

# Holy Family Catholic Primary School

Mansel Road West, Millbrook, Southampton, SO16 9LP

**Inspection dates** 20–21 March 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good overall. Children make excellent progress in Reception and their behaviour is exemplary.
- Pupils make good progress in reading, writing and mathematics in Key Stage 1.
- In Key Stage 2, pupils make good progress overall, especially in reading and writing.
- Teaching is consistently good. Pupils are typically provided with stimulating and challenging learning experiences.
- Teachers provide detailed and regular guidance to pupils to help them improve their work.
- In Key Stages 1 and 2, pupils' behaviour is good and they are now attending school more regularly.
- The school provides pupils with a very safe learning environment, and they say they feel safe.
- Leadership and management are good. The executive headteacher has created a harmonious working environment where staff feel valued and happy.
- Leaders check on teaching regularly and provide many training programmes for teachers to improve their teaching skills, and some staff work together across the partner schools.
- Leaders, including governors, have ensured that good teaching and achievement have been sustained, and improvements made.
- Subject leadership is good. Leaders have created personalised, colourful booklets for pupils to know how to improve.

### It is not yet an outstanding school because

- In Key Stage 2, pupils' progress in mathematics is not as strong as their progress in reading and writing.
- Leaders do not always focus sharply enough on pupils' progress across year groups.

## Information about this inspection

- The inspection team observed 23 lessons. Some of the lessons were observed jointly with the executive headteacher and senior leaders.
- The inspection team examined pupils' books to assess their progress over time.
- Inspectors held meetings with the executive headteacher and deputy heads to discuss the progress that groups of pupils make throughout the school. They analysed the school's information on attainment and progress.
- Meetings were held with other leaders and the Chair of Governors. The team also had a telephone conversation with the local authority representative.
- Inspectors considered parents' and carers' views of the school through a few letters, informal discussions during the morning and afternoon of the first day of inspection and the 16 responses to the online questionnaire, Parent View.
- The inspection team listened to pupils read, interviewed pupils and observe pupils' interactions during break and lunchtimes.
- The team examined a number of documents, including the executive headteacher's report to governors, minutes of governors' meetings and information on pupils with special educational needs. They also looked at attendance figures.

## Inspection team

Janice Williams, Lead inspector

Additional inspector

Mr Cliff Mainey

Additional inspector

Stephanie Matthews

Additional inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Approximately 52% of the pupils are eligible for the pupil premium, which in this school provides additional funding for pupils entitled to free school meals and a few who are looked after by the local authority. This figure is above average.
- The majority of pupils are from White British backgrounds and around 31% of pupils are from other ethnic groups; the largest of these are Asian and Asian British.
- Around 18% of the pupils speak English as an additional language. This proportion is in line with the national average.
- The proportion of pupils who have special educational needs supported at school action is above the national average, and the proportion supported at school action plus or with a statement of special educational needs is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is in partnership with two other primary schools and the executive headteacher leads all three schools.

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

- Further accelerate pupils' progress in mathematics, particularly in Years 3 to 6, by rigorously checking that they have a sufficient understanding of how to solve problems before moving on to more difficult work.
- Further strengthen leadership and management, including governors, by ensuring that there is always a sharp focus on thoroughly checking that pupils' progress is more rapid and sustained across year groups.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good and pupils' progress is good overall. Their rate of progress is typically more consistent and therefore stronger in reading and writing than it is in mathematics.
- Children enter Reception with skill levels that are well below those expected for their age in all areas of learning. They make excellent progress because adults ask probing questions to get children to think deeper. Their progress is often continuous because of the stimulating learning environment and resources that engage and sustain their interest in various concepts.
- Pupils make good progress in Key Stage 1 and most make rapid progress in Year 2 because of particularly effective teaching and support from teachers and additional adults. The proportion of Year 1 pupils reaching the required standard in the check on phonics (linking of letters and sounds) has been above the national average.
- Pupils' good progress continues in Key Stage 2 and they reach average standards by the end of Year 6.
- Pupils typically make good progress in reading. Older pupils read widely and often with confidence and fluency; they understand what they read and are keen to talk about their books.
- Pupils often write interesting, extended pieces and are making good progress because teachers plan exciting writing activities that stimulate their interest.
- Pupils' progress in mathematics sometimes slows; on occasion they will too readily refer to an answer sheet without being sure of the steps they need to take to arrive at a solution to a problem or occasionally they cannot correct their mistakes because they have not shown their working.
- The school is effective in promoting equal opportunities so that different groups, including those from different ethnic groups, make similar progress. Most pupils who speak English as an additional language, disabled pupils and those with special educational needs make similar progress to their peers in reading, writing and mathematics.
- The most able pupils make good progress overall, in line with that of their peers, but with consistently stronger progress in reading and writing than in mathematics.
- Pupils eligible for the pupil premium, including those entitled to free school meals, make similar progress to their peers. The gaps in attainment in English and mathematics for these pupils at the end of Key Stage 2, when compared with their peers, have narrowed. In 2012 they were approximately three terms behind in reading and writing, and in 2013 they were less than two terms behind. In mathematics they were four terms behind in 2012, and in 2013 they were around three terms behind their peers. These gaps are continuing to narrow.

### The quality of teaching is good

- Pupils are typically enthused and challenged by the activities provided. Pupils' learning is enhanced by a stimulating variety of learning experiences.
- Assessment information is typically used well in planning activities. In a Year 5 English lesson, the teacher carefully used pupils' prior assessments to provide interesting and challenging tasks that enthused pupils. As a result, they made rapid progress because they were given many opportunities to think through their responses and find the appropriate adjectives to describe their personal goals with their peers.
- In most of the teaching, pupils' understanding is checked regularly as the lesson progresses and all pupils, including the most able, are promptly provided with more challenging work to extend their learning when tasks are completed. However, on occasion, checks on pupils' understanding of how to solve problems in mathematics are not thorough enough.
- Teaching in Reception is outstanding. Adult support is very effective in encouraging children to think about their learning, and the learning environment provided motivates them to learn

quickly.

- In an excellent letters and sounds session, all children, including the more able, were challenged to sound out words and some wrote their sounds in sentences; as a result, their pronunciation improved.
- Pupils' books are marked regularly, with detailed advice provided to pupils so that they can improve their work. This contributes strongly to their good progress overall.
- Additional adults are used well in lessons to teach and support disabled pupils and those with special educational needs. Consequently, they learn in an inclusive learning environment alongside their peers. They often make similar progress to their peers and if they do not, there are continuous discussions between the teacher and the additional adult to identify any extra support that may be needed in the next lesson.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Most pupils are attentive and polite to their peers and adults in lessons. When the tasks do not interest them, a few can become restless and disengaged and distract their peers.
- The school is effective in encouraging pupils to get on well with each other. Outside of lessons most pupils are very kind and caring towards their peers. They are very pleasant to their peers and interact well with each other.
- At breaks and lunchtimes, pupils have many activities to keep them entertained. They have, for example, the large outdoor musical instruments and a few select reading books from the book trolley to read.
- Pupils report that they feel safe and they describe behaviour on the playground as 'good'. A few report that lessons can be disturbed by pupils not behaving properly but they say teachers quickly correct poor behaviour.
- Incidences of bullying are rare. A few pupils have reported being called negative names which either relate to their weight or height. They discuss bullying during anti-bullying week.
- Pupils have various responsibilities around the school. For example, some Year 6 pupils are librarians and throughout the school there are pupils who represent their classes at school council meetings.
- Most of the parents and carers who spoke to inspectors and those who responded to Parent View praised the level of care that the school provides for their children. They are pleased with the work of the school and say that their children are safe and well looked after.
- The school's work to keep pupils safe and secure is outstanding. The school gates are locked promptly once school has started and visitors have to use the door at the reception entrance to enter the school. The infant building is separate from the juniors and there is a secure code which staff and adults have to use to enter that building. The Reception outdoors area has many safe and interesting places for pupils to play such as the large sand pit, mud pit, 'troll den' and a gazebo.

### **The leadership and management are good**

- Leadership and management are good, with some exemplary features. Senior and middle leaders have rigorously focused on improving the quality of teaching in the school; as a result, pupils across the school are now making better progress in English and mathematics because of smaller class sizes where they get more tailored support to help them improve.
- The executive headteacher and her senior team have created a culture of reflection and support in the school. Teachers are reflective and always evaluate how to improve their teaching strategies to meet the needs of their learners. They also support each other to improve. Pupils feel well supported, are keen to learn, and behave well.
- There are many training opportunities for teachers within the partnership, and staff meetings

focus well on improving the quality of teaching. The school has led training on assessment and teaching and learning within the partnership, and they support other schools outside the local authority.

- Performance management systems are fully in place and teachers' targets are linked to most pupils achieving at least 'national expectations'. There are secure links between pay and performance.
- Although senior and middle leaders check thoroughly on the quality of teaching and learning in the classroom, their checks on pupils' progress across year groups are not always as thorough and do not always highlight any inconsistencies in progress.
- Pupils study a wide range of interesting topics and they are given many opportunities to make educational and residential visits. For example, they visit the science museum. They are well prepared for secondary education when they leave.
- Pupils' physical well-being is promoted well through clubs such as gardening, gymnastics, dance, multi-sports, karate, football and physical education activities. Consequently, pupils have many activities during breaks and lunchtimes to improve their physical development.
- Leaders have ensured that the government's primary sports funding is used effectively to focus on developing skills which promote healthy lifestyles. The funding is used to employ specialist coaches, provide training for staff, lunchtime play workshops and additional clubs such as dance, swimming and basketball activities. As a result, pupils enjoy a wider range of activities and know the benefits of physical exercise.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum and there are many opportunities for pupils to be reflective. There is a culture of praise where pupils' literacy and numeracy work is displayed in classes, and pupils monitor their behaviour by moving their name peg at different places on the behaviour display charts.
- The local authority has had minimal involvement in the school, classified as 'light touch' as it is a good school.
- The pupil premium funding is used well, including employing additional teachers to create smaller class sizes and one-to-one support. Consequently, eligible pupils make similar progress to their peers.
- **The governance of the school:**
  - Governors are dedicated to the school and meet regularly. They are aware of the school's strengths and areas for improvement.
  - Governors get frequent information and updates about pupils' performance and teaching in the school. Their understanding of performance data had been identified as an area for improvement; this is now improving as they have been attending training on the use of data.
  - They have a good awareness of the quality of teaching in the school.
  - They have thoroughly monitored the school's budget. They are aware of the use of the pupil premium and know that the funding has been used to help employ more teachers and an additional adult who checks on eligible pupils' attendance. They also know how the sports funding has been used.
  - They have worked with the other schools in the partnership and an external consultant to manage the performance of the executive headteacher. They get regular updates on staff performance. They have a good understanding of the structures for rewarding good teaching and tackling underperformance. They ensure that safeguarding requirements are met and are effective.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |             |
|--------------------------------|-------------|
| <b>Unique reference number</b> | 116397      |
| <b>Local authority</b>         | Southampton |
| <b>Inspection number</b>       | 431436      |

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

|  |                         |
|--|-------------------------|
| <b>Type of school</b>                      | Primary                 |
| <b>School category</b>                     | Voluntary aided         |
| <b>Age range of pupils</b>                 | 4–11                    |
| <b>Gender of pupils</b>                    | Mixed                   |
| <b>Number of pupils on the school roll</b> | 388                     |
| <b>Appropriate authority</b>               | The governing body      |
| <b>Chair</b>                               | Angela O'Neill          |
| <b>Executive headteacher</b>               | Gerida Montague         |
| <b>Date of previous school inspection</b>  | 3–4 June 2009           |
| <b>Telephone number</b>                    | 02380 773264            |
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