that pupils apply this to all their writing so that it becomes more interesting to the reader.
- Pupils' behaviour is exemplary. They are extremely polite and considerate around school and engage themselves fully during lessons, including when working independently. Pupils feel a sense of ownership and take pride in their school.
- Leadership and management are good. Leadership of teaching has led to significant improvements in pupils' progress and in the curriculum, contributing to their outstanding spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Improve achievement in writing by:

- ensuring that teachers regularly introduce more varied vocabulary and technical language into speaking and listening activities and that pupils transfer this language to their written work to add greater interest and meaning to it
- ensuring that pupils always use the correct punctuation and grammar in their writing so that it reads more fluently.

Main Report

Achievement of pupils

Pupils' achievement is good; this is reflected in the good quality of their work. They very much enjoy learning and soak up new ideas. For example in a good Year 5 lesson, pupils used role play to act out the Queen's Coronation before writing to an imaginary friend about the event.

Children enter the Early Years Foundation Stage with skills and understanding that are generally below those expected for children of their age. By the end of the Reception Year, because of high-quality support for children, most are close to the level expected for their age when they start Year 1. By the end of Year 6, attainment is typically above average in reading and mathematics and progress is good. These subjects are stronger in Key Stage 2 and are improving in Key Stage 1. Children quickly learn to link letters and sounds because these sessions are sharply focused so children make good progress overall because they are involved, challenged and excited by their learning environment. By the end of Year 2 pupils' reading is broadly average and by Year 6, most pupils decode words very well. Progress in writing is not as evident because pupils' work does not show a consistent use of interesting vocabulary and the quality of punctuation and grammar is variable.

There are no significant gaps between the performance of boys and girls. Pupils known to be eligible for free school meals, and those who are disabled or have special educational needs, are making good progress because of the level of support they receive within lessons. Pupils whose first language is other than English make the same good progress because of the inclusive environment found within the school. Pupils' considerable enjoyment of learning contributes to the good progress they make across the school. Parents and carers are unanimous that their children learn well.

Quality of teaching

Parents and carers have a positive view of teaching and this reflects the inspection findings that teaching is good. Warm and very caring relationships between staff and pupils create a non-threatening environment in which to learn. Pupils willingly respond to all that is asked of them. In the Early Years Foundation Stage recent improvements mean that teaching there is now outstanding. It capitalises very well on a variety of first-hand experiences. For example, following a visit from the Lord Lieutenant of Lancashire, the children enjoyed standing to attention and saluting by 'slowly lifting the hand and quickly lowering it.' The good quality teaching across the school as a whole is enhanced by a number of positive curriculum initiatives which promote collaboration and widen pupils' understanding and knowledge of the topics they are studying. An example of this was seen in a good Year 4 lesson which involved the topic of 'Chembakolli' and followed the detailed process of making a cup of tea

from growing the leaves, to drinking it. Such initiatives also make a significant contribution to the pupils' outstanding cultural development. Lessons are usually pitched at the right level and lead to good learning. All staff have knowledge of individual pupils' abilities and plan exciting lessons to stir pupils' imagination and enthusiasm. In a Year 1 guided reading session, for example, pupils worked in groups with skilled adults reading stories and excitedly making predictions about what would happen next. In this lesson, the teacher skilfully introduced new words to help describe features in the book. Such teaching quickly developed the pupils' confidence and communication skills. However, although pupils are able to generate ideas well throughout the school, some teaching does miss opportunities to further develop the pupils' use of vocabulary by introducing more interesting words or technical terminology. In a small minority of lessons expectations of punctuation and grammar are not high enough to ensure that pupils produce their best work. Consequently pupils' writing is less well developed than their reading. Disabled pupils and those with special educational needs benefit from the high levels of care provided by all staff and small group and individually tailored interventions.

Behaviour and safety of pupils

Pupils' behaviour is outstanding. Everyone cares for each other and fall-outs are very rare. Parents, carers and pupils are adamant that the school is safe and praise the family atmosphere. Pupils have a well-developed awareness of different types of bullying and demonstrate strong feelings about such behaviour. Bullying in all forms is virtually non-existent and excellent procedures are in place to deal with incidents swiftly and effectively. There have been no exclusions and minimal reported racial incidents in the last three years. Governors and staff ensure that rewards are used effectively and help pupils understand what is expected of them. Pupils speak with enthusiasm about the house points they receive for good work and behaviour; they eagerly look forward to the weekly announcement of the winning house. Consequently their behaviour around school is thoughtful and courteous especially at lunch times when older pupils look after younger ones and groups can be trusted to organise themselves into meaningful games. Positive attitudes spill over to larger gatherings. Inspectors observed impeccable behaviour during both assemblies. On these occasions the pupils' excellent spiritual development was evident as they spontaneously applauded the Lord Lieutenant as he removed his ceremonial sword.

The school takes all appropriate measures to keep the pupils safe and the site secure. As a result, pupils have a very clear understanding about personal safety, including aspects specific to the locality, such as tram lines and the potential hazards of the sea. Pupils also have a good awareness of how to lead a healthy lifestyle. Pupils are aware of the importance of protecting the planet and do their best to help the environment by recycling. Their enjoyment of school is reflected in their above average attendance.

Leadership and management

The great majority of parents and carers feel that the school is led and managed well. The headteacher and staff share their ambitions for continued improvement through clear priorities, supported by appropriate actions. The school knows itself well and is continually seeking ways to improve. Staff share responsibilities well and have a strong voice in shaping the school. Teaching is monitored regularly and professional development for staff has led to significant improvements, although a few shortcomings remain, especially in the teaching of writing. The promotion of equality of opportunity is high on the headteacher's agenda and everyone is valued as an individual. Pupils' progress is monitored rigorously by leaders.

The information gained is used effectively to identify and support lower-achieving pupils and those with special educational needs. Thoughtful deployment of teaching assistants and modification of the curriculum has enabled these groups to make the same good progress as that of their peers.

The governing body is very clear about the focus for raising pupils' achievement and supports the headteacher's drive for improvement. The governing body ensures that the school is used and valued by the local community, and underpins the caring and welcoming nature of the school. Safeguarding arrangements are secure and meet statutory requirements. The school rejects discrimination in all its forms. The good curriculum makes a significant contribution to preparing pupils for the future and promotes community cohesion very well. Pupils benefit from a well-balanced range of activities that meets their needs. Pupils' spiritual, moral, social and cultural development is outstanding because it is promoted across all subjects and all parts of the school day. Partnerships with parents and carers are good and have a very positive impact on the learning and progress of pupils. 'Workshops' for parents and carers, regular newsletters, the website and texting service help keep everyone informed about what is happening in school. There has been good improvement in outcomes and provision since the previous inspection. The school serves the pupils and the community extremely well and has good capacity to improve further.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



24 May 2012

Dear Pupils

Inspection of Holy Family Catholic Primary School, Blackpool, FY1 2SD

Thank you all for your extremely warm welcome when we visited your school recently. You were very polite and kind to us. We are also grateful to those of you who came to talk with us and to those pupils in Year 2 and Year 6 who read to us. We were very impressed with your excellent behaviour around school and the way you support each other confidently in class.

Holy Family is a good school. You are right to be proud of it. You are making good progress in your lessons and you enjoy learning. By the time you leave school at the end of Year 6, your attainment is above average and generally you make good progress to reach this point. You have well developed knowledge on how to stay safe. The adults who work with you care for and look after you extremely well. In turn, older pupils look after younger children very well, too. You are not afraid to give visitors advice on how to stay healthy! Your school is skilled at developing your outstanding spiritual, moral, social and cultural development.

Your headteacher and all the other staff are very proud of you and they are always looking for ways to make the school even better. To do this I have asked your teachers to ensure that your written work is as good as other subjects.

Thank you again for your kindness to us. Please keep working hard and looking after each other.

Yours sincerely

Robert Pye
Lead inspector

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