

Inspection of Holy Family Catholic Primary School

Old Hall Road, Sale, Cheshire M33 2JA

Inspection dates: 6 and 7 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils really enjoy learning at this inclusive and welcoming school. They understand and embrace the school's four values: 'growing our hearts and minds, passionate about learning, together we succeed and we care about respect'. They make the most of many opportunities to take on leadership responsibilities, such as being mental health champions and representing their class on the school council. Pupils participate in a wide range of extra-curricular activities at school, including sports, art and the Chinese club.

Pupils understand what bullying is and its impact on victims. They told inspectors that they tell teachers immediately about bullying and that teachers and leaders deal with it quickly. Pupils feel safe in school. All adults in the school have high expectations of pupils. Most pupils listen attentively and work hard. Teachers and teaching assistants help those who struggle to listen and follow instructions, so that they can learn calmly alongside their peers.

Pupils talk knowledgeably and enthusiastically about people who are different from themselves, including those from other cultures, ethnicities and religions. Leaders expect pupils to work hard and reach their full potential, including those who speak English as an additional language (EAL) and those with special educational needs and/or disabilities (SEND). Most pupils achieve well.

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

Leaders have ensured that the curriculum identifies the essential things that pupils need to learn in each subject. They have made sure that the curriculum is ambitious and interesting for all. Teachers regularly revisit previous work and build on it. However, in some subjects, such as history, the curriculum does not give pupils enough opportunity to understand how current and previous topics are linked by larger ideas.

Teachers have very good knowledge of the subjects that they teach. This enables them to explain clearly, to provide activities that promote pupils' learning and to use questioning well to deepen pupils' understanding. Regular assessment identifies gaps in pupils' knowledge. Teachers use this information well to make sure that pupils build up learning securely.

Teachers and teaching assistants help pupils with SEND and those with EAL effectively. Staff identify and address the needs of these pupils quickly, using external help where appropriate. As a result, these pupils enjoy learning from the same curriculum as their classmates.

Leaders have transformed the teaching of phonics and early reading since the previous inspection. Teaching staff follow a coherent curriculum. This, alongside substantial training for all staff, has ensured consistent and effective teaching of

early reading, including for those with SEND and who speak EAL. Children learn to read from the start of Reception Year. Staff identify pupils who are falling behind and quickly give them help to catch up. Teachers make sure that the books that pupils read match the sounds that they know. Most pupils learn to read with increasing confidence, accuracy and fluency as they move through the school. Leaders have made sure that all staff prioritise reading. Pupils read a wide range of texts for pleasure.

In the Nursery and Reception Years, staff settle children in quickly and from the outset encourage them to follow instructions, take turns and share. They skilfully use each learning activity to develop language and communication. In early years, as well as in key stages 1 and 2, pupils who speak EAL, including those who have only recently arrived in England from other countries, quickly settle to learning and playing alongside their peers.

The school is an orderly and purposeful community. There are high expectations for pupils' behaviour, and pupils conduct themselves well. Their sensible behaviour in lessons contributes well to their ability to learn. If pupils struggle to manage their behaviour, staff skilfully settle them back to learning. Teachers give pupils opportunities to reflect on their feelings and behaviour. Pupils have regular opportunities to develop skills such as independence and resilience in learning.

Pupils proudly told inspectors how leaders have acted on their suggestions made via the school council. They learn how to keep themselves safe and healthy. They also learn to think of those not as fortunate as themselves by supporting local and global charities.

Leaders, including governors, have an accurate understanding of the school's strengths and weaknesses. They have successfully addressed the areas for improvement identified at the previous inspection. Some parents and carers who responded to Ofsted Parent View were critical of some aspects of leadership and management. However, neither the views of the majority of parents and of pupils and staff, nor inspection evidence support these criticisms. Nevertheless, there are some weaknesses in leaders' engagement and communication with parents.

Governors carry out their responsibilities effectively and support and challenge the school's leaders. Staff are proud to work at the school and feel appreciated and well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff and governors undertake regular training. They know how to spot signs that a pupil is at risk of physical or emotional harm. All staff know how to report concerns. Leaders deal with incidents quickly and involve outside agencies appropriately. The school's records show that leaders are tenacious and thorough in following up concerns. As a result,

they make sure that vulnerable pupils and families quickly receive the help that they need. Staff teach pupils about risks to their safety, including when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some parents feel that leaders do not communicate well with them. Leaders should engage more effectively with parents so that all understand how the school's policies are implemented and know enough about their children's academic and wider experiences in school.
- In some subjects, the school's new knowledge-based curriculum does not provide sufficient opportunities for pupils to link topics so that they can integrate new knowledge into larger ideas. Leaders should work with teachers to ensure that pupils understand how what they are learning relates to previous work so that they deepen their understanding of key concepts.

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.

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	106345
Local authority	Trafford
Inspection number	10226240
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	210
Appropriate authority	The governing body
Chair of governing body	Pete Mitchell
Headteacher	Linda Davison
Website	www.holyfamilysalemoor.co.uk
Date of previous inspection	7 and 8 July 2021, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Shrewsbury. The most recent section 48 inspection of the school took place in June 2022.
- There has been a new chair of governors since 3 October 2022.
- Leaders do not make use of any alternative provision.

Information about this inspection

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

- Inspectors discussed any continued 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 and other staff, including teaching assistants and support staff.
- The lead inspector had a discussion with governors, including the new chair of the governing body. She spoke to representatives of the local authority and the diocese.

- Inspectors visited lessons and spoke to pupils. They listened to pupils from Years 1, 2 and 3 read.
- Inspectors observed behaviour in lessons and at social times.
- Inspectors examined a range of documentation relating to safeguarding. They reviewed other documentation provided by leaders. This documentation included attendance information, the single central record, minutes of governing body meetings and senior leaders' self-evaluation document and school improvement plan.
- Inspectors carried out deep dives in reading, mathematics and history. These included discussions with subject leaders, visits to lessons, looking at examples of pupils' work, discussions with teachers and discussions with pupils about their learning.
- Inspectors considered the 39 responses to Ofsted Parent View, the online questionnaire, and reviewed 41 free-text comments from parents. They also had discussions with a wide range of parents in the playground and reviewed the school's own surveys of parents' views.
- Inspectors considered the responses to Ofsted's staff questionnaire and the responses to Ofsted's questionnaire for pupils.

Inspection team

Liz Kelly, lead inspector	Ofsted Inspector
Sheryl Farnworth	Ofsted Inspector

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