

Inspection of a good school: Holy Family Catholic Primary School

Seacrest Avenue, Blackpool, Lancashire FY1 2SD

Inspection dates:

8 and 9 December 2021

Outcome

Holy Family Catholic Primary School continues to be a good school.

What is it like to attend this school?

Pupils jog towards the school gates with a smile on their faces. They are excited to see their friends and teachers. Parents and carers appreciate the warm welcome that their children receive from staff.

Pupils feel safe in school. They enjoy positive relationships with their teachers. They know that they can talk to any member of staff if they ever feel worried. Pupils explained that on the rare occasions when name-calling or bullying happens, adults deal with it effectively.

Teachers have high expectations of all pupils. This motivates pupils to work hard and behave well. They are polite and courteous. Pupils understand that to succeed in life, they must always try their best.

Leaders ensure that pupils benefit from a range of experiences. All pupils learn to play a musical instrument, go to the theatre and take part in competitions. They are proud of their sporting and singing successes. Pupils are currently enjoying fitness sessions with Blackpool Football Club. These are helping them to understand the importance of nutrition and exercise.

Pupils are encouraged to be independent and responsible. They can apply for a range of roles in the school. These include head girl or boy, school councillor, or looking after 'Percy' and 'Pepper', the pet guinea pigs.

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

Leaders ensure that all pupils, including those with special educational needs and/or disabilities (SEND), are provided with a broad and balanced curriculum. They are ambitious for all pupils. As a result, pupils achieve well. Pupils' experience of the curriculum is enhanced through a range of trips and visits which help to deepen their understanding of subjects.

Subject leaders ensure that learning starts in the early years. This gives children the building blocks to move on to future learning. For instance, in physical education (PE), children in the Reception class learn how to perform a range of movements and techniques. This prepares children well to access PE in key stage 1 and beyond.

In most subjects, leaders have clearly identified the key knowledge and vocabulary that they want pupils to know and remember. Pupils' knowledge and skills continue to build throughout each year. For example, in music, Year 6 pupils can play instruments with accuracy and expression. They understand musical notation and can improvise and compose different pieces of music because their earlier learning is secure.

In a small number of subjects, leaders have not identified the knowledge and vocabulary that they want pupils to know and remember. This means that teachers are less able to build on pupils' previous learning.

Leaders promote reading across the school. Children in the Reception class are immersed in books and reading activities. Older pupils can choose the books they enjoy from the school library. They are particularly enthusiastic about the small-group reading sessions with their teachers. They explained that these help them learn how to find important information in books.

Children learn phonics as soon as they enter the early years. Staff are well trained. They deliver the phonics curriculum effectively. Pupils can practise and build on their reading skills with books that closely match the sounds that they know. These actions are helping pupils to become confident readers. Any pupils who do find reading difficult are provided with additional support to help them catch up.

Leaders work closely with staff, including those in the early years, to make sure that pupils with SEND are identified quickly. Staff have been trained to support pupils with SEND effectively in their learning. As a result, pupils with SEND achieve well.

Pupils are proud of their behaviour. Low-level disruption is rare. If it does happen, it is dealt with quickly. As a result, pupils' learning is uninterrupted. Pupils enjoy spending time with their friends in the lunch hall. On the playground, they play competitively but with respect for their opponents.

Pupils show respect for others, regardless of their background. Their knowledge of other faiths and cultures is promoted well through activities such as trips to a mosque, a synagogue and a Hindu temple.

Staff are proud to work at the school. They all feel well supported by leaders. Governors and leaders ensure that the workload and well-being of staff remain priorities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their pupils and families well. They work closely with outside agencies so that families can access appropriate support if required. Leaders provide training for school staff and governors. Staff know the signs that may indicate a pupil is at risk of harm. They report any concerns quickly.

Pupils are taught how to stay safe, for example, when working or playing online. The local police recently visited the school to talk to pupils about the dangers of gangs and drug misuse.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the knowledge that leaders want pupils to know and remember is not clearly identified. This hampers teachers' efforts to build on pupils' prior knowledge. As a result, pupils are less able to talk about what they have learned in these subjects. Leaders need to ensure that teachers know the precise knowledge and vocabulary that pupils need to learn, and check that this is being taught.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

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 information from Ofsted Parent View 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	119600
Local authority	Blackpool
Inspection number	10211276
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	206
Appropriate authority	The governing body
Chair of governing body	Ian Hunter
Headteacher	Helen Moreton
Website	www.holy-family.blackpool.sch.uk
Date of previous inspection	25 January 2017, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary-aided Catholic primary school. The school had its most recent section 48 inspection in November 2017.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.
- During the inspection, the inspector carried out deep dives in early reading, PE and music. These involved visiting lessons with subject leaders, discussing curriculum plans, talking to pupils and teachers and looking at pupils' work.
- The inspector held meetings with the headteacher, the deputy headteacher and six members of the governing body, including the chair of governors.

- The inspector observed pupils reading to a familiar adult. He also held discussions with the subject leader for history and geography.
- The inspector checked leaders' safeguarding procedures. He viewed a range of safeguarding documentation, including training records.
- The inspector considered the responses to Ofsted Parent View, Ofsted's online questionnaire, and spoke to parents at the start of the school day. The inspector also reviewed the responses to the pupil and staff questionnaires.
- The inspector observed pupils' behaviour at playtimes, lunchtime and during lessons. Pupils also talked with the inspector about their views on their school.

Inspection team

John Tomlinson, lead inspector

Her Majesty's Inspector

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