

Inspection of Holy Family RC Primary School

Longfield Street, New Springs, Wigan, Lancashire WN2 1EL

Inspection dates: 11–12 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils, staff and parents are proud to be associated with this happy school. Leaders have high expectations and aspirations for all pupils. As a result, pupils thrive. They enjoy learning and achieve exceptionally well. The warm and caring relationships that exist between pupils and staff are at the heart of the school's success.

Pupils are a credit to the school. They wear their uniforms with pride and are rarely absent. Pupils' behaviour is exemplary in lessons and during breaktimes. They show genuine care and respect for each other. Older pupils relish taking on extra responsibilities, such as play buddies and school ambassadors.

The pupils that we spoke with said that they feel safe in school. They said that there is always someone to talk to if they are worried about something. Pupils are aware of the different types of bullying. However, they said that bullying rarely happens and that staff will deal with it well.

A wide range of clubs are available to pupils before and after school. This helps them to explore new interests and develop their talents.

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

Pupils receive a high-quality education at Holy Family. They achieve exceptionally well in reading, writing and mathematics. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Pupils also achieve highly in other subjects. For example, leaders have ensured that the curriculum is well structured in art and science so that pupils' knowledge builds effectively over time. As a result of the school's broad and well-planned curriculum, pupils are extremely well prepared for the next stage of their education when they leave Year 6.

Children develop a thirst for reading from their very first days in the Reception class. Staff introduce them to stories and poems. The phonics programme is well structured. Staff ensure that the books given to children match their reading ability. This means that children are able to practise their reading in school and at home. Children who struggle are given effective support and do not get left behind. As they move through school, pupils develop a love of reading and many read widely and often.

The mathematics curriculum has been carefully planned. Teachers have high expectations for all pupils. In the early years, children develop an excellent understanding of numbers to 20, along with other aspects of mathematics such as shape and space. In key stage 1 and key stage 2, learning is well-sequenced so that pupils learn more and remember more. Pupils enjoy the demanding tasks that teachers provide to make them think more deeply.

The school provides many opportunities to support pupils' learning outside of the classroom. These range from visits to churches and mosques to team-building activities and residential visits. Many of these visits are related to the school's curriculum such as the recent trip to a transport museum. Another class visited Chester, during the autumn term, as part of their topic on the Roman occupation.

Staff ensure that the early years curriculum inspires children to learn. Staff are highly ambitious for all children. They encourage children's participation in all aspects of learning and development. They know the children exceptionally well and ensure that learning builds over time. They also support children's personal and social development extremely well. As a result, children become happy, successful and enthusiastic learners.

There is a strong and effective focus on developing pupils' character. The school provides high-quality pastoral support. Leaders also ensure that pupils develop respect for different lifestyles, religions and cultures. As a result, pupils understand the importance of British values and are tolerant and are respectful towards those who are different.

Governors share the headteacher's vision for excellence. They have played a key role in maintaining the high standards at the school. They are frequent visitors to the school. They use their knowledge of the school's policies and practice to provide support and pose challenge to school leaders.

The members of staff that we spoke with were highly complimentary about the school's leadership team. They told us that they feel valued and exceptionally well supported. They said that they enjoy working at the school and that leaders care about their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is given the highest priority. They ensure that appropriate checks are made on all adults who work at the school. Staff receive regular safeguarding training. They fully understand what to do if they have concerns over a pupil's safety or well-being. Governors understand their role in ensuring that safeguarding policies and procedures reflect current requirements. Pupils are taught how to keep themselves safe in the community and when online.

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 are the school and you are 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

Unique reference number	106491
Local authority	Wigan
Inspection number	10111085
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	The governing body
Chair	Brenda Hart
Headteacher	Stephen Gallagher
Website	http://www.aspullhollyfamily.co.uk/
Date of previous inspection	13 September 2006

Information about this school

- Several members of staff have been appointed since the previous inspection, including the headteacher and the deputy headteacher.
- A new chair of the governing body has been appointed since the previous inspection.
- In July 2018, the school was inspected under section 48 of the Education Act 2005. The purpose of the inspection was to evaluate the quality of religious education and the Catholic nature of the school.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- During this inspection we met with eight governors, including the chair of the governing body.
- We met with several members of the leadership team, including the headteacher, the deputy headteacher, subject leaders, the early years leader and the teacher who coordinates support for pupils with SEND.

- We did deep dives in these subjects: reading, mathematics, science, art and history. Our inspection activity included: an evaluation of curriculum planning; visits to lessons with leaders; scrutiny of pupils' work; listening to pupils read; discussions with subject leaders, teachers and teaching assistants and discussions with pupils about their learning.
- We looked at safeguarding records and the checks that leaders make on staff prior to them starting at the school. We also discussed safeguarding and behaviour when meeting with pupils, teachers and other members of staff.
- We observed pupils' behaviour during playtimes, dinnertimes and during lessons. We spoke to pupils about reading and their views on behaviour and bullying.
- We took account of the 32 responses to Ofsted's online survey, Parent View.

Inspection team

Paul Tomkow, lead inspector

Her Majesty's Inspector

Paul Edmondson

Ofsted Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020