

Holy Family Catholic Primary School Platt Bridge

Wigan Street, Platt Bridge, Wigan, Lancashire WN2 5JF

Inspection dates

2–3 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- The focused and effective leadership of the executive headteacher and the new senior leadership team has led to mammoth improvements. This can be seen across all aspects of the school's work.
- Children get off to a good start in the early years. They make good progress across all areas of learning. However, opportunities for mark making and writing outdoors are limited.
- Phonics is taught well. Younger pupils read and confidently pronounce sounds, and write the letters these sounds represent.
- The behaviour of pupils is good. Pupils are respectful towards each other. They have positive attitudes to learning and say that they feel safe.
- Attendance has dramatically improved for most pupils. They enjoy coming to school. Persistent absences have significantly reduced.
- Stronger teaching means that pupils are making better progress than they have in the past. However, older pupils are still filling the gaps in their learning from previously weaker teaching.
- Governors have a good understanding of the strengths and areas for further improvement.
- A culture of reading for pleasure has been embedded across the school. Children and older pupils enjoy fiction and non-fiction books.
- The quality of teaching has improved. It is now good. Gaps in pupils' knowledge, skills and understanding are identified and activities are planned accordingly.
- Pupils gain a good understanding of number and calculations. Older pupils have the confidence to explain how they solve mathematical problems.
- Whole-school approaches to the development of writing are in place. However, pupils use grammar inaccurately. Too few reach the higher standards by the time they leave the school.
- Middle leaders have settled well into their roles. However, some are at an early stage in driving improvements in their areas of responsibility.
- The executive headteacher has implemented an effective new curriculum across the school.
- A new assessment procedure has recently been implemented. This is not fully embedded.
- Parents and carers speak very positively about the raft of improvements the executive headteacher and leadership teams have implemented.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - embedding and monitoring the new assessment procedures to better inform teachers' planning of activities
 - develop the skills of relatively new leaders so they can deepen further pupils' knowledge and skills in subjects other than English and mathematics.
- Improve the quality of teaching and learning in order to raise further pupils' achievement, by:
 - ensuring that teachers plan precisely for the range of abilities in writing, particularly the most able pupils, ensuring that staff model accurate grammar when they speak and correct pupils when they use inaccurate grammar.
- Develop further the early years outdoor area to increase the opportunities for mark-making and writing.

Inspection judgements

Effectiveness of leadership and management

Good

- The inspirational executive headteacher is ably supported by the deputy headteacher. Together, they are ambitious for the school and its community. Staff and governors share this ambition, as do pupils. Older pupils told inspectors that they know learning is at the heart of helping them to secure a good job in the future.
- The senior leadership team has brought about significant improvements to the quality of teaching and learning since the previous inspection. Parents and carers see the evidence of this from their children's books. Senior leaders have introduced new whole-school approaches to the teaching of English and mathematics. They provide high-quality training and support for teachers and teaching assistants. The focus of leaders in fostering a love of reading across the whole school has been highly successful. The new system for the assessment of pupils' progress was introduced only this year but is not fully embedded across all subjects.
- Middle leaders have effectively implemented whole-school changes using new schemes of work for planning teaching and learning in their subjects. This has ensured that pupils experience a broad and balanced curriculum which enables them to develop skills and knowledge across a range of subjects. Some middle leaders of subjects other than English and mathematics are relatively new and at an early stage in developing their areas of responsibility.
- Senior leaders check the effectiveness of teaching and learning through thorough systems in place across the school. They carefully measure how well pupils are progressing in their learning. Where areas to improve are identified, leaders ensure that well-planned training and support is put in place to help to bring about these improvements.
- The executive headteacher, deputy headteacher and governors have challenged underperformance and have eradicated weaker teaching. Senior leaders are positive role models, supporting teachers and teaching assistants to extend their skills and to improve their practice.
- Leaders ensure that the pupil premium funding is now used well to benefit disadvantaged pupils. There is specific support for their learning and to enable this group of pupils to participate in a broad range of experiences and activities, such as a programme to develop pupils' social and emotional resilience. The impact of this breadth of support is helping this group of pupils to catch up quickly with their learning.
- Additional funding for pupils with special educational needs and/or disabilities (SEND) is used well. Staff implement individual education plans to address the specific needs of a pupil, with bespoke support from teachers and teaching assistants. When needed, the school sources external professional support from a wide range of agencies with whom staff work well.
- Leaders use the primary school physical education (PE) and sport funding to build pupils' confidence and teamwork. For example, there are coaching sessions from sports specialists who work with pupils and develop the skills of staff.

- Leaders have planned and embedded a broad curriculum for pupils, which includes religious education and personal, social and health education. Visits and visitors bring learning to life when learning about other cultures, tolerance and British values. Teachers ensure that pupils' spiritual, moral, social and cultural development is integrated into the curriculum.
- Pupils' progress is improving strongly across different subjects. Pupils now practise their English and mathematical skills within a range of different topics, and pupils clearly find this engaging. For example, they developed their mathematical skills when planning the costs of a trip to Scandinavia.
- Parents told inspectors they recognise the positive changes brought about by the executive headteacher and are very appreciative of the impact on their children and the community. Parents were very clear that 'the new leadership of the school has had a massive impact to the whole learning environment.'

Governance of the school

- Governors have an accurate view of the strengths of the school and the areas requiring further improvement. They have stood shoulder to shoulder with the executive headteacher in making several whole-school changes, including restructuring the senior and middle leadership teams, to bring about marked improvements.
- Governors bring with them a range of skills which are used to good effect to support and challenge the work of the senior leadership team.
- Governors are proud of the way in which staff and pupils welcome families who are new to the school, the community and, in some cases, this country.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory checks are in place to ensure the suitability of adults working in school. Appropriate checks are made on visitors when they arrive at the school.
- Leaders ensure that pupils' safety is a high priority and staff are vigilant. They make sure that staff receive regular and appropriate training to identify any signs of possible danger or potential abuse. Leaders have created a safe and caring culture in which pupils feel confident that they have someone to talk with if they are worried. Pupils spoken with during the inspection said that they feel safe in school.
- The procedures for reporting any incidents or concerns are very clear and understood by staff. The headteacher and pastoral manager continue to work with parents and other agencies to ensure that pupils who are not in school are safe.

Quality of teaching, learning and assessment

Good

- Teaching in the past did not ensure that pupils made good progress. This is no longer true. However, some pupils are still living with the legacy of weak teaching, which they have to overcome to ensure that they can make the progress they should through key stage 2.

- Teachers' good subject knowledge contributes well to pupils' progress and learning. Teachers use information on pupils' progress to identify gaps in pupils' knowledge, skills and understanding and plan activities accordingly. They plan a range of stimulating activities and sequence well pupils' learning.
- Phonics teaching has improved. Teachers use a range of strategies which maintain pupils' interest. Staff receive comprehensive training so they all have a strong understanding of how the system for developing pupils' phonics knowledge works. Adults' pronunciation is clear and concise, although some do not always model accurate grammar. Around the school, staff do not automatically correct pupils' inaccurate use of grammar when pupils speak.
- Leaders have raised the profile of reading across the school. Pupils' enthusiasm for reading was summed up by the comment, 'When I read, it takes me to another place. Like a virtual reality experience.' Teachers carefully choose high-quality books to read in class and stimulate the interests of girls and boys alike. Grammar, punctuation and spelling are taught well in English lessons and these are reinforced across a range of other subjects.
- Staff training in the school's new approach to the teaching of writing is working well. Pupils are enthusiastic writers. The quality of work they produce has improved significantly during the last academic year. Pupils practise their writing skills across topics, such as the Second World War, and improvements in pupils' handwriting skills are evident. However, teachers are not always precise enough in their planning for the most able pupils in writing and as a result, too few reach the higher standards by the time they leave Year 6.
- In mathematics, pupils have a good understanding of number and their written calculations are accurate. Teachers develop effectively pupils' reasoning and problem-solving skills. This builds in pupils a confidence to explain the strategies they have used to solve mathematical problems. Teachers quickly address misconceptions and make sure that pupils are secure in their knowledge. As a result of improvements in teaching mathematics, pupils' attainment is rising rapidly.
- The coordinator of the provision for pupils with SEND provides tailored training to develop the skills of class teachers and teaching assistants to support pupils who need additional help with their learning. In addition, external support is sought and used well to cater for those pupils who have more complex learning needs.
- Teaching assistants work well in classes, supporting individual and small groups of pupils. They work closely with teachers and adopt a similar, positive approach in their interactions with pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff know pupils and their families very well. The emotional needs of vulnerable pupils are met well through a varied range of initiatives and experiences. External agencies work with individuals where the need is greatest.

- Pupils report that incidents of bullying are very rare, and staff deal quickly with any misbehaviour, which is seldom. Staff have demonstrated real skill in supporting pupils whose behaviour was previously poor. The pastoral manager helps pupils to develop resilience for learning and provides strategies to ensure that pupils choose appropriate behaviour. A minority of pupils are reliant on rewards and sanctions to make good choices around their behaviour.
- Pupils are taught how to stay safe, both online and in the wider community. Pupils spoken with during the inspection are confident staff listen to any concerns they have and act to help them.
- Staff teach pupils to be thoughtful and considerate to others. Pupils take part in charitable fundraising events. They show respect for each other and the environment. Older pupils have many responsibilities, including that of 'play leaders' to support younger children with games at lunchtimes.
- Through the curriculum, pupils develop a clear understanding of how to choose a healthy lifestyle. At lunchtime, pupils told inspectors about the importance of a balanced diet and regular exercise. Pupils talked excitedly about taking part in after-school clubs, such as the different sports clubs.

Behaviour

- The behaviour of pupils is good.
- Senior leaders have worked successfully to create and successfully implement a new behaviour policy, which clearly sets out high expectations across the school. This has had a positive impact and has led to significant improvements in behaviour. Pupils are polite and very welcoming and are a credit to their school. Staff have created a warm and friendly atmosphere and pupils clearly enjoy being in school. Pupils care for each other and are respectful to adults.
- Staff, pupils and parents agree pupils behave well. In classes, pupils listen attentively and work cooperatively. They are keen to learn new things.
- The executive headteacher and pastoral manager work tirelessly with families to improve pupils' attendance. Attendance is now broadly average and persistent absences are much lower than in the past.

Outcomes for pupils

Good

- Leaders have improved the quality of teaching since the previous inspection, with the result that most current pupils make good progress across a range of subjects. Differences in academic performance between boys and girls are rapidly diminishing. The good quality of teaching now evident in the school means that pupils are now well prepared for the next stage in their education.
- In 2018, the proportion of Year 6 pupils reaching the expected standards in reading, writing and mathematics individually improved to being close to the national average. Current pupils' progress has been rapid over the last 18 months. Work in pupils' books clearly demonstrates that good-quality teaching, learning and assessment is ensuring that pupils are making good progress in English and mathematics. However, increasing

the proportion of pupils who learn at greater depth and attain higher standards in writing is now a focus for the school.

- The achievement of pupils at the end of Year 2, in 2018, was significantly stronger than in 2017. The current Year 1 and Year 2 year groups are making good progress across the core subjects and the wider curriculum. This is a reflection of the better-quality teaching pupils are experiencing.
- In subjects other than English and mathematics, most pupils make good progress. They effectively acquire appropriate knowledge, understanding and skills in each subject. For instance, in geography, pupils learn about glaciers and earthquakes. In history, they find out about the Victorians and the Stone Age. In science, pupils learn about a variety of topics, including evolution and forces.
- The majority of pupils with SEND make good progress from their different starting points. This is because they receive good teaching and a range of extra activities which help them to learn. Teaching assistants are typically skilled in supporting these pupils and teachers deploy them to good effect.
- Current disadvantaged pupils make good and improving progress because of the effective support leaders provide. This includes work with teaching assistants to overcome academic barriers. By the end of Year 6, disadvantaged pupils' progress is now similar to that of other pupils.
- The most able pupils typically do work which challenges them and requires them to think more deeply. For example, older pupils are confident in reasoning and in explaining how they solve mathematical problems.
- The majority of pupils read with appropriate fluency and comprehension. They read for pleasure and enjoy different types of books. Where required, pupils use their knowledge of phonics well to work out how to read unfamiliar words.
- The proportion of pupils in Year 1 who reached the expected standard in the phonics screening check in 2018 was above the national average. The majority of current pupils in Year 1 also have a good knowledge of phonics because of effective teaching.

Early years provision

Good

- In 2019, the proportion of children who achieved a good level of development was close to the national average of 2018, demonstrating a huge improvement on recent years. Given that many children enter school with skills and knowledge below those typical for their age, this represents good progress over time. Significant improvements in the early years provision is a result of effective leadership and management and good-quality teaching, which captures children's imagination and enthusiasm for learning.
- Staff have a good understanding of the requirements of the early years and ensure that children get off to a good start. They know the children and their families well. The quality of teaching is strong. Accurate use of the assessment of children's achievement informs well the planning of activities for children.
- Children's individual development is captured in detailed assessment records which clearly highlight the good progress children make. The 'learning journeys' provide a

good mix of evidence, for example photographs, notes on focused observations and pieces of children's work, which are shared with parents. Parents also contribute to these learning journeys by sharing what their children do beyond school. This helps staff to plan how children can develop further.

- The learning environment in the classroom and outdoor area is well resourced. Staff plan activities well and provide children with a wide range of experiences which cover all areas of their learning. Staff develop children's interests and are proactive in providing support and challenge. However, although there are opportunities for mark-making and writing outdoors, these are limited.
- Children show that they are highly interested in their learning. They have good learning habits, following routines and listening well. For example, during a captivating storytelling session, you could feel the sense of anticipation among the children as the story unfolded. The teacher asked for children's ideas as to what they thought might happen next, and they took turns to share and hear ideas.
- Behaviour is good. Excellent transition arrangements prior to starting school help children to settle extremely well into school life and routines. During the inspection it was clear to see how happy the children were to come to school and this was reflected in conversations with parents. From an early age, children show respect for each other, the adults around them and visitors to the school.
- Welfare requirements are met. The provision is well staffed. It is a safe environment and all statutory school policies are in place, ensuring that children are safe and feel safe.

School details

Unique reference number	106496
Local authority	Wigan
Inspection number	10057896

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Tony Hegarty
Executive Headteacher	Janice Taberner
Telephone number	01942 704148
Website	www.inceholyfamily.wigan.sch.uk
Email address	enquiries@admin.inceholyfamily.wigan.sch.uk
Date of previous inspection	15–16 November 2016

Information about this school

- Holy Family is an averaged-sized primary school
- There is an above-average number of girls at the school.
- The proportion of disadvantaged pupils is broadly average.
- The proportion of pupils with SEND is average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well below average.
- Since the previous inspection in 2016, there has been an interim headteacher prior to the current executive headteacher appointed in 2018.
- A new deputy headteacher joined the school in September 2018, after which a new senior leadership team was formed.

- Since the section 5 inspection the school has been subject to an academy order. However, under the Academies Act 2010 all Voluntary Aided schools require the consent of their foundation before converting to academy status. This consent has been denied by the Archdiocesan Trustees.

Information about this inspection

- The inspectors observed teaching and learning in all classes. Several sessions were observed jointly with the headteacher.
- The inspectors met with representatives of the governing body, including the chair of the governing body, and with a representative of the local authority and the archdiocese.
- The inspectors held meetings with groups of pupils from key stage 2 and talked with pupils in classes and around the school.
- The inspectors listened to a small number of pupils from Years 2 and Year 6 read.
- A range of pupils' books and tracking records were scrutinised with the leaders of English and mathematics.
- The inspectors spoke with a number of parents to seek their views. The responses to Parent View, Ofsted's online questionnaire, were analysed along with parents' free-text responses.
- Ofsted's online pupil survey and the staff survey were also analysed by inspectors.
- The inspectors scrutinised a variety of documentation, including the school's self-evaluation and development plan, records of governing body meetings and records relating to pupils' behaviour and attendance. A range of documentation regarding safeguarding was also scrutinised.

Inspection team

Naomi Taylor, lead inspector

Her Majesty's Inspector

John Shutt

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019