

Inspection of a good school: Holy Family Catholic Primary School

Parliament Road, Armley, Leeds, West Yorkshire LS12 2LH

Inspection dates: 10 to 11 February 2022

Outcome

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

What is it like to attend this school?

Pupils, staff, parents and carers describe the school as a family. The local community is at the heart of the curriculum. Pupils find out about their community and how this links to different subjects. Pupils love school trips and having visitors in school. They say these help them remember what they have learned. For example, a recent visit to Murton Park helped pupils recall facts about the Vikings. Pupils enjoy having the chance to be 'Minnie Vinnies'. 'Minnie Vinnies' are linked to the voluntary organisation St. Vincent de Paul, dedicated to tackling poverty. They take part in charity fundraising and have an influence in the local community.

Pupils are happy and they feel safe. Parents agree. Pupils behave well in lessons and around the school. They value the school's traffic light behaviour system that rewards good behaviour. Relationships between pupils and staff are strong. They treat one another with respect. Staff have high expectations of pupils. Pupils say that adults help them and that you can 'learn from your mistakes'. They feel that teachers are fair. Pupils say that adults deal with any bullying effectively.

Pupils take part in a wide range of clubs, such as dance, mindfulness and football. Pupils know about different faiths and beliefs. They say it is important to know about these, so they do not upset others.

Parents speak highly of the school. They would recommend the school to others.

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

Leaders have carefully designed an ambitious curriculum. Life experiences and local visits are a key part of this. Leaders have identified the essential knowledge pupils need to learn. The COVID-19 pandemic has delayed the full implementation of this curriculum. Staff have not yet had the chance to check whether curriculum plans are as effective as

they might be. In some subjects, leaders are not sufficiently clear about the expectations they have of different groups of pupils.

Leaders ensure that the curriculum develops key concepts. For example, in history, pupils learn about chronology across all year groups. Pupils can talk successfully about the past and present. During the inspection, Year 3 pupils were debating between The Stone Age and The Romans. One pupil decided to live in Roman times 'as you'd get paid'. Teachers ensure that pupils remember the key facts for each topic.

Leaders make reading a high priority. Pupils visit the school library frequently. They enjoy daily story time. In Reception, children enjoy joining in with 'The Hungry Caterpillar' story. Staff are experts at teaching phonics. They model sounds accurately. Weaker readers receive extra support. Staff listen to these pupils read every day. These pupils know the tricky words that are part of the phonics scheme. Teachers choose appropriate books for older pupils that link to the topics they are studying. Pupils enjoy these links.

Staff have raised the profile of vocabulary. In Reception, staff introduce and model new words. In Nursery, staff ensure children say words clearly. Leaders have identified the important words children should learn in the early years. However, leaders continue to develop the sequencing of the curriculum so that children learn words in the right order.

The mathematics curriculum builds on what pupils have learned before. Lessons typically begin with a recap or 'throwback' activity. Year 6 pupils say this helps them to remember their learning. Staff break down learning into small steps. Staff swiftly support those pupils who need help. Staff use pupils' assessment information wisely. This means pupils only move on to new concepts when they are ready.

Pupils with special educational needs and/or disabilities (SEND) participate fully in school life. The special educational needs coordinator (SENCo) works closely with pupils' families and other professionals. This means that pupils with SEND get the help they need. Leaders believe that pupils with SEND do their best when learning alongside their peers. Skilled staff break down learning into the smallest steps. Teachers know their pupils well. They make necessary adjustments so that all pupils, including pupils with SEND, achieve well.

Pupils respect the school's grounds which provide a range of opportunities. For example, pupils make use of the forest school area or outdoor prayer space. Pupils behave well during breaktimes. Staff make sure there are plenty of things for them to do, such as team games or the chance to dance with friends to music. Pupils enjoy school assemblies. These include visiting speakers who talk about staying safe online and Reception children who help improve pupils' understanding of Chinese New Year.

Staff are proud to work at the school. They benefit from a range of training. They appreciate leaders' efforts to support their well-being and help them to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Designated safeguarding leads and staff receive effective training. They know how to identify, record and report safeguarding concerns. Leaders know the risks children may encounter in the local area, such as child sexual exploitation. Leaders work well with other safeguarding agencies. The most vulnerable pupils receive effective support.

Pupils learn how to keep themselves and others safe, including when working online. Staff make sure the curriculum includes opportunities for pupils to learn about risks.

Governors perform regular safeguarding checks to make sure that staff are following safeguarding procedures effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is in its infancy as a result of the pandemic. Some subject plans are more developed than others. In the subjects that are at an early stage of development, pupils' learning is less strong. Leaders should ensure that all curriculum plans are appropriately developed, sequenced and effective so that pupils remember new content over longer periods of time.
- Leaders have thought carefully about the essential, subject-specific vocabulary that they would like pupils to know by the end of each key stage. However, systems to check pupils' understanding and knowledge of these words are at an early stage of development in the foundation subjects. This means that leaders do not have an accurate overview of the effectiveness of the curriculum. Leaders should ensure that all curriculum planning identifies the precise vocabulary that pupils need to learn to enable them to make strong progress.

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 January 2017.

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

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| Unique reference number | 108026 |
| Local authority | Leeds |
| Inspection number | 10211311 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 227 |
| Appropriate authority | The governing body |
| Chair of governing body | Gayle Hunter |
| Headteacher | Peter McQuillen Strong |
| Website | www.holyfamilyleeds.co.uk |
| Date of previous inspection | 31 January 2017, under section 8 of the Education Act 2005 |

Information about this school

- The school's last section 48 inspection took place in November 2017. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school does not use any alternative providers.

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 leaders and has taken that into account in his evaluation of the school.
- The inspector met with senior leaders from the school, two members of the governing body, including the chair of governors, and a representative from the local authority.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Pupils' behaviour was observed during lesson visits and at breaktimes. Pupils shared their views on behaviour in discussions.
- The inspector reviewed safeguarding records, including the single central record. Discussions with staff and pupils were held to determine their understanding of safeguarding.
- The views of parents were sought face-to-face, and the inspector considered the 37 responses to Ofsted Parent View.
- The inspector considered the views of staff from meeting with them and from the 25 responses to Ofsted's staff questionnaire.
- The inspector held meetings with the SENCo to consider the curriculum for pupils with SEND.
- The inspector met with subject leaders to discuss curriculum plans. He visited lessons accompanied by senior leaders.

Inspection team

Ian Clennan, lead inspector

Ofsted Inspector

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