

# Inspection of The Holy Family Catholic Primary School

Bicknor Road, Park Wood, Maidstone, Kent ME15 9PS

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Inspection dates: 17–18 September 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this school?**

Pupils are happy and courteous in this friendly, welcoming school. They behave sensibly when moving around the school, politely standing back in the corridors to let adults through. Pupils told us that they have fun at playtimes and that everyone is kind to each other.

Most pupils enjoy learning. They want to do well and usually work hard. Teachers have high expectations of pupils' learning and behaviour most of the time, but not always. Sometimes they do not ask enough of pupils during lessons. This means that some pupils are allowed to fidget and chat and so get less done than they should.

Pupils feel very safe in school. They told us that they feel comfortable speaking to adults and that their teachers sort out any concerns quickly.

The school's work to support pupils' personal development is a particular strength. A well-planned programme of lessons, visits and visitors helps pupils to learn about the world and to find out more about themselves. Pupils speak with respect about a range of cultures and religions. They know that everyone is unique and learn to celebrate differences. Pupils watch and listen in thoughtful silence during morning worship.

## **What does the school do well and what does it need to do better?**

Since the last inspection, leaders have not made sure that the school has improved sufficiently so that all pupils achieve as well as they should. The curriculum does not provide a clear framework at each stage of pupils' learning, especially during key stage 2. This means that some pupils fall behind where they should be by the end of Year 6, particularly in reading and mathematics.

The academy trust has worked hard to appoint a leadership team during the past year. However, the process has taken longer than they would have wished. This has slowed developments in the school. The new principal and her leadership team are now in place. They have already checked the way different subjects are taught and have looked at how well pupils are learning. They know that some pupils should be achieving more and are beginning to take action to improve the school. Leaders have made sure that everyone knows what needs to be done.

Staff and parents have noticed renewed energy and direction in the school's work. One parent said, 'The new principal and special needs coordinator are really on the ball. It's wonderful to see.'

Last year, leaders made some improvements to the key stage 1 curriculum. For example, they used training to improve the teaching of phonics (letters and the sounds they represent). As a result, most pupils use phonics skills well to help them

to read by the end of Year 1. In 2019, standards at the end of key stage 1 increased in reading, writing and mathematics.

Pupils with special educational needs and/or disabilities (SEND), like other pupils, do not always achieve well enough. This is because the curriculum does not provide teachers with sufficiently clear guidance about what pupils with SEND need to learn or how to support them. The recently appointed special educational needs coordinator is addressing weaknesses urgently. She has already taken steps to make sure that staff are clearer about pupils' needs. Parents of pupils with SEND have noticed early improvements. They say that their children are getting on in their learning much better than before.

The early years curriculum does not equip all children with the language skills they need to learn successfully in Year 1. The early years leader is working closely with the academy trust to update the curriculum. For example, she has made some changes to the teaching of language skills, especially in improving children's vocabulary and speaking skills. However, it is too soon for these improvements to have made a sufficient difference to children's learning.

Although most pupils attend regularly, some miss too much school and so do not achieve as well as they should. Attendance has been lower than the national average for the past two years. Leaders know that this means some pupils are missing out on parts of their education. They are taking steps to ensure that all pupils attend as well as they should.

Pupils usually behave well during lessons. However, sometimes they do not concentrate well enough. This makes it difficult for them to get on with their work.

## **Safeguarding**

The arrangements for safeguarding are effective. Leaders make sure that the school runs safely and smoothly. Everyone knows exactly what to do if they need to follow up any concerns about a pupil's safety.

Leaders complete employment and recruitment checks fully. They keep careful records about pupils' safety. Leaders work well with agencies, such as children's services. They keep staff informed of developments. Bullying is rarely a problem.

Parents say that the school takes good care of their children. One parent said, 'Staff are clearly there for the love of the job and for the good of the children.'

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

### **(Information for the school and appropriate authority)**

- Leaders have made a good start in reviewing the school's work. However, they know that more needs to be done to ensure that all pupils learn as well as they should. Leaders should press on with this work. They must find the gaps in the

knowledge of those pupils who have fallen behind, including in reading, and make sure that teachers use this information, along with improvements in the curriculum, to help pupils to catch up quickly.

- Pupils study an appropriately broad range of subjects. However, while some aspects of the curriculum have improved recently, leaders recognise that further work is needed. They should ensure that the curriculum in all year groups, including early years, is clear about which knowledge and skills should be taught. Leaders should continue to focus on updating the curriculum so that pupils in all year groups learn well.
- While the school's provision for pupils with SEND has improved recently it is still not effective enough. Leaders should continue to prioritise this vital work so that the needs of all pupils are met fully and they achieve the best possible outcomes.
- The majority of pupils behave well in lessons. However, some pupils waste time when they should be working. Leaders recognise that there is more work to be done to ensure that all pupils have the same positive attitudes to learning. They should complete the current work to review and update the behaviour policy and make sure that it is making a difference to pupils' behaviour.
- Some pupils do not attend school regularly enough and so fall behind in their learning. Leaders should continue to work with parents to make sure that every pupil attends well.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school. 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.

## School details

<b>Unique reference number</b>	140980
<b>Local authority</b>	Kent
<b>Inspection number</b>	10111139
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Rob Sharpley
<b>Principal</b>	Nicola Clarke
<b>Website</b>	<a href="http://www.holyfamily.kent.sch.uk">www.holyfamily.kent.sch.uk</a>
<b>Date of previous inspection</b>	9–10 May 2017

## Information about this school

- There have been a number of staff changes since the previous inspection, including at senior leadership level. The principal, vice-principal and special educational needs coordinator started two weeks prior to this inspection, in September 2019.
- The school is a Roman Catholic Primary School. A section 48 inspection took place on 11 December 2018, when the school's religious provision was judged good.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with a number of senior leaders, including the principal, vice-principal, executive principal, and the special educational needs coordinator. They also met with the trust's principal director (primary) and with its senior primary school improvement adviser.
- During the inspection, the inspection team looked in detail at reading, writing, mathematics and science. Inspectors completed a range of inspection activities in order to explore these subjects in depth, including meetings with subject leaders, lesson visits with senior leaders, a review of a sample of pupils' work and

discussions with pupils about their learning.

- Inspectors considered the effectiveness of safeguarding arrangements. They checked a range of school documents and records, including the safeguarding policy and the single central register. Inspectors discussed safeguarding procedures with senior leaders, governors and other members of staff.
- Inspectors spoke with pupils and parents during the inspection. They also considered the views expressed in 10 responses to Ofsted's online questionnaire, Parent View.
- Inspectors observed arrangements to keep pupils safe during the school day, including during breaktimes.
- The inspection team met with a number of middle leaders, including subject leaders, the early years leader and the family liaison officer.

### **Inspection team**

Julie Sackett, lead inspector

Ofsted Inspector

Paul Shaughnessy

Ofsted Inspector

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