

# Inspection of Holy Family Catholic Primary School

Kents Hill Road, South Benfleet, Benfleet, Essex SS7 5PX

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Inspection dates: 21 and 22 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils flourish in the caring, compassionate culture of this school. They feel safe and confident to share their ideas, knowing that other pupils are tolerant and kind. Pupils understand that bullying is wrong. They say it happens very rarely. Pupils are confident that adults will listen to their concerns and stop any unkindness quickly.

From the early years, children learn to play and work together. Older pupils are enthusiastic play leaders for younger pupils outdoors. Everyone shares the outdoor equipment, such as gym equipment and adventure trails, safely.

Throughout the school, pupils take pride in their work. They know their teachers want them to achieve well, and so they settle quickly to the tasks they are given. Pupils are confident to ask questions and make suggestions in class. In most subjects, pupils, including those with special educational needs and/or disabilities (SEND), achieve well from their starting points.

There are many clubs and opportunities for pupils to develop their talents and interests. The choir sings locally and in festivals. Everyone learns to play an instrument in Year 5, and there are instrumental lessons available. Pupils develop their sports skills in football, netball and badminton clubs.

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

Leaders are ambitious for pupils, including pupils with SEND, to achieve well. They plan for the development of key skills in the early years so that children have secure foundations for learning. In most subjects, clearly set-out plans enable teachers to ensure that pupils build their knowledge and skills over time. Teachers put these plans in place well. They check pupils' understanding regularly and address any gaps in learning before moving on. They teach the most important ideas and vocabulary clearly. Pupils get plenty of practice with their new learning. This helps them to recall facts quickly and efficiently. In a few subjects, teachers do not have sufficient expertise to make sure that learning is closely matched to what pupils already know. When this happens, pupils do not achieve as well as they could.

Leaders' rapid action is improving pupils' outcomes in phonics. The reading curriculum sets out clearly what pupils need to know. Leaders have invested in well-matched books to ensure pupils get the practice they need with their phonic knowledge. Extra sessions give opportunities for more practice to pupils who fall behind. Most pupils become confident, fluent readers. Older pupils enjoy the books teachers read to them. Leaders have carefully selected these books to introduce new authors and challenging vocabulary. Most older pupils read widely and with good understanding.

From the early years, leaders watch out for any pupils with SEND. Clear systems are in place to check and review pupils' progress closely. Leaders involve parents quickly when they have concerns. This ensures that everyone understands pupils' needs and

understands how to help. Pupils with SEND join in with learning and in the life of the school alongside their peers. In the bespoke nurture provision, skilful adults support pupils with the highest levels of need so that they make progress in their learning.

Pupils behave well around the school, in lessons and at breaktimes. In the early years, leaders provide extra help for children to develop their social skills because of the impact of isolation on these children, caused by the pandemic. Throughout the school, pupils show their positive attitudes to learning in their enthusiasm and hard work. This means that everyone can focus on learning in lessons.

Too many pupils are missing out on their education, currently. Leaders are working with families to continue to secure improved attendance, but there is still more to be done.

Leaders know pupils and their families well. They seek out and nurture the individual qualities of pupils, including pupils with SEND. Pupils learn to become active citizens, for example they care for the environment in eco-club. They fundraise for local and international charities. The democratically elected school council members take their responsibilities seriously. They work with leaders to improve the school. Pupils learn about healthy relationships and lifestyles. They also learn about the importance of mental health.

Leaders have worked hard to engage the confidence and support of the local community. Many parents comment on the positive impact of the current headteacher and the 'children first' ethos of the school. Staff also appreciate the guidance and support of leaders. They describe feeling part of the school 'family'. They know that leaders take their well-being into consideration when making decisions. Governors and trustees are committed to securing continued improvements in the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to spot pupils at risk of harm. They report their concerns promptly. Leaders work effectively with vulnerable families to get them the support they need. They are proactive in engaging external services to keep pupils safe.

Governors regularly check that agreed processes are in place. They speak with pupils to check that they feel safe and are safe in school. They ensure that appropriate pre-employment checks on new staff are carried out and recorded.

Pupils learn about safeguarding risks and how to stay safe, including, for example, about road safety and about how to stay safe online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a few subjects, teachers do not have the expertise to deliver the curriculum as intended. Leaders are not always aware of this quickly enough to provide support where it is needed. When this happens, work is not sufficiently well matched to enable all pupils to achieve well from their starting points. Leaders at every level should ensure teachers have the skills and knowledge they need to deliver all subjects effectively, and implement consistently effective monitoring systems to ensure that this is happening.
- Some pupils do not attend school frequently enough. Levels of persistent absence are too high. In these cases, some pupils miss important learning and social time with their peers. Leaders should continue to strengthen their approaches to improving attendance. This is so that attendance continues to improve and that all pupils benefit from the well-planned curriculum.

### 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

<b>Unique reference number</b>	145995
<b>Local authority</b>	Essex
<b>Inspection number</b>	10254988
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Frank McEvoy
<b>Headteacher</b>	Daniel Craft
<b>Website</b>	<a href="http://www.holyfamily.essex.sch.uk">www.holyfamily.essex.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Assisi Catholic Trust in September 2018.
- Leaders do not use any off-site providers of alternative education.
- Leaders provide before- and after-school care on site.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The most recent section 48 inspection of this school took place in May 2017. The next section 48 inspection will take place within eight years.
- The last graded inspection of the predecessor school, Holy Family Catholic Primary School, judged the school to require improvement.

## Information about this inspection

The inspectors carried out this graded 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.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The inspectors met with school leaders, including representatives of the local governing board and the trust.
- The inspectors scrutinised a range of documentation during the inspection, including the school development plan, and safeguarding and behaviour records.
- The inspectors met with the designated safeguarding lead and other staff to discuss safeguarding.
- The inspectors considered 73 responses to the online survey, Ofsted Parent View, including 56 free-text comments. They also considered 31 responses to the staff survey. No responses to the pupil survey were received.
- The inspectors spoke to groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil at this school. They also observed the behaviour of pupils at breaktimes and around the school.

### **Inspection team**

Lynne Williams, lead inspector

His Majesty's Inspector

Stuart Pope

Ofsted Inspector

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