

Inspection of Holy Family Catholic Primary School

Tudway Road, Kidbrooke, Greenwich, London SE3 9YX

Inspection dates: 9 and 10 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Leaders' expectations for what all pupils should learn have not been consistently high. Across the curriculum, pupils do not achieve as well as they should. New leaders are starting to make improvements to pupils' learning. They are revising the school's curriculum so that pupils are beginning to build up knowledge and understanding across a wider range of subjects.

Holy Family is a small school where pupils are cared for by their trusted adults in a safe learning environment. Staff have warm and nurturing professional relationships with pupils.

Staff have high expectations for pupils' behaviour and conduct. Pupils attend school regularly and enjoy learning. They are respectful, polite and courteous. Pupils behave well in lessons and during playtimes. Pupils feel happy and are safe. Bullying is rare but when it happens, staff are quick at sorting it out.

Staff prioritise pupils' well-being and promote the school's values of respect, service and love. Pupils learn about the diversity of modern Britain. They use a range of resources such as reading books and artwork to understand and represent different backgrounds and experiences.

Pupils participate in a range of extra-curricular activities, including football, taekwondo, gymnastics, a gospel choir and British sign language. They are proud to contribute to their community through charitable events such as making donations to local food banks.

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

New leaders are ambitious and have started to make improvements to the quality of education in the school. They are redesigning the school's curriculum and checking that it meets the breadth and ambition of the national curriculum. The leadership team is also raising expectations about the essential knowledge and skills that pupils will learn over time, including in the early years. Leaders' work has the full support of the school community

Where leaders' revised plans are beginning to work well, there is a clearly sequenced order in which pupils are expected to learn and build on new knowledge and skills. Staff have received training to support the delivery of the curriculum using leaders' carefully chosen programmes of learning, for example in mathematics and reading.

Leaders have made a start on ensuring that pupils learning to read is a priority. For example, they have put in place a new system of teaching phonics from early years to Year 2. Emphasis is now placed on ensuring that pupils read books that match the sounds they know in order to develop fluency and accuracy. In the early years, adults support children to build their language and communication skills. Teachers

are developing their confidence and expertise in teaching phonics. Nevertheless, inconsistencies remain, including in the early years.

Leaders' curriculum thinking is at the earlier stages of development in some subjects. In these subjects, leaders are developing their expertise and knowledge. They have not identified the important knowledge that pupils need to know and remember, including in the early years. Some teachers have not been provided with the support they need to improve their own subject knowledge. Across the curriculum, pupils are not developing and deepening their learning well and struggle to understand some concepts.

Leaders' revised assessment systems are not embedded across all subjects. There is variation in how well teachers check pupils' recall of prior learning, including in early reading. This means that in some subjects, gaps in pupils' knowledge are not picked up swiftly and routinely addressed.

Leaders work well with parents and external professionals to accurately identify and meet the needs of pupils with special educational needs and/or disabilities (SEND). Staff are well trained to support pupils with SEND so that they access the same curriculum as others. However, because leaders' revised curriculum thinking is in the early stages, pupils with SEND are not learning as well as they should.

Leaders support and promote pupils' personal development through the personal, social, health and economic education curriculum, assemblies and special events. Pupils and children in the early years behave well, are polite and have positive relationships with staff. The atmosphere in classrooms is purposeful and orderly and allows learning to move on without disruptions.

There is a wide range of opportunities for trips and visits. These aim to develop pupils' interests and help them learn about the world. Pupils attend extra-curricular clubs, including music, theatre, art, cooking and sports. They learn about citizenship and take part in fundraising events, for example to support children affected by the Ukraine–Russia conflict.

Governors are knowledgeable and have an accurate view of the school. They are clear about the actions needed to improve the standard of education for pupils. Leaders keep an eye on staff's workload and well-being. Staff are appreciative of the support they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have provided staff with regular, up-to-date training. They make sure that staff understand the training by regularly checking their safeguarding knowledge. Staff know what to do when a pupil is at risk. Leaders work with external agencies to provide appropriate support to vulnerable pupils and their families.

Leaders have developed a culture of vigilance, so staff are aware of their roles and responsibilities in keeping pupils safe. The pre-employment checks and processes are robust. Pupils said they feel safe in school. Through the curriculum, they learn how to keep themselves safe, including the potential dangers they may encounter online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not clearly identified the important knowledge and skills that pupils need to know. Consequently, pupils do not learn and remember detailed knowledge in these subjects. Leaders should ensure that there is well-sequenced and clearly defined curriculum content in all subjects, including in the early years, to enable pupils' progression of knowledge and skills over time.
- In some subjects, teachers do not use assessment effectively. Gaps in pupils' knowledge and understanding are not picked up swiftly enough. Leaders should ensure that their assessment strategies are used in all subjects, including early reading, so that gaps in pupils' learning are identified and addressed so all pupils, including those with SEND, achieve well.
- In some subjects, leaders do not have strong subject expertise. This affects how effectively some subject leaders are able to support teachers to deliver the curriculum. Leaders should ensure subject leaders and teachers receive the support and development they need to enable them to provide confident and knowledgeable curriculum delivery across all subjects, including early reading and phonics.

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	100178
Local authority	Greenwich
Inspection number	10210969
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	160
Appropriate authority	The governing body
Chair of governing body	Tony Holdsworth
Headteacher	Amanda Weaver
Website	www.hfprimary.org/
Date of previous inspection	11 October 2016, under section 8 of the Education Act 2005

Information about this school

- Holy Family Catholic Primary School is smaller than the average-size primary school. The school's most recent section 48 inspection took place in March 2017.
- There have been several changes in staffing, leaders and governors since the last inspection. The new headteacher has been in post since January 2022.
- Leaders do not make use of any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator and other staff.
- The lead inspector met with those responsible for governance, including two members of the governing body and the chair of governors. Additionally, the lead

inspector met with a representative from the local authority and had a telephone conversation with a representative of the archdiocese.

- Inspectors carried out deep dives in early reading, mathematics, science, geography and computing. This included meeting with subject leaders to discuss the curriculum, visiting lessons and speaking with pupils and teachers. Inspectors spoke to pupils about their work and listened to pupils read to a familiar adult. Inspectors also considered some other subjects as part of this inspection, including music and art.
- Inspectors observed pupils' behaviour in lessons and during breaktimes and lunchtimes.
- Inspectors scrutinised documents provided by the school, including leaders' self-evaluation, the improvement plan, school policies, records of meetings of the governing body and documentation regarding attendance and behaviour.
- To inspect safeguarding, inspectors scrutinised the school's record of pre-employment checks, met with the leaders with responsibility for safeguarding and considered documentation on leaders' work to keep pupils safe.
- Inspectors spoke to a number of pupils and parents. They considered the responses to Ofsted Parent View, including the free-text comments. Inspectors considered the responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.

Inspection team

Jeffery Quaye, lead inspector	Ofsted Inspector
Jo Brinkley	Ofsted Inspector

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